



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

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

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

**Date and Time:**

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

**Meeting to be held:**

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

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

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

**BOARD AGENDA**

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

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

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

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

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

IV. Routine Business

- a. Approval of Agenda – E. Pavlich

V. Oral Reports

- a. Executive Director's Report (MSRs attached) – R. Savage
  - i. Winter Leadership Retreat Update
  - ii. Grade Distribution Report Out
  - iii. Project Success Report Out – L. Dombek
- b. Principals' Reports (attached)
  - i. Elementary School – M. White
  - ii. Middle School – H. Tamayo
  - iii. High School – K. Mannix
- c. CalCA Financial Report (to follow) – L. Carter
  - i. Special Education Service Contracts Update
  - ii. Consolidated Financial Report (attached)
  - iii. CalCA North Bay Financial Report (attached)
  - iv. CalCA Central Financial Report (attached)
  - v. CalCA Central Coast Financial Report (attached)
  - vi. CalCA Monterey Bay Financial Report (attached)
  - vii. CalCA Ripon Financial Report (attached)
  - viii. CalCA Southern California Financial Report (attached)
- d. Budget Development Process Update – L. Carter/ E. Sigmund/ D. Kozub
- e. Policy and Compliance Report (to follow) – F. Sassin
  - i. Form 700 Reminders
  - ii. Lottery Administrative Procedure Update

VI. Consent Items

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

VII. Action Items

- a. Review and Acceptance of 2019-2020 School Year Audit (attached) – L. Carter/ F. Sassin
- b. Ratification of CalCA Central Valley Charter Renewal (attached) – R. Savage
- c. Approval of Memorandum of Understanding (MOU) with Saddleback Community College (attached) – R. Romero
- d. Approval of Outreach Recruitment Targets and Board Resolution Regarding Enrollment Limits for the 2021-2022 School Year (attached) – R. Savage

VIII. Information Items

- a. State Accountability Update – F. Sassin/ R. Romero
- b. State Account Relations (STAR) Update – E. Sigmund
- c. Service Spotlight: School Financial Services (SFS) – What We Do (attached) – C. Hicks
- d. Partner School Leadership Team (PSLT) Update – M. Brown
- e. Sponsoring District(s) Update – R. Savage/ F. Sassin

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

Agenda publicly posted by: Friday, February 19, 2021

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

# MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay

Report Date

January 31, 2021

Currently Enrolled

172

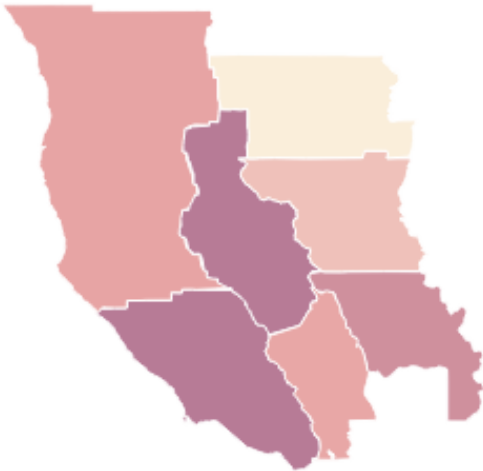
Total YTD Enrolled

208

Enrollment Services Complete (Stage 4)

223

Enrolled Students by County



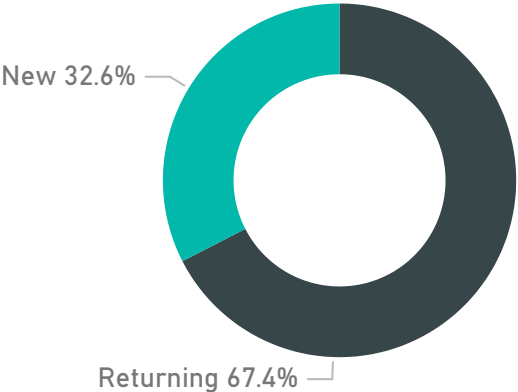


California Connections Academy at North Bay  
January 31, 2021

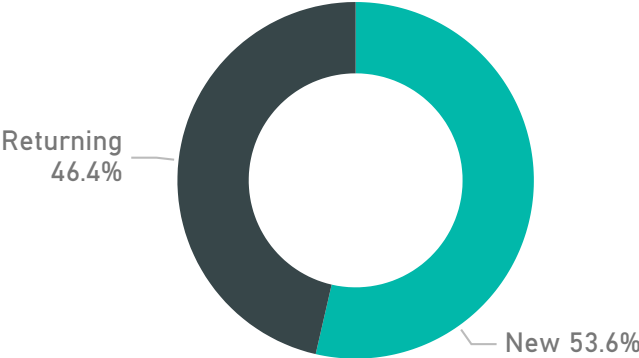
Current Enrollment Month-Over-Month Change  
**-3%**

Current Enrollment Year-Over-Year Change  
**-23%**

New and Returning

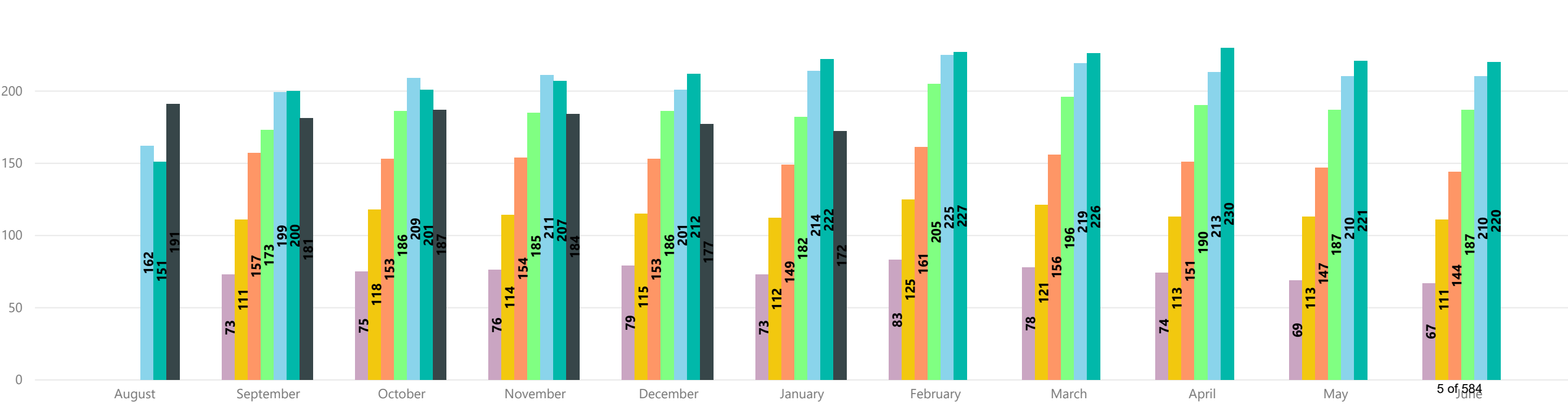


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

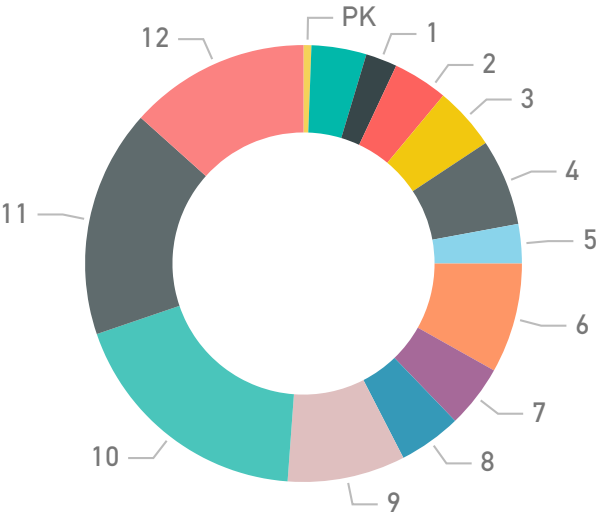
schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



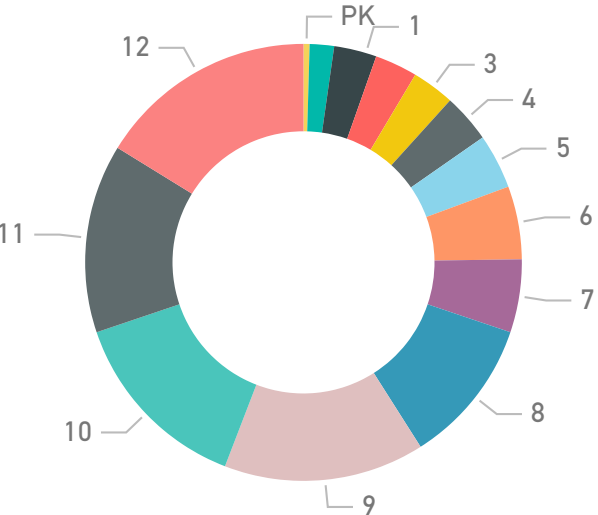
California Connections Academy at North Bay

January 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



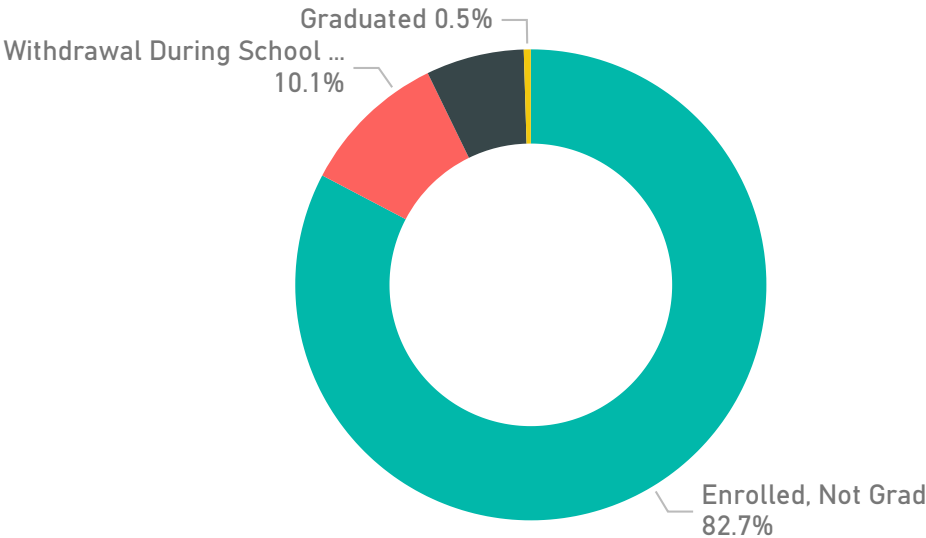
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	19	9%	19	9%	19	11%	19	11%
PK	1	0%	1	0%	1	1%	1	1%
KG	4	2%	5	2%	7	4%	7	4%
1	7	3%	7	3%	4	2%	4	2%
2	7	3%	6	3%	7	4%	7	4%
3-5	24	11%	24	11%	25	14%	24	14%
3	7	3%	8	4%	9	5%	8	5%
4	8	4%	5	2%	11	6%	11	6%
5	9	4%	11	5%	5	3%	5	3%
6-8	48	22%	50	23%	30	17%	30	17%
6	12	5%	10	5%	14	8%	14	8%
7	12	5%	15	7%	8	5%	8	5%
8	24	11%	25	11%	8	5%	8	5%
9-12	131	59%	127	58%	103	58%	99	58%
9	33	15%	36	16%	18	10%	15	9%
10	31	14%	32	15%	31	18%	32	19%
11	31	14%	28	13%	30	17%	29	17%
12	36	16%	31	14%	24	14%	23	13%
Total	222	100%	220	100%	177	100%	172	100%

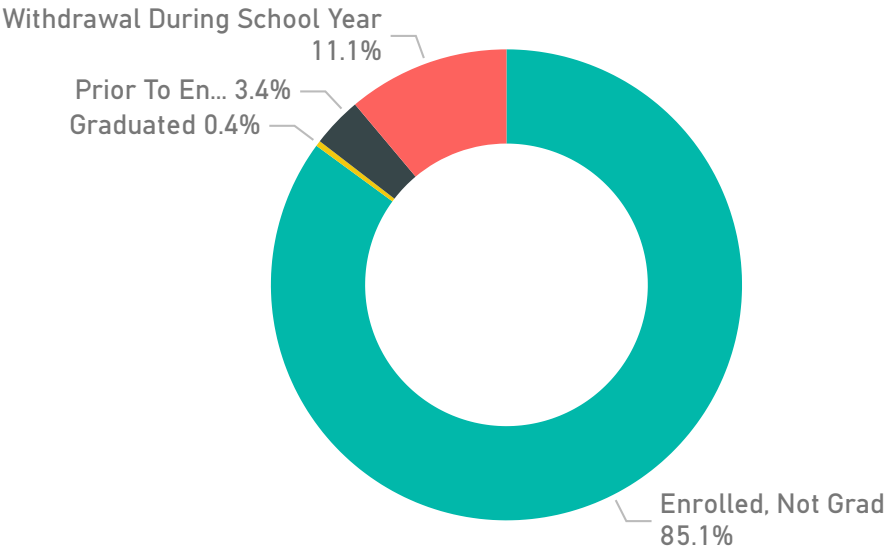
California Connections Academy at North Bay

January 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	222	85%	220	71%	177	86%	172	83%
Graduated	1	0%	4	1%			1	0%
Not Returning			1	0%				
Prior To Engagement	9	3%	14	5%	12	6%	14	7%
Withdrawal During School Year	29	11%	69	22%	18	9%	21	10%
Total	261	100%	308	100%	207	100%	208	100%

Enrollment Services Complete (Stage 4)

223

California Connections Academy at North Bay  
January 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	3	10		
Another Reason	1	1	1	1
Different/Better Schooling Option (Not related to socialization)	7	16		
Inactivity			2	2
No Reason Given	10	25	5	7
Program not flexible enough	1	1		
Program takes too much of Learning Coach's time			2	2
Pursuing GED			1	1
Student wants more socialization	4	8	2	2
The curriculum is too hard	1	1	3	3
Transition to virtual school too difficult		1		
We are moving	2	6	2	3

No reason provided

We are m...

The curriculum is too h...

Inactivity/La...

The program takes too ...

My s...

Enro...

My student wants to ret...

California Connections Academy at North Bay

January 31, 2021

Household Data

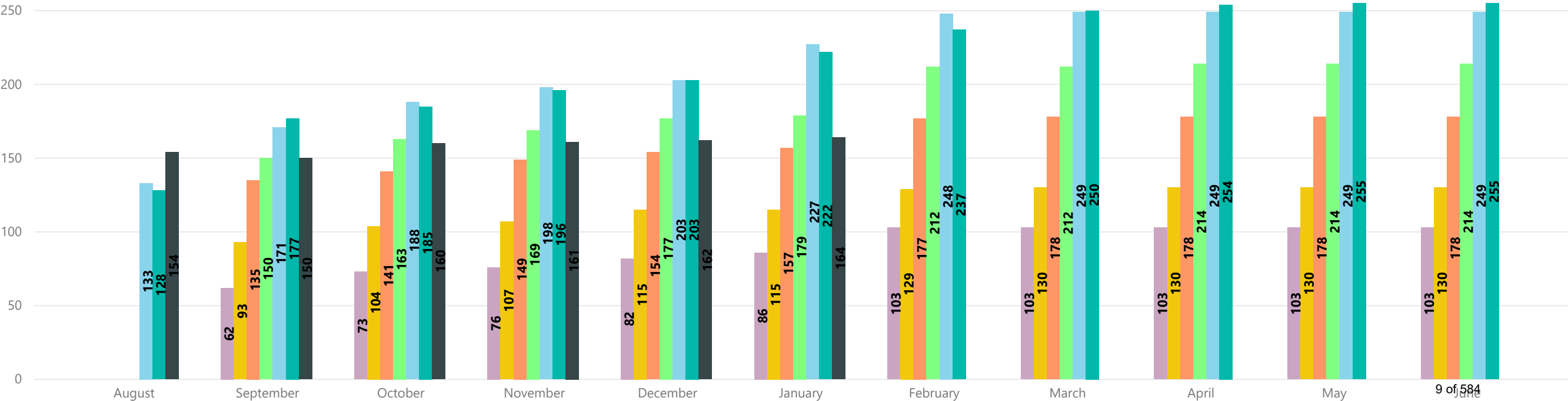
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	185	178	137	133
Graduated	1	4		1
Not Returning		1		
WD During School Year	28	61	15	18
WD Prior To Engagement	9	14	12	14

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.20	1.24	1.29	1.29

Monthly Total Households

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



# California Connections Academy at North Bay

January 31, 2021

## Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	61	64	47	45
Not Hispanic or Latino	161	156	129	126

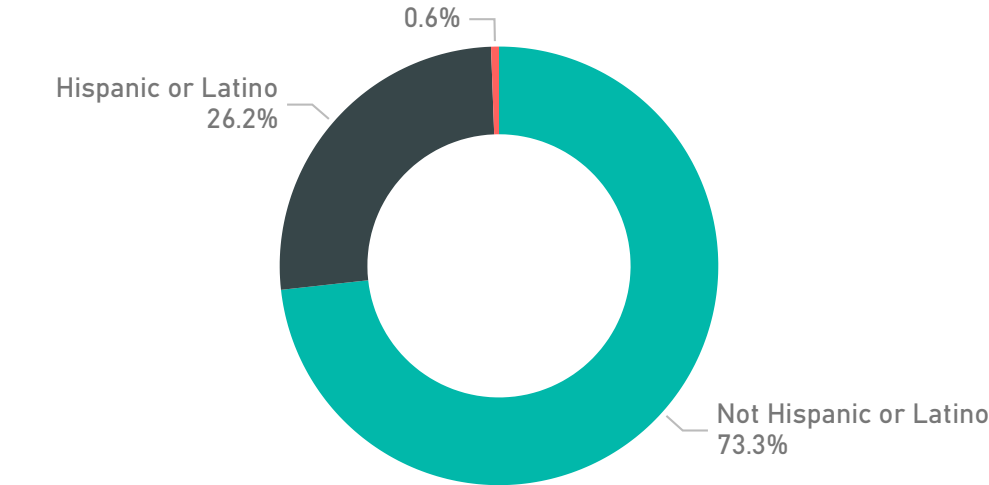
## Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	17	14	9	9
Asian	15	22	11	11
Black/African American	24	22	19	18
Native Hawaiian or Other Pacific Islander	5	7	7	7
White	195	195	159	154

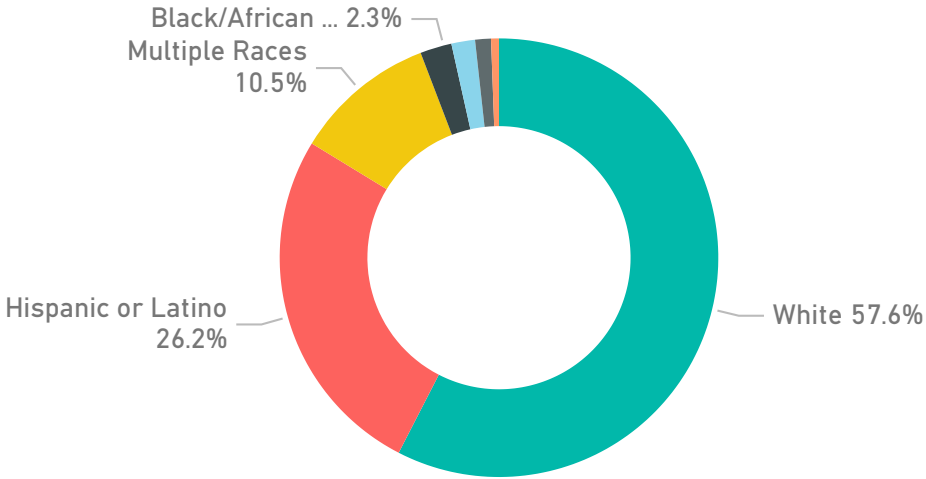
## Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	4	3	3	3
Asian	6	6	2	2
Black/African American	5	4	4	4
Hispanic or Latino	61	64	47	45
Multiple Races	27	30	19	18
Native Hawaiian or Other Pacific Islander	1	1	1	1
White	118	112	101	99

## Enrolled Students by Ethnicity



## Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

January 31, 2021

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	124	125	98	94
M	98	95	79	78

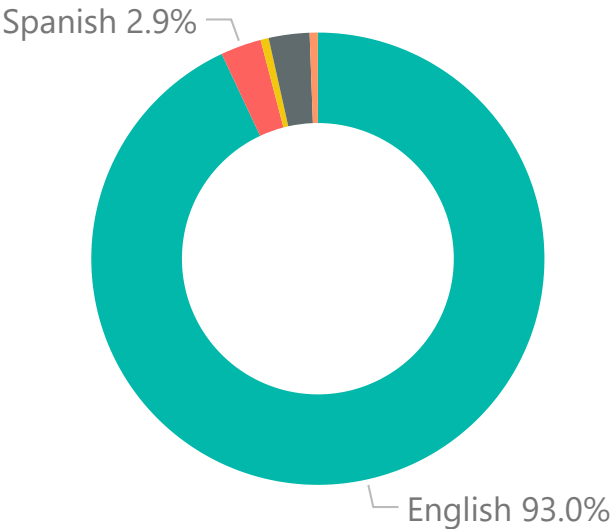
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	208	207	165	160
Spanish	11	10	5	5
Russian			1	1
Arabic	1	1	5	5
Another Language	2	2	1	1

Enrolled Students by Gender



Enrolled Students by Language

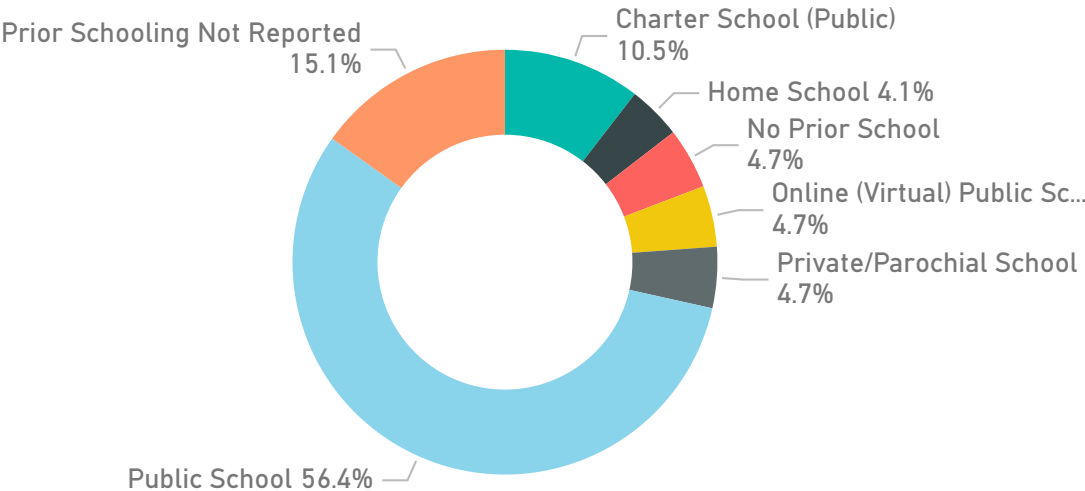


California Connections Academy at North Bay  
January 31, 2021

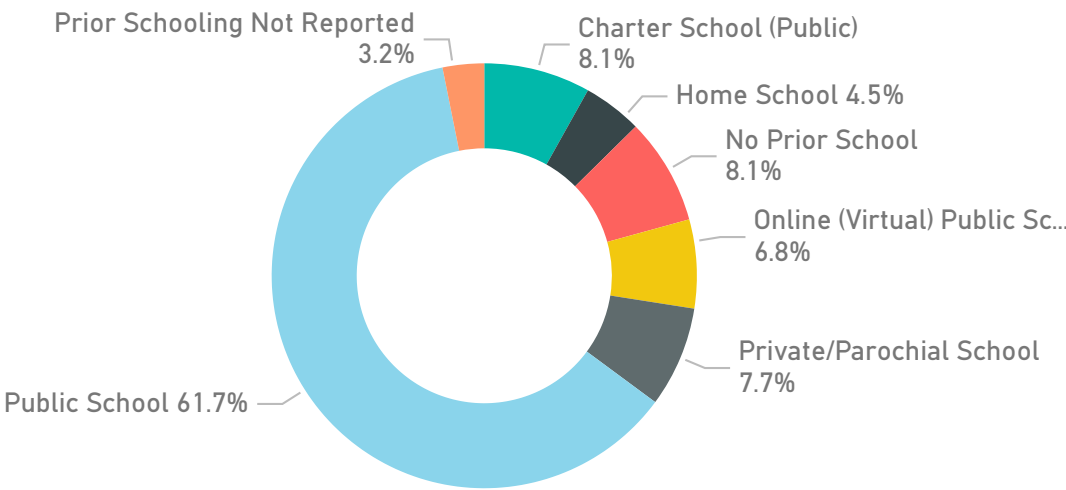
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	18	19	18	18
Home School	10	10	7	7
No Prior School	18	12	8	8
Online (Virtual) Public School	15	12	8	8
Private/Parochial School	17	14	8	8
Public School	137	148	101	97
Prior Schooling Not Reported	7	5	27	26

Prior Schooling  
January 31, 2021



Prior Schooling  
January 31, 2020

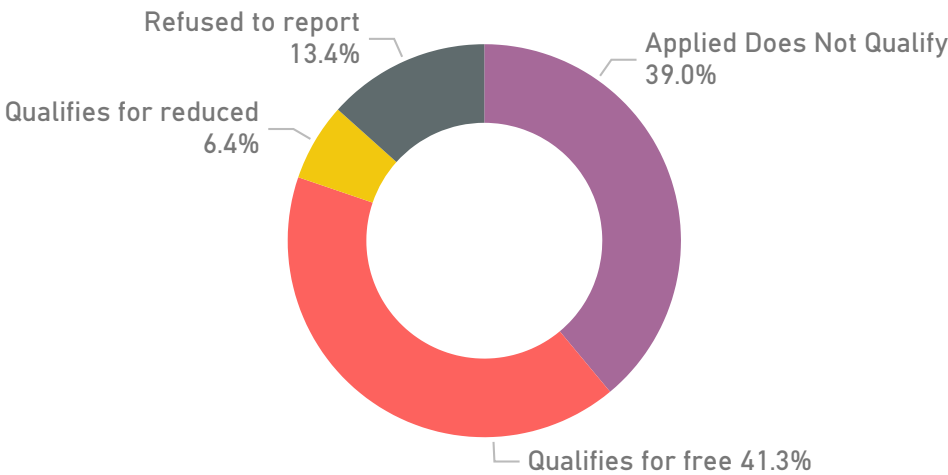




California Connections Academy at North Bay  
January 31, 2021

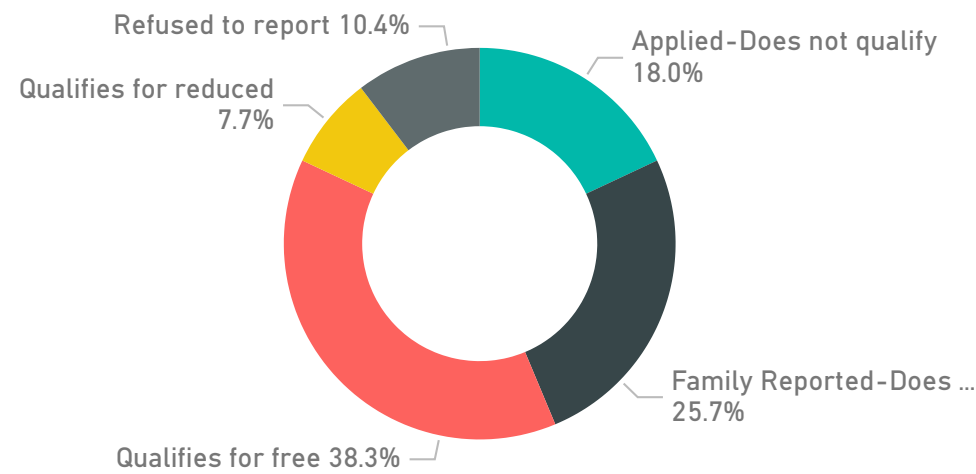
FARM Eligibility

January 31, 2021



FARM Eligibility

January 31, 2020



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	1	2	2	2
Cognitive Disability	2	2	2	2
Emotionally Impaired	5	6	3	3
Other Health Impaired	5	4	3	3
Specific Learning Disability	16	14	6	6
Speech/Language Impaired	2	2	3	3

Specific Learning Disability

Other Health Impaired

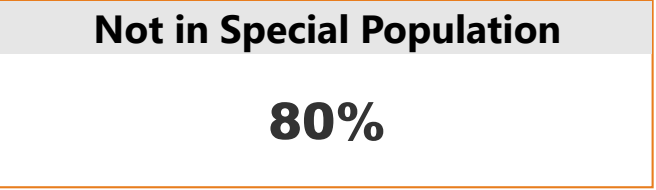
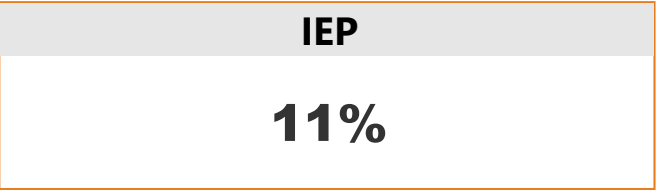
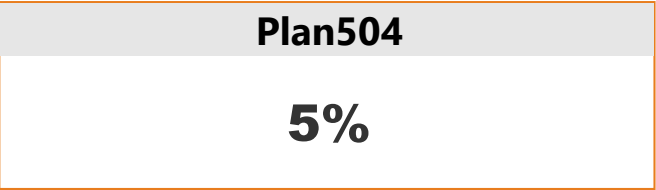
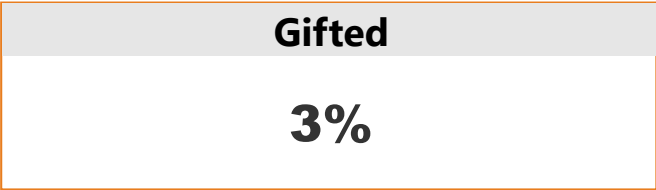
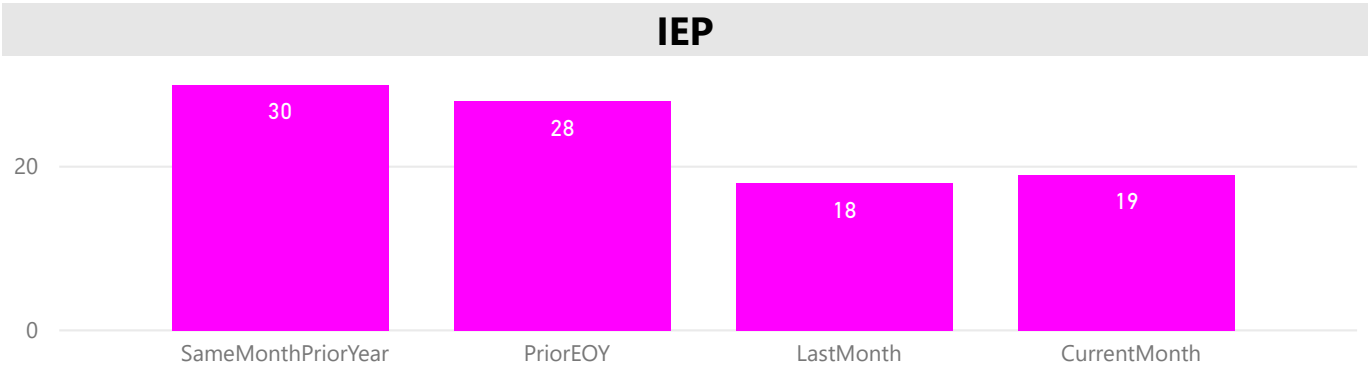
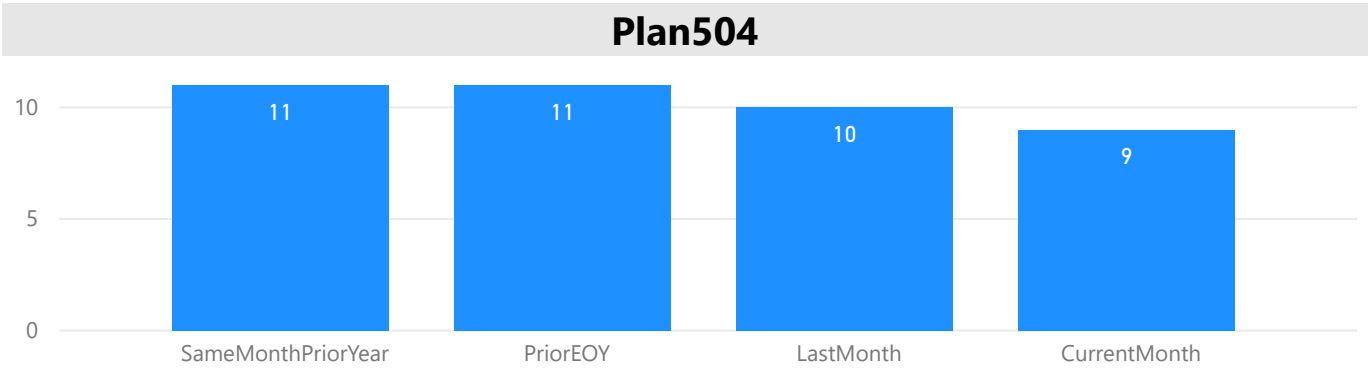
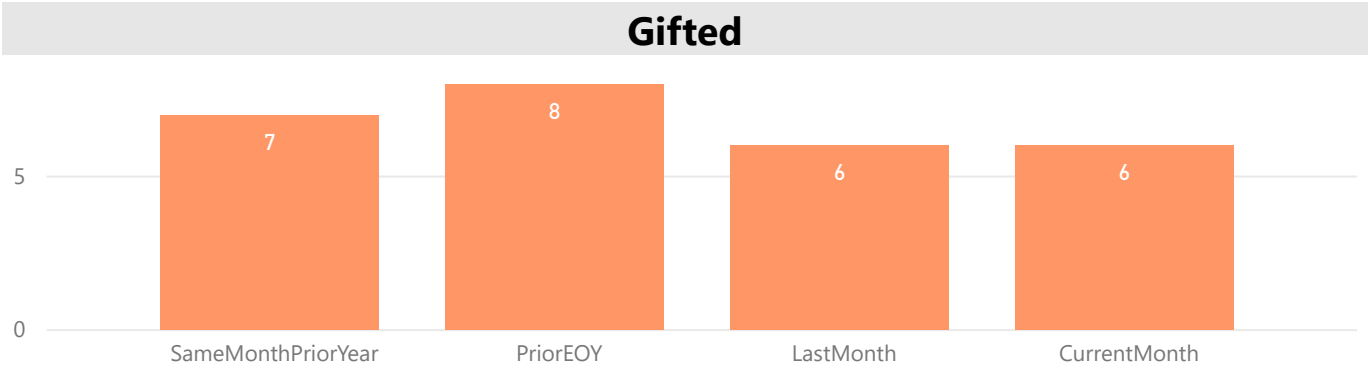
Cognitive Disa...

Emotionally Impaired

Autism

Speech/Language Impaired

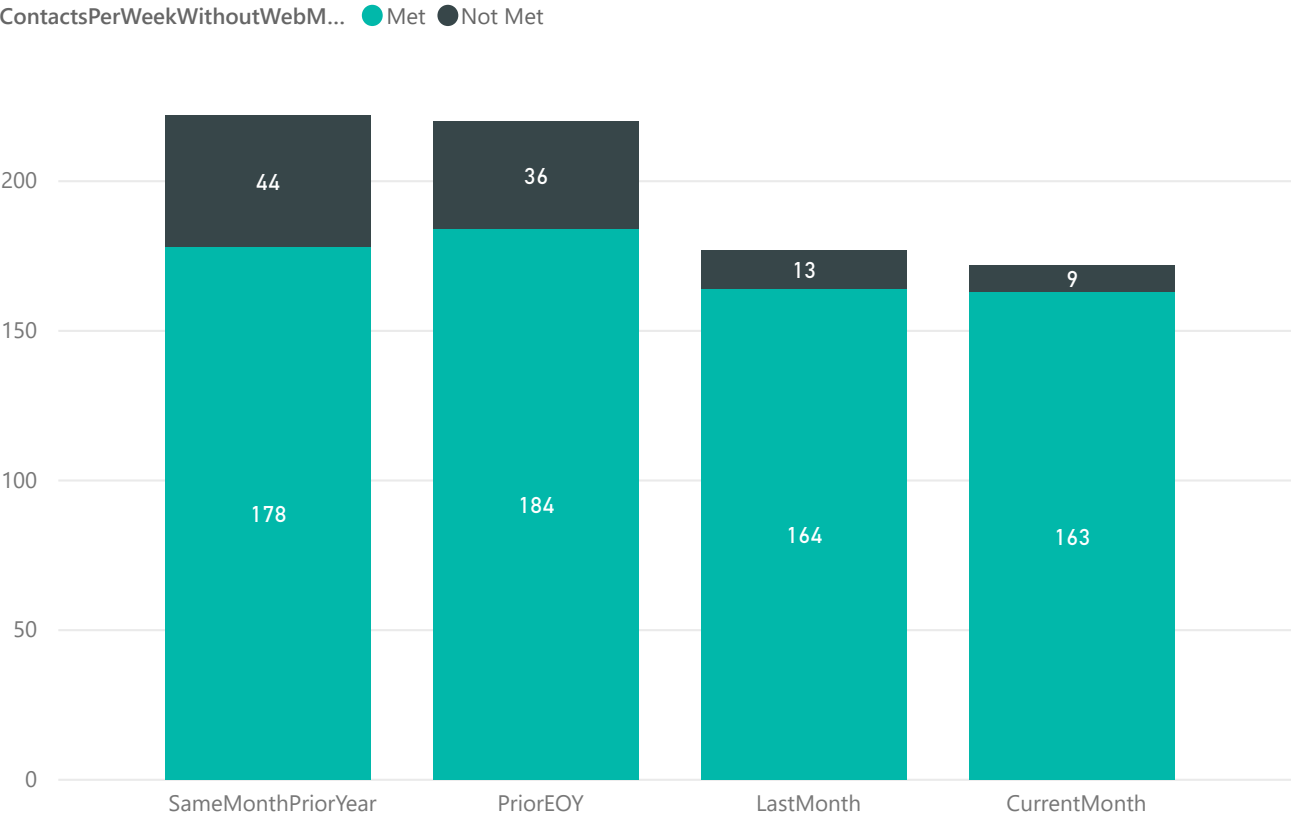
California Connections Academy at North Bay  
January 31, 2021



# California Connections Academy at North Bay

## January 31, 2021

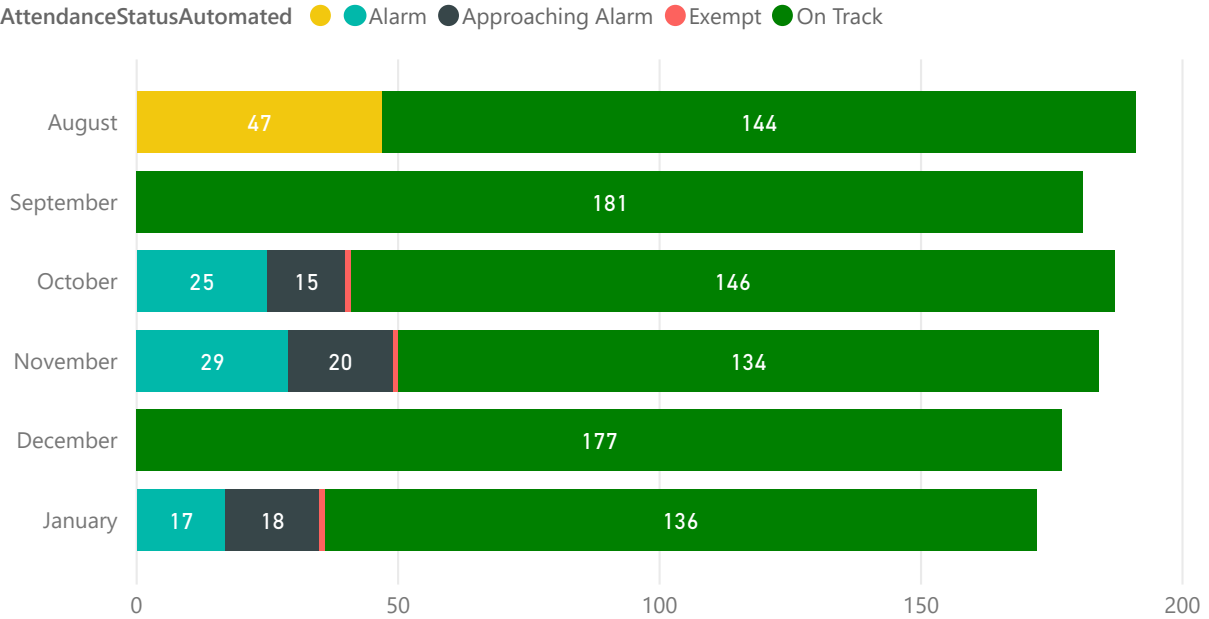
### Contacts Per Week



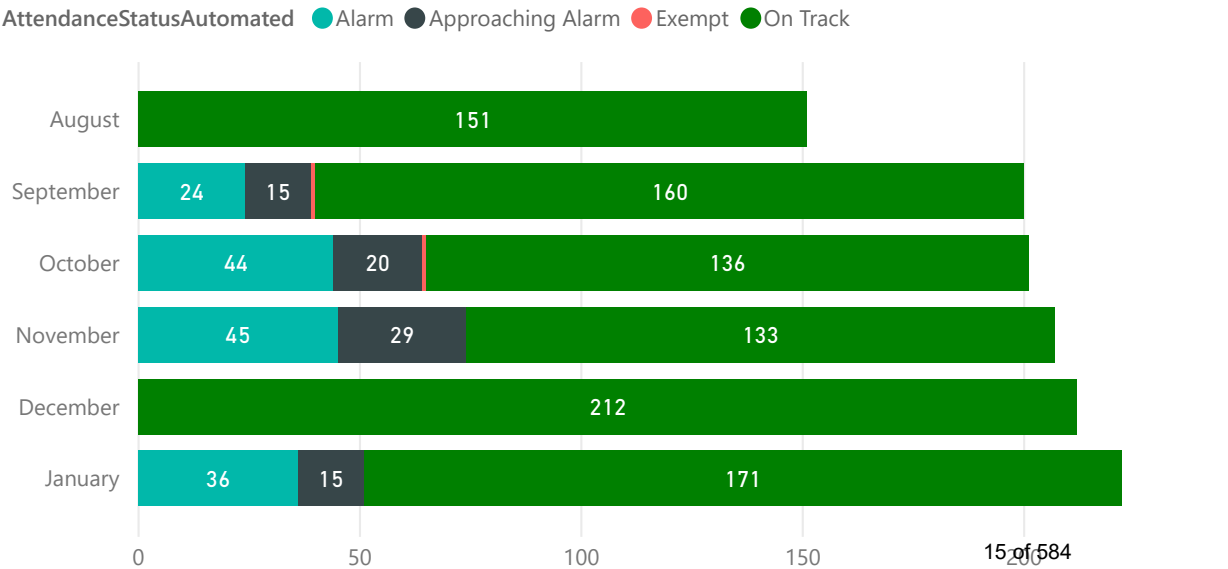
### Currently Enrolled

172

### School Year: 2020-2021



### School Year: 2019-2020



# California Connections Academy at North Bay

## January 31, 2021

### Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	95%	96%	92%
3-5	97%	100%	100%	97%
6-8	116%	96%	105%	99%
9-12	95%	92%	89%	88%
Total	103%	94%	94%	92%

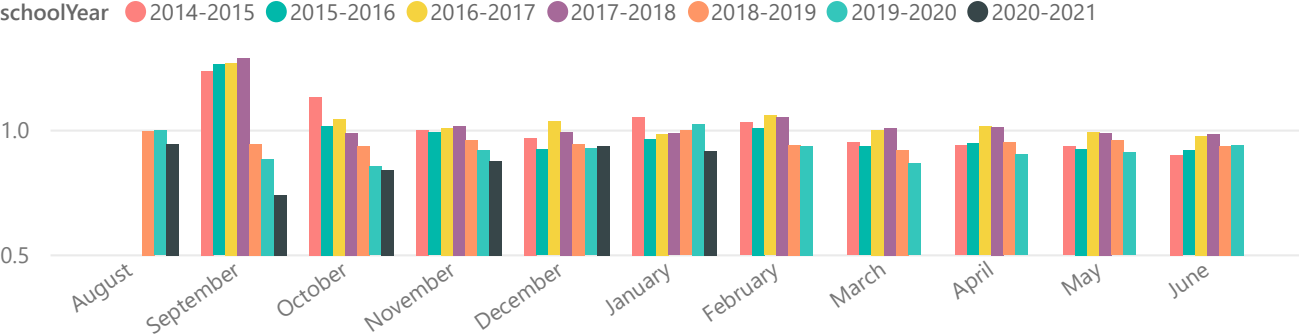
### Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	87%	87%	93%	92%
3-5	80%	84%	84%	85%
6-8	72%	73%	73%	74%
9-12	68%	71%	68%	69%
Total	71%	74%	74%	74%

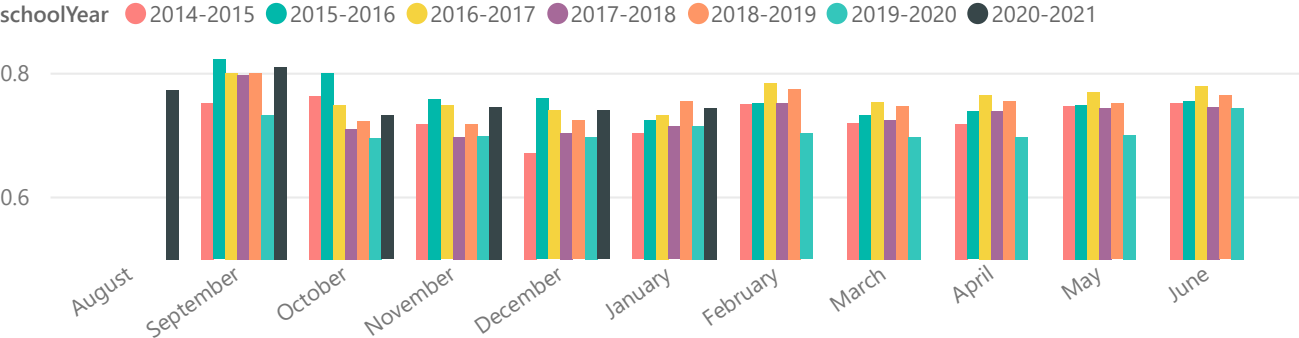
### Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	90%	97%	97%
3-5	97%	94%	96%	97%
6-8	95%	93%	97%	97%
9-12	85%	81%	87%	87%
Total	89%	86%	91%	91%

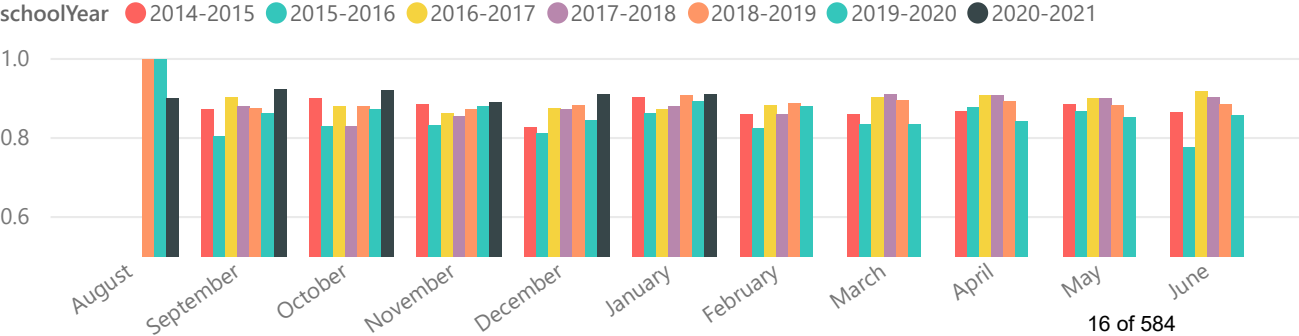
### Average Total Participation

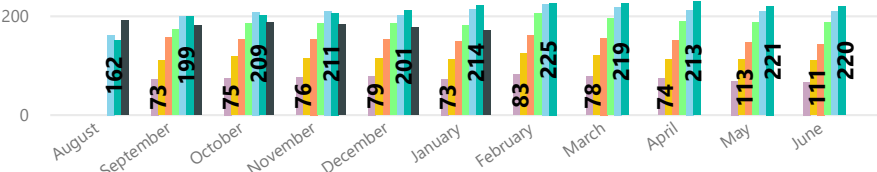


### Average Total Performance



### Average Total Attendance



Currently Enrolled 172		Total YTD Enrolled 208		California Connections Academy at North Bay January 31, 2021				Current Enrollment Month-Over-Month Change -3%		
Enrollment Services Complete (Stage 4) 223				Current Enrollment Year-Over-Year Change -23%						
Monthly Student Current Enrollment Comparison					Total YTD Enrollment					
<div>schoolYear <span>2014-2015</span> <span>2015-2016</span> <span>2016-2017</span> <span>2017-2018</span> <span>2018-2019</span></div> 					ReportPeriod		SameMonthPriorYear		CurrentMonth	
					Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
					Enrolled, Not Grad		222	85%	172	83%
					Graduated		1	0%	1	0%
					Prior To Engagement		9	3%	14	7%
					Withdrawal During School Year		29	11%	21	10%
					Total		261	100%	208	100%
					New & Returning					Household Data
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students	Active	185	133	1.20	1.29	
New	119	53.60%	56	32.56%	Graduated	1	1			
Returning	103	46.40%	116	67.44%	WD During School Year	28	18			
					WD Prior To Engagement	9	14			
Grade Distribution					Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason				
GradeDistribution	Students	%CT Students	Students	%CT Students	SameMont					
PK-2	19	9%	19	11%	Enrollment was intended to be short term and is no longer needed for my student.					
PK	1	0%	1	1%	Inactivity/Lack of Attendance					
KG	4	2%	7	4%	My student is pursuing GED					
1	7	3%	4	2%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.					
2	7	3%	7	4%	My student wants to return to a traditional school setting for socialization reasons.					
3-5	24	11%	24	14%	No reason provided					
3	7	3%	8	5%	The curriculum is too hard.					
4	8	4%	11	6%	The program takes too much of the Learning Coach's time.					
5	9	4%	5	3%	The program/schedule is not flexible enough.					
6-8	48	22%	30	17%	There was not enough help/guidance setting us up in the school.					
6	12	5%	14	8%	Violation of state regulations					
7	12	5%	8	5%	We are moving.					
8	24	11%	8	5%						
9-12	131	59%	99	58%						
9	33	15%	15	9%						
10	31	14%	32	19%						
11	31	14%	29	17%						
Total	222	100%	172	100%						
					17 of 584					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	124	94
M	98	78
Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	208	160
Spanish	11	5
Russian		1
Arabic	1	5
Another Language	2	1

California Connections Academy at North Bay January 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	1	2
Cognitive Disability	2	2
Emotionally Impaired	5	3
Other Health Impaired	5	3
Specific Learning Disability	16	6
Speech/Language Impaired	2	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	7	6
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	11	9
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	30	19
Gifted		Plan504
3%		5%
IEP		Not in Special Population
11%		80%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	61	45
Not Hispanic or Latino	161	126
Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	17	9
Asian	15	11
Black/African American	24	18
Native Hawaiian or Other Pacific Islander	5	7
White	195	154
Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		61
Applied-Does not qualify	31	
Family Reported-Does not qualify	51	
Qualifies for free	73	61
Qualifies for reduced	15	10
Refused to report	21	21

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	4	3
Asian	6	2
Black/African American	5	4
Hispanic or Latino	61	45
Multiple Races	27	18
Native Hawaiian or Other Pacific Islander	1	1
White	118	99
Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	18	18
Home School	10	7
No Prior School	18	8
Online (Virtual) Public School	15	8
Private/Parochial School	17	8
Public School	137	97
Prior Schooling Not Reported	7	26

California Connections Academy at North Bay  
January 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	178	163
Not Met	44	9

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	36	17
Approaching Alarm	15	18
Exempt		1
On Track	171	136

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	92%
3-5	97%	97%
6-8	116%	99%
9-12	95%	88%
<b>Total</b>	<b>103%</b>	<b>92%</b>

Average Performance

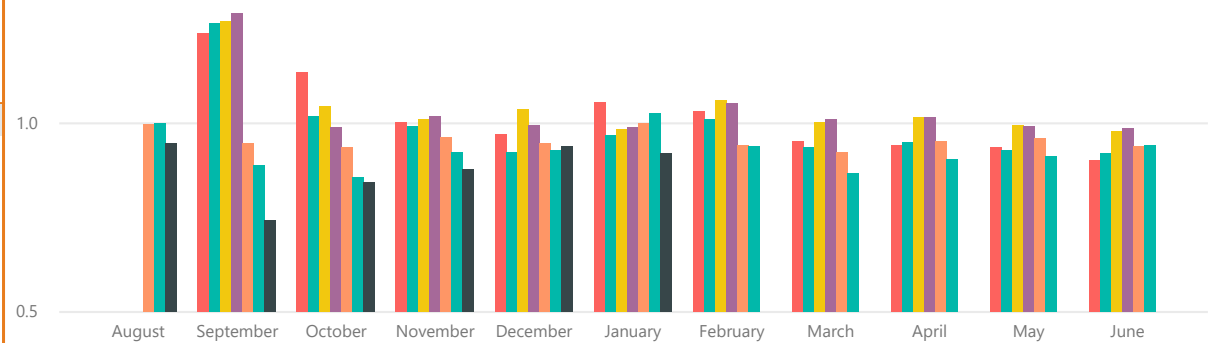
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	87%	92%
3-5	80%	85%
6-8	72%	74%
9-12	68%	69%
<b>Total</b>	<b>71%</b>	<b>74%</b>

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	97%
3-5	97%	97%
6-8	95%	97%
9-12	85%	87%
<b>Total</b>	<b>89%</b>	<b>91%</b>

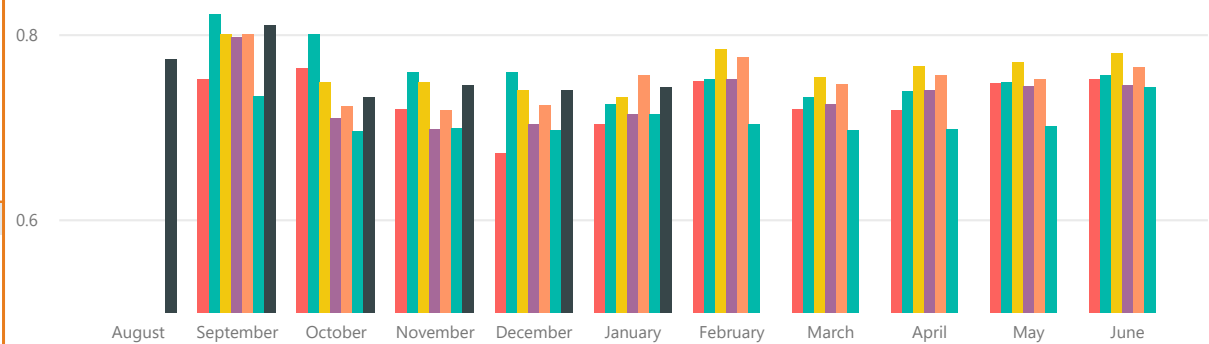
Average Total Participation

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



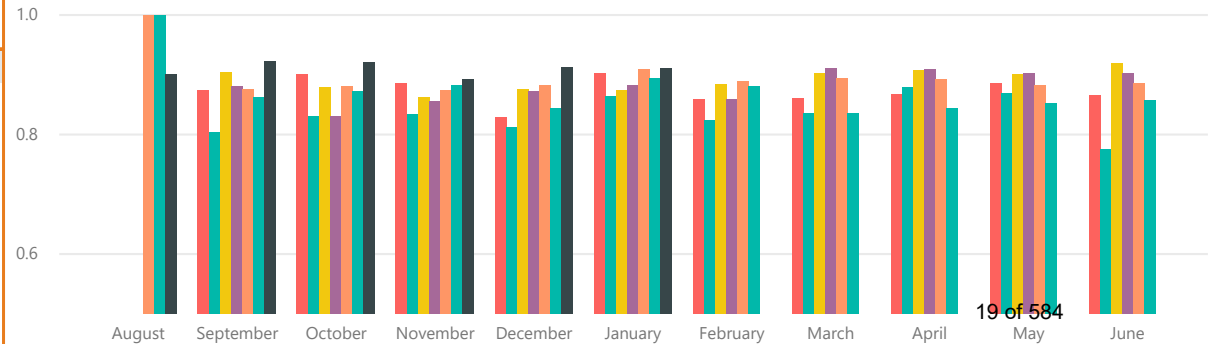
Average Total Performance

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



Average Total Attendance

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



# MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

January 31, 2021

Currently Enrolled

595

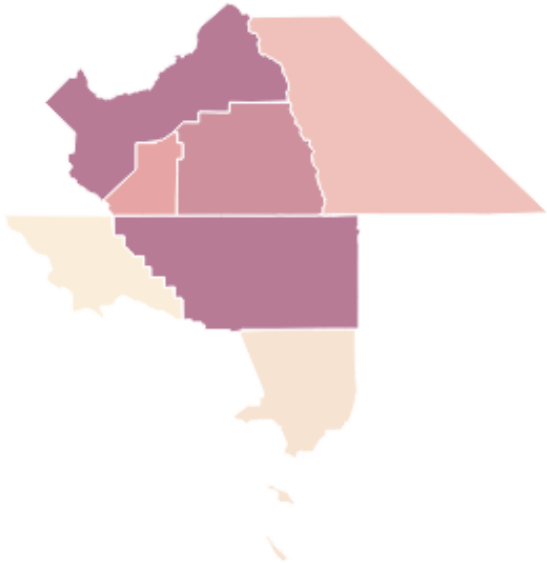
Total YTD Enrolled

690

Enrollment Services Complete (Stage 4)

734

Enrolled Students by County





Central California Connections Academy  
January 31, 2021

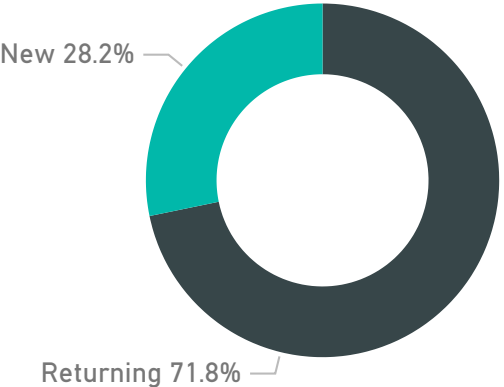
Current Enrollment Month-Over-Month Change

-4%

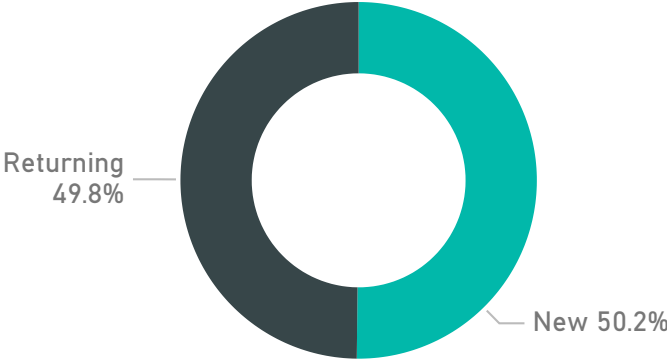
Current Enrollment Year-Over-Year Change

-1%

New and Returning

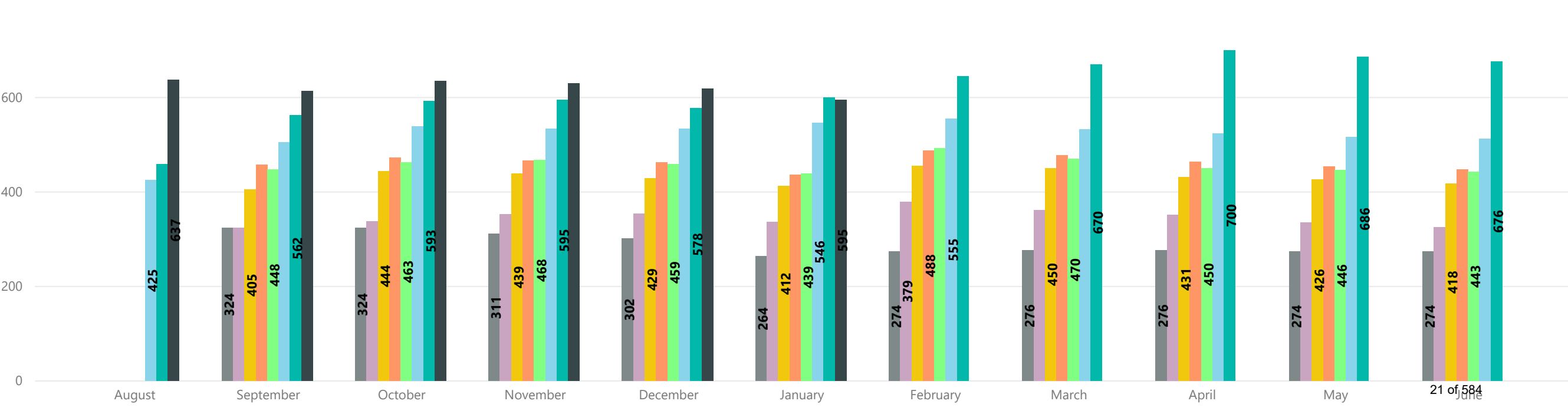


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

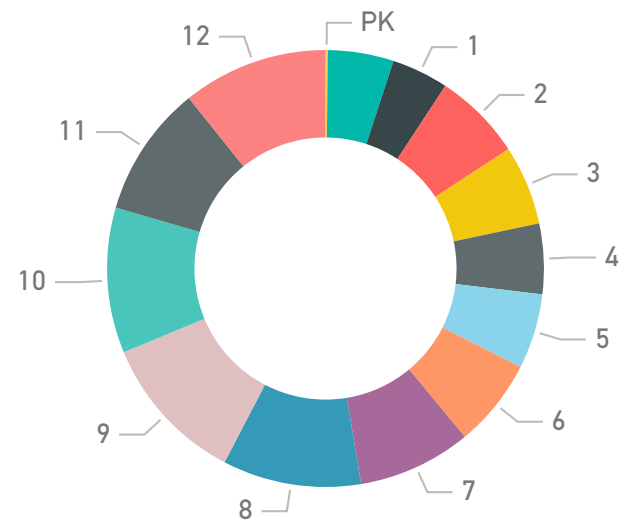
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



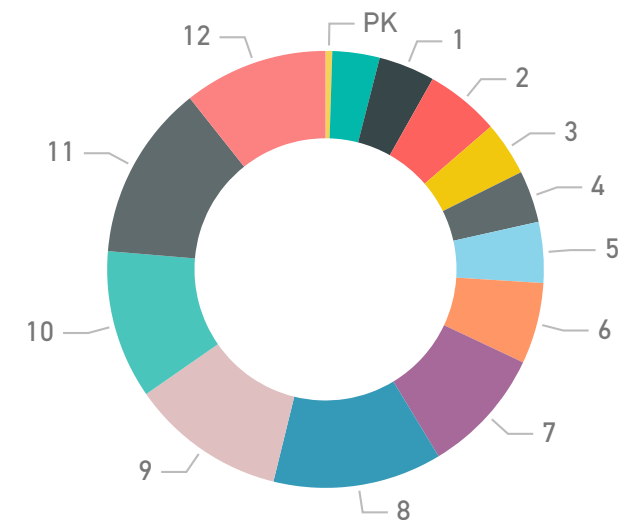
# Central California Connections Academy

January 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



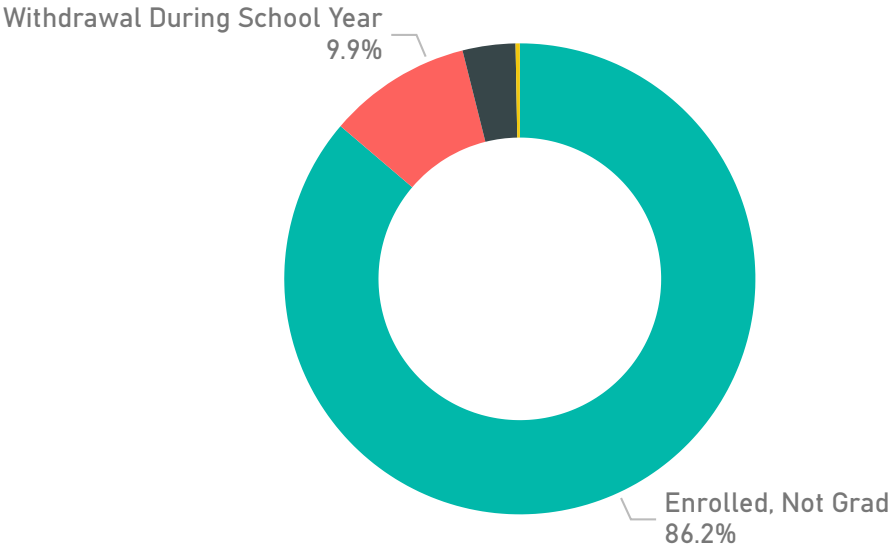
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	82	14%	96	14%	95	15%	94	16%
PK	3	1%	4	1%	1	0%	1	0%
KG	21	4%	29	4%	30	5%	29	5%
1	25	4%	28	4%	25	4%	25	4%
2	33	6%	35	5%	39	6%	39	7%
3-5	74	12%	93	14%	103	17%	99	17%
3	24	4%	31	5%	38	6%	35	6%
4	23	4%	26	4%	32	5%	31	5%
5	27	5%	36	5%	33	5%	33	6%
6-8	167	28%	191	28%	155	25%	150	25%
6	36	6%	44	7%	42	7%	39	7%
7	56	9%	64	9%	51	8%	50	8%
8	75	13%	83	12%	62	10%	61	10%
9-12	277	46%	296	44%	265	43%	252	42%
9	69	12%	80	12%	68	11%	66	11%
10	66	11%	73	11%	66	11%	64	11%
11	78	13%	82	12%	61	10%	58	10%
12	64	11%	61	9%	70	11%	64	11%
Total	600	100%	676	100%	618	100%	595	100%

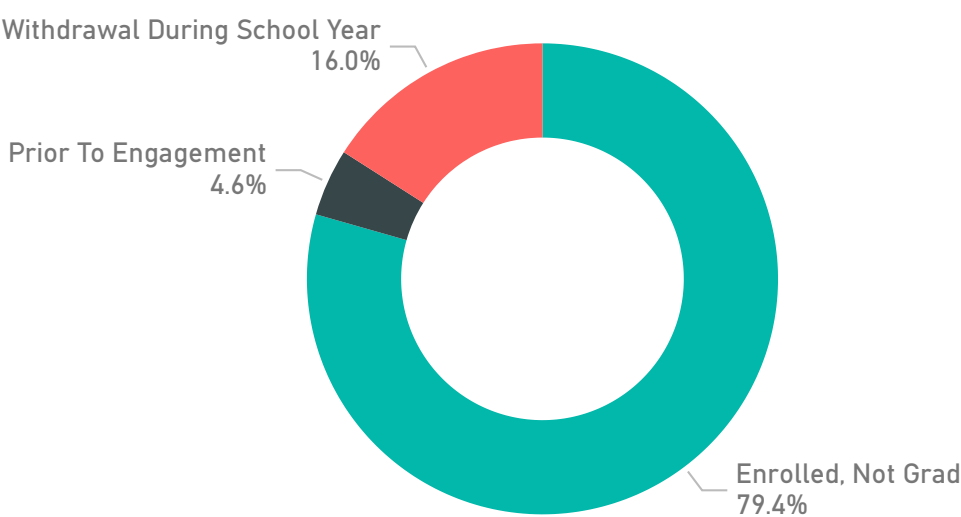
# Central California Connections Academy

## January 31, 2021

**Total YTD Enrollment by Withdrawal Category**



**Total YTD Enrollment Prior Year by Withdrawal Category**



**Total YTD Enrollment**

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	600	79%	676	73%	618	90%	595	86%
Graduated			4	0%	1	0%	2	0%
Not Returning			1	0%				
Prior To Engagement	35	5%	59	6%	25	4%	25	4%
Withdrawal During School Year	121	16%	189	20%	42	6%	68	10%
<b>Total</b>	<b>756</b>	<b>100%</b>	<b>929</b>	<b>100%</b>	<b>686</b>	<b>100%</b>	<b>690</b>	<b>100%</b>

**Enrollment Services Complete (Stage 4)**

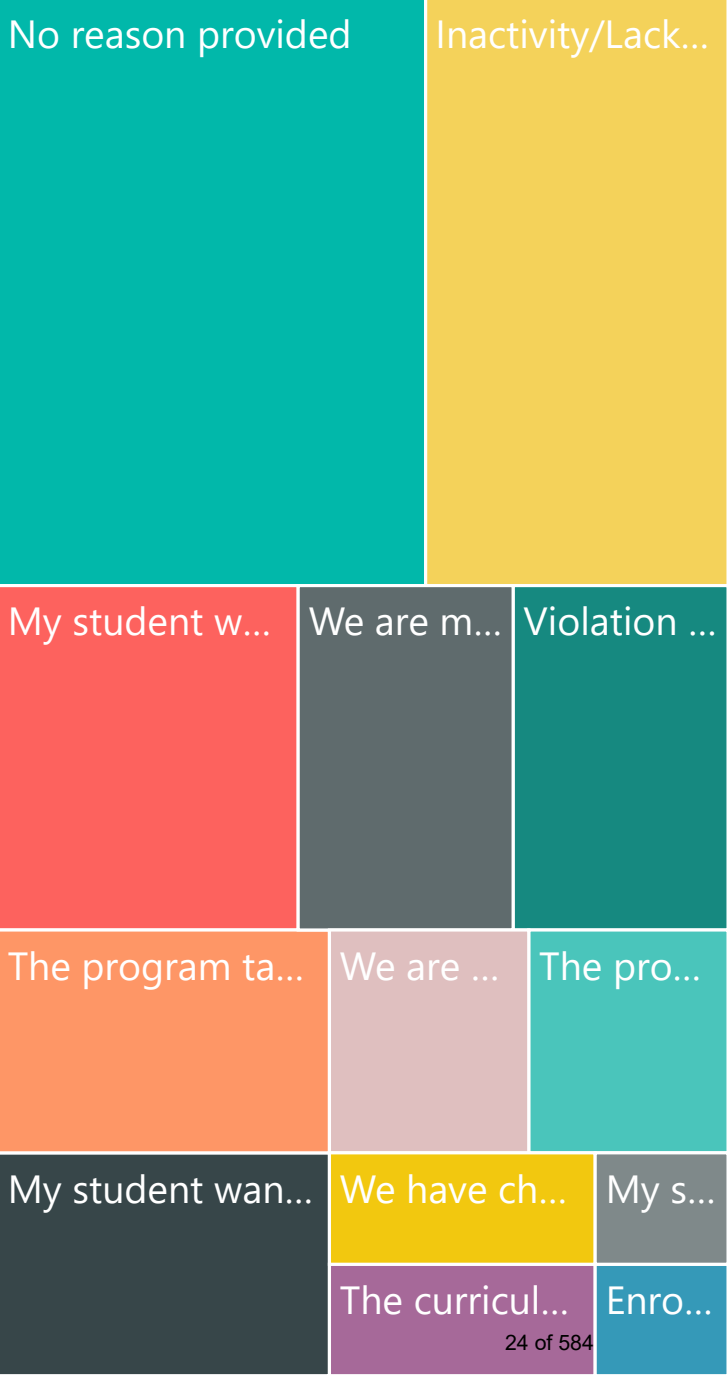
**734**

# Central California Connections Academy

## January 31, 2021

### Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	11	34	5	5
Another Reason	1	1		1
Different/Better Schooling Option (Not related to socialization)	20	29	3	5
Inactivity	5	5	5	12
No longer able to provide a Learning Coach	2	2	3	3
No Reason Given	44	69	9	17
Program not flexible enough			3	3
Program takes too much of Learning Coach's time	1	1	5	5
Pursuing GED	1	1		1
Student wants more socialization	6	11	2	7
Technical Difficulties	2	2		
The curriculum is too hard	3	5	2	2
Transition to virtual school too difficult	9	10		
We are moving	13	16	3	5
We have chosen to home school	3	3	2	2



# Central California Connections Academy

## January 31, 2021

### Household Data

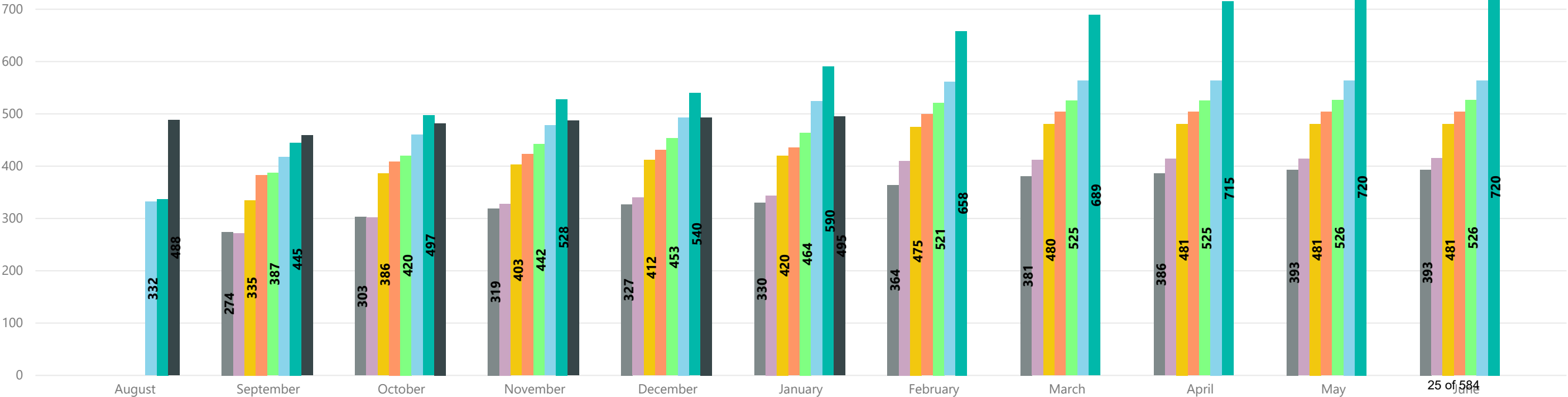
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	475	529	451	431
Graduated		4	1	2
Not Returning		1		
WD During School Year	94	152	27	48
WD Prior To Engagement	31	52	25	25

### Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.26	1.28	1.37	1.38

### Monthly Total Households

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



# Central California Connections Academy

January 31, 2021

## Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	261	285	257	247
Not Hispanic or Latino	339	391	360	347

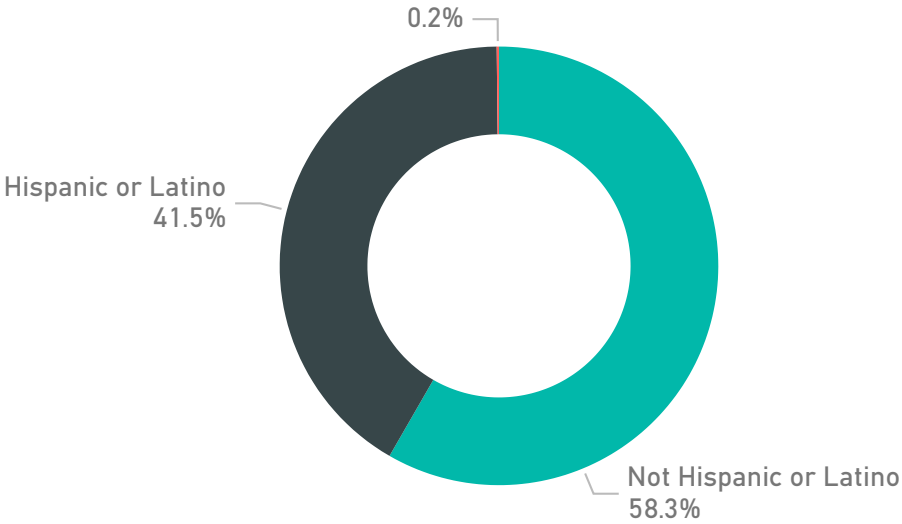
## Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	73	80	60	58
Asian	28	36	40	39
Black/African American	75	88	78	76
Native Hawaiian or Other Pacific Islander	8	10	7	7
White	481	544	504	485

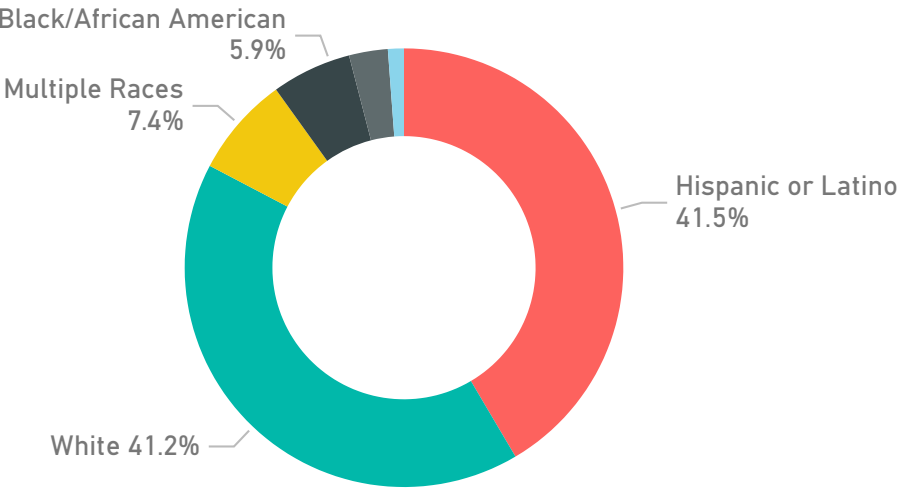
## Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	7	10	7	7
Asian	9	10	17	17
Black/African American	42	44	35	35
Hispanic or Latino	261	285	257	247
Multiple Races	40	48	45	44
Native Hawaiian or Other Pacific Islander	1	1		
White	240	278	257	245

## Enrolled Students by Ethnicity



## Enrolled Students by Distinct Race/Ethnicity



# Central California Connections Academy

## January 31, 2021

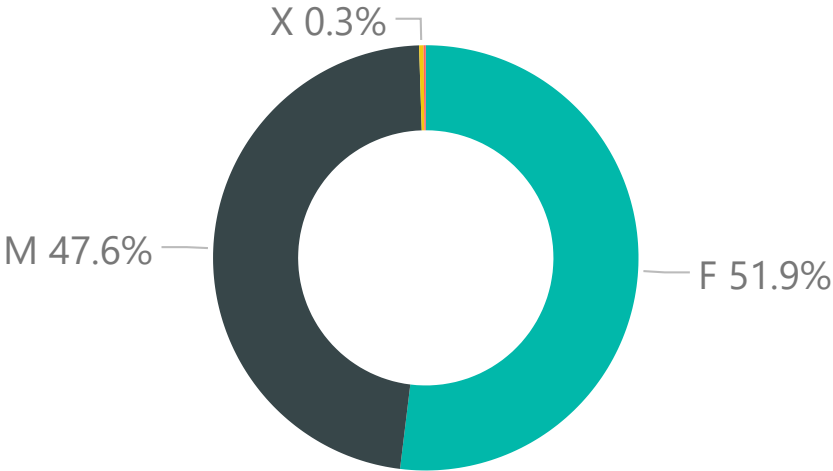
### Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	1
F	307	357	325	309
M	293	319	290	283
X			2	2

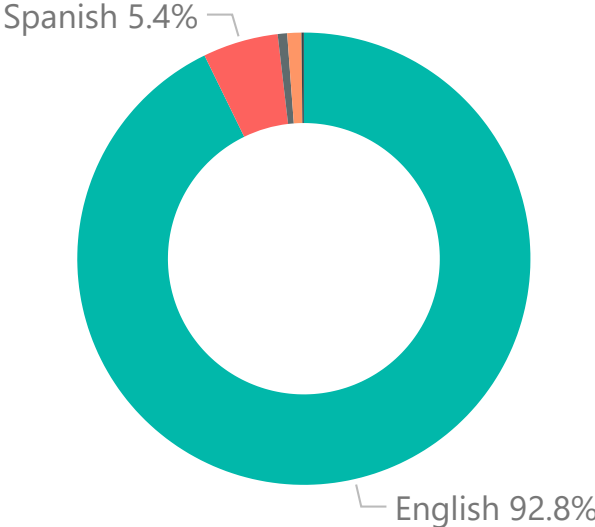
### Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	547	631	573	552
Spanish	43	37	34	32
Arabic	4	4	4	4
Another Language	6	4	6	6
No Language Reported			1	1

### Enrolled Students by Gender



### Enrolled Students by Language



# Central California Connections Academy

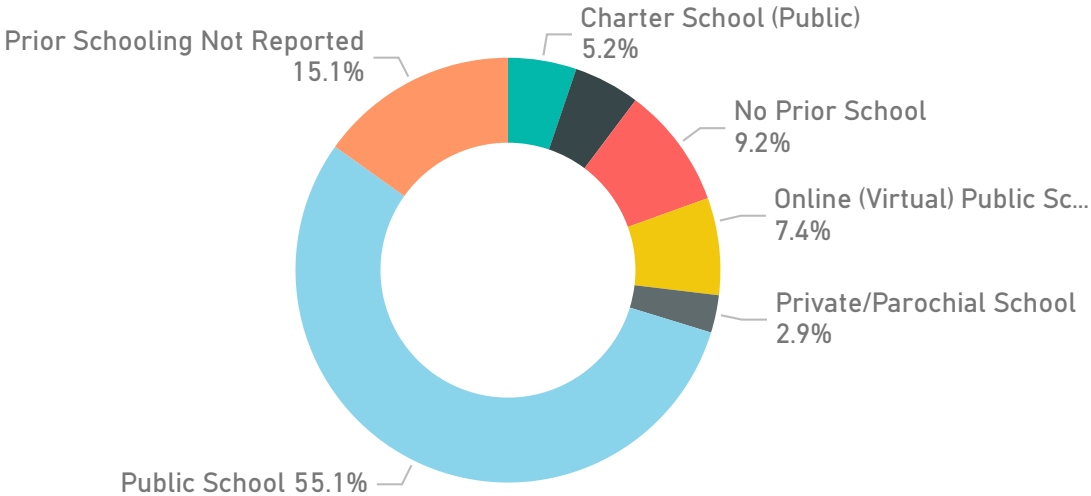
## January 31, 2021

### Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	40	52	31	31
Home School	41	40	30	30
No Prior School	85	77	61	55
Online (Virtual) Public School	50	53	46	44
Private/Parochial School	15	18	18	17
Public School	340	408	344	328
Prior Schooling Not Reported	29	28	88	90

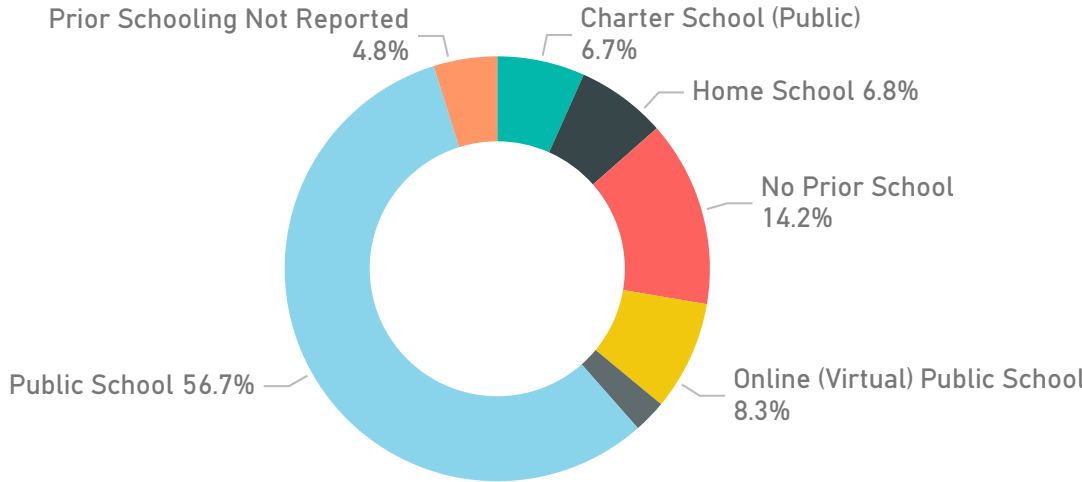
### Prior Schooling

January 31, 2021



### Prior Schooling

January 31, 2020



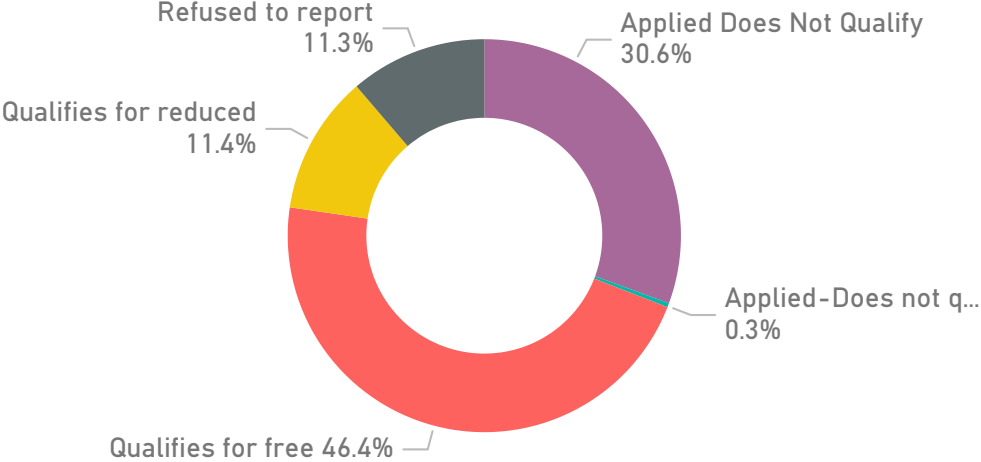


# Central California Connections Academy

January 31, 2021

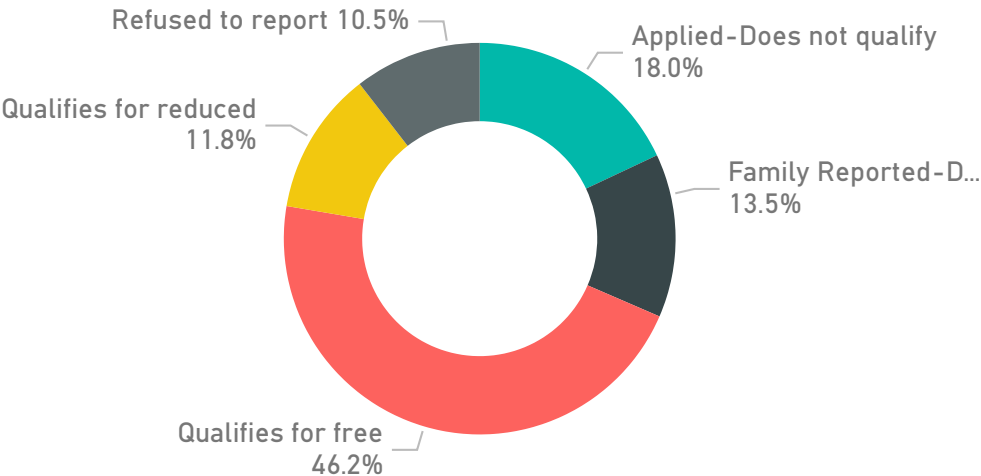
## FARM Eligibility

January 31, 2021



## FARM Eligibility

January 31, 2020



## Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	19	24	23	23
Cognitive Disability	7	7	5	5
Emotionally Impaired	9	11	5	5
Other Health Impaired	19	19	17	17
Physical Disability	3	2	1	1
Specific Learning Disability	31	33	33	30
Speech/Language Impaired	9	10	15	14

Specific Learning Disability

Other Health Impaired

Emotio...

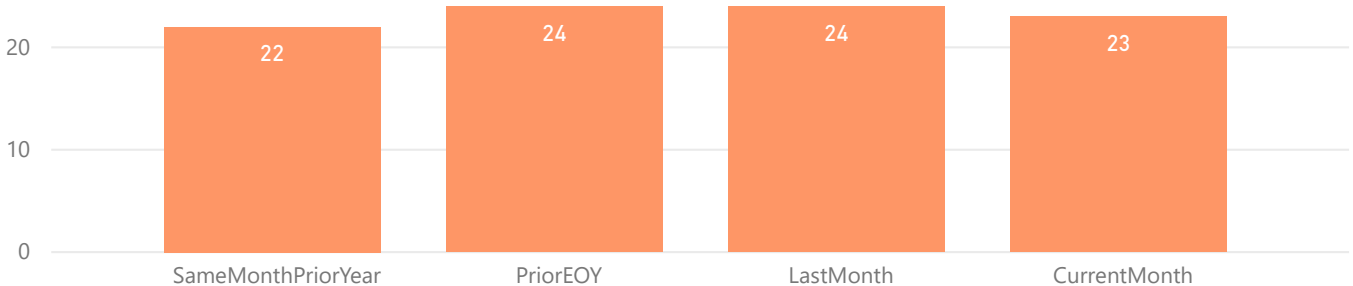
Autism

Speech/Language Impair...

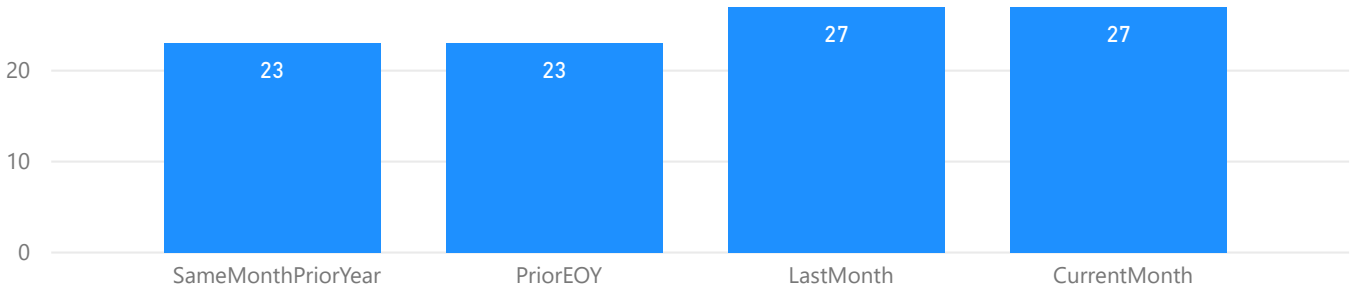
Cognit...

**Central California Connections Academy**  
**January 31, 2021**

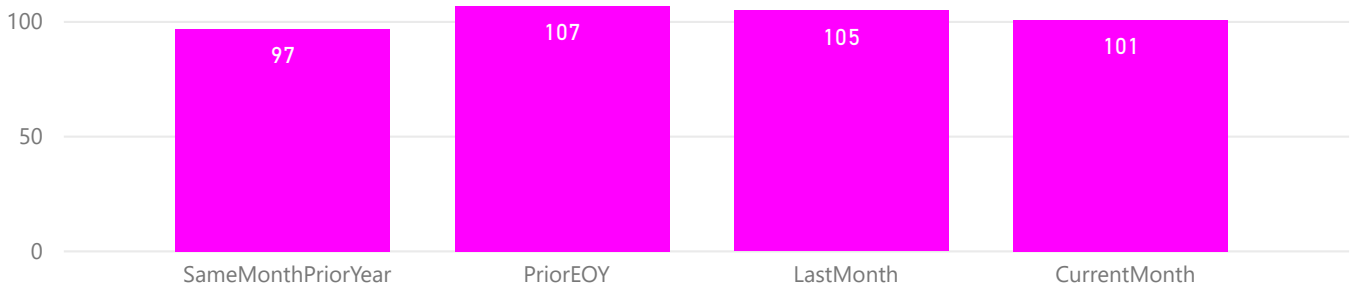
**Gifted**



**Plan504**



**IEP**



**Currently Enrolled**

**595**

**Gifted**

**4%**

**Plan504**

**5%**

**IEP**

**17%**

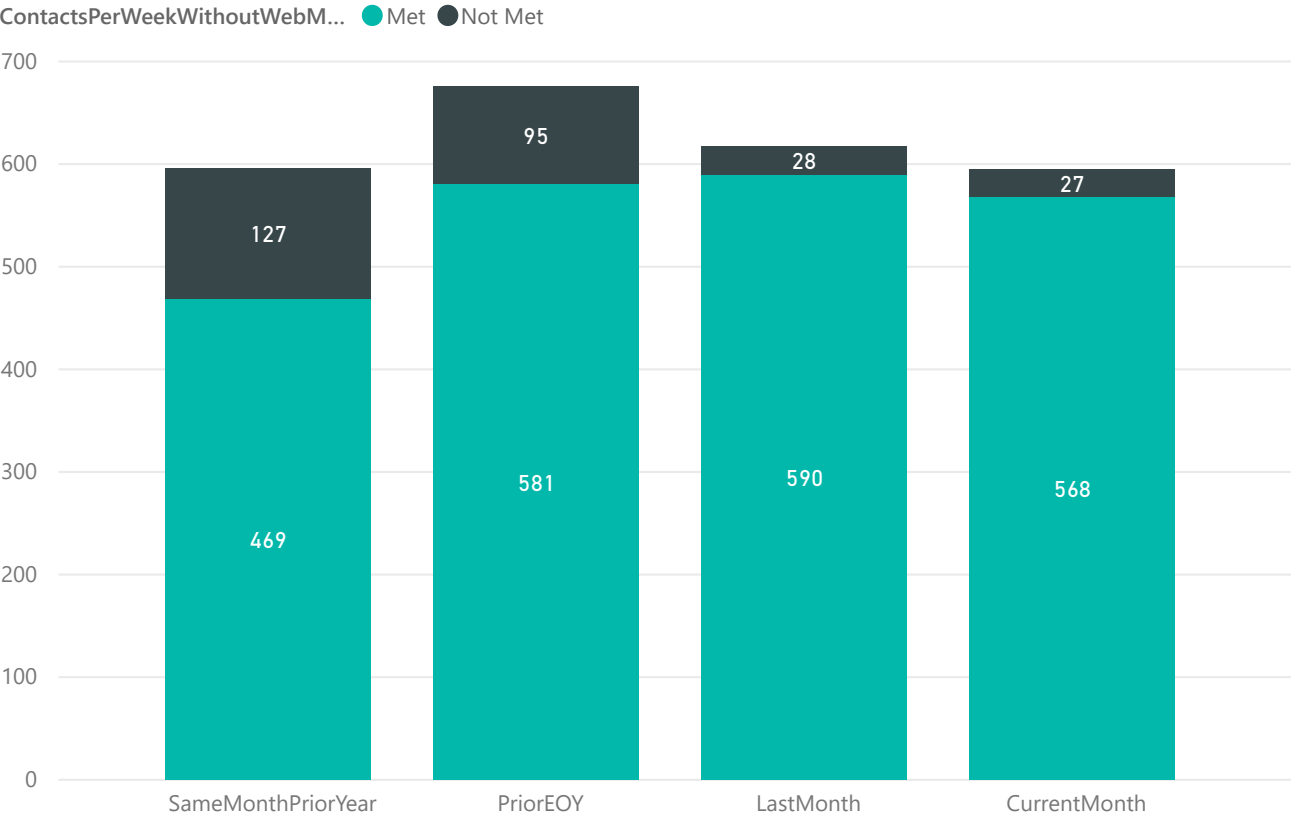
**Not in Special Population**

**75%**

# Central California Connections Academy

## January 31, 2021

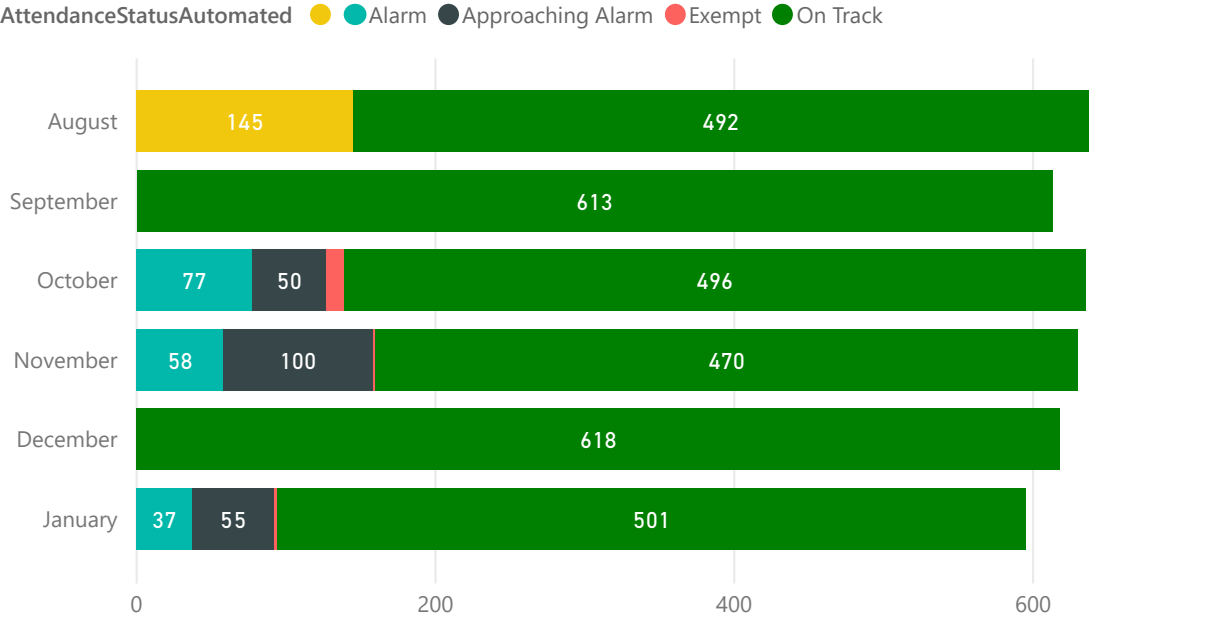
### Contacts Per Week



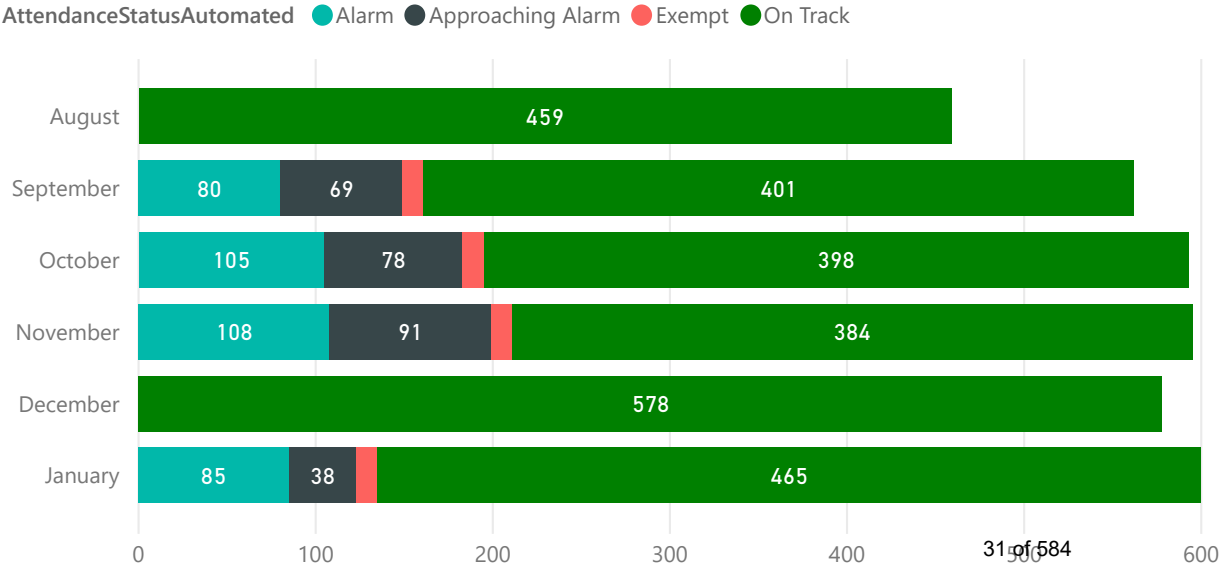
### Currently Enrolled

595

### School Year: 2020-2021



### School Year: 2019-2020



# Central California Connections Academy

January 31, 2021

## Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	107%	100%	97%	96%
3-5	108%	100%	98%	96%
6-8	113%	97%	107%	100%
9-12	99%	94%	90%	92%
<b>Total</b>	<b>108%</b>	<b>97%</b>	<b>97%</b>	<b>95%</b>

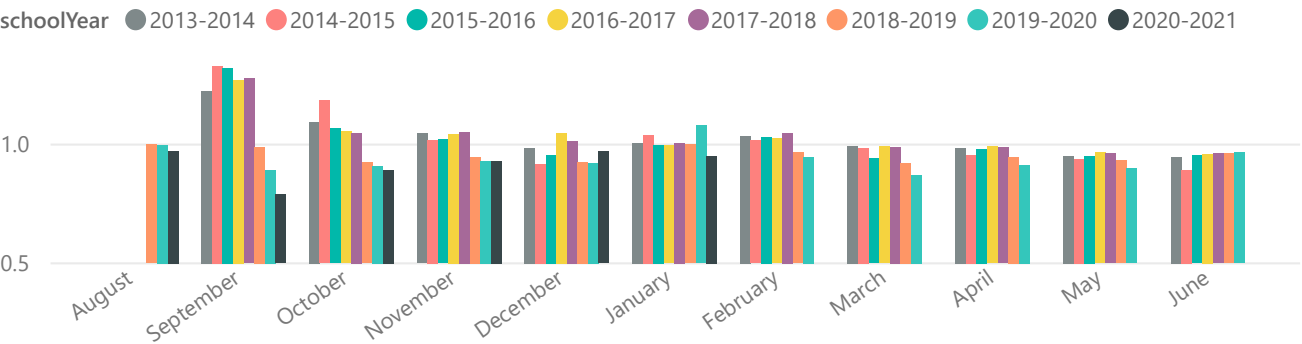
## Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	87%	93%	91%	92%
3-5	74%	78%	77%	75%
6-8	72%	69%	74%	76%
9-12	69%	69%	67%	68%
<b>Total</b>	<b>73%</b>	<b>74%</b>	<b>74%</b>	<b>75%</b>

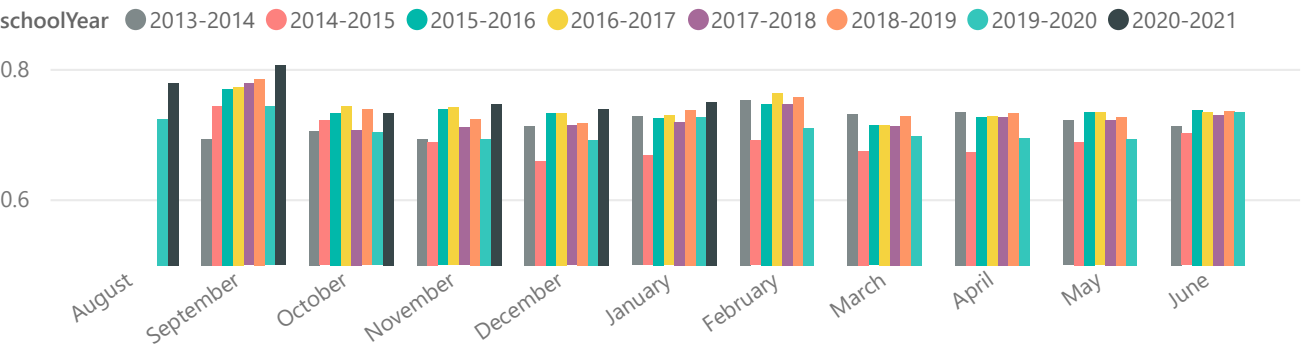
## Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	92%	95%	97%
3-5	94%	91%	93%	94%
6-8	94%	91%	96%	96%
9-12	88%	83%	90%	91%
<b>Total</b>	<b>91%</b>	<b>88%</b>	<b>93%</b>	<b>93%</b>

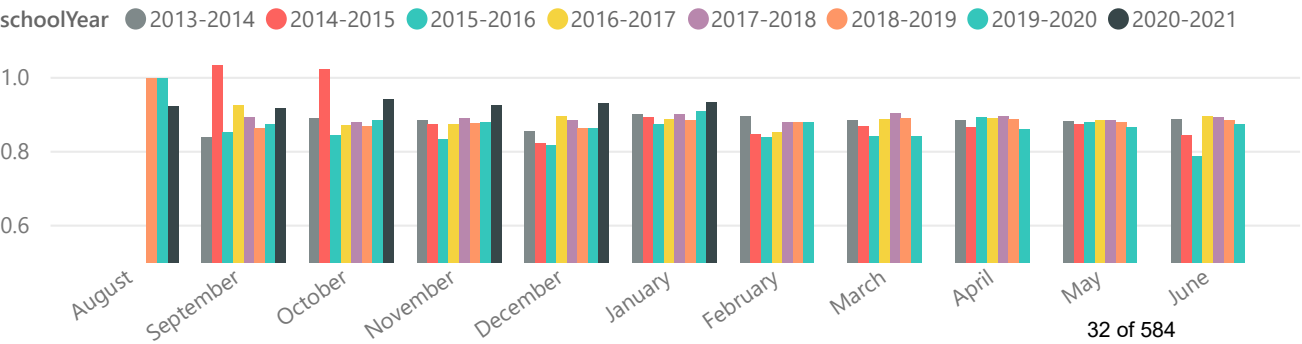
## Average Total Participation

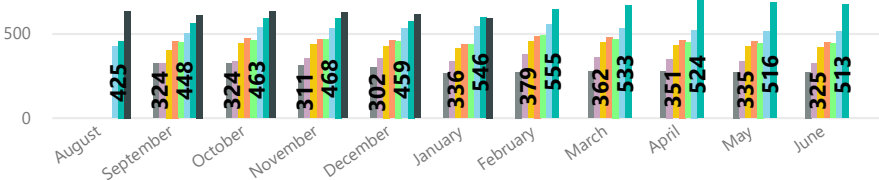


## Average Total Performance



## Average Total Attendance



Currently Enrolled		Total YTD Enrolled		Central California Connections Academy January 31, 2021				Current Enrollment Month-Over-Month Change	
595		690						-4%	
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change	
734								-1%	
<div>Monthly Student Current Enrollment Comparison</div> <div><div>schoolYear</div><div><div>2013-2014</div><div>2014-2015</div><div>2015-2016</div><div>2016-2017</div><div>2017-2018</div></div><div></div></div> <div></div>				Total YTD Enrollment					
				ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count
				Enrolled, Not Grad		600	79%	595	86%
				Graduated				2	0%
				Prior To Engagement		35	5%	25	4%
				Withdrawal During School Year		121	16%	68	10%
Total		756	100%	690	100%				
New & Returning				Household Data			Students Per Active Household		
ReportPeriod		SameMonthPriorYear		CurrentMonth					
New or Returning		Students	%CT Students	Students	%CT Students			SameMonthPriorYear	CurrentMonth
New		301	50.17%	168	28.24%			1.26	1.38
Returning		299	49.83%	427	71.76%				
Grade Distribution				Withdrawal Reason					
ReportPeriod		SameMonthPriorYear		CurrentMonth					
GradeDistribution		Students	%CT Students	Students	%CT Students				
PK-2		82	14%	94	16%				
PK		3	1%	1	0%				
KG		21	4%	29	5%				
1		25	4%	25	4%				
2		33	6%	39	7%				
3-5		74	12%	99	17%				
3		24	4%	35	6%				
4		23	4%	31	5%				
5		27	5%	33	6%				
6-8		167	28%	150	25%				
6		36	6%	39	7%				
7		56	9%	50	8%				
8		75	13%	61	10%				
9-12		277	46%	252	42%				
9		69	12%	66	11%				
10		66	11%	64	11%				
11		78	13%	58	10%				
Total		600	100%	595	100%				
Withdrawal Reason						SameMonthPriorYear			
Enrollment was intended to be short term and is no longer needed for my student.									
Inactivity/Lack of Attendance									
My student is pursuing GED									
My student wants to return to a traditional school setting for other (non-socialization related) reasons.									
My student wants to return to a traditional school setting for socialization reasons.									
No reason provided									
Technical Difficulties									
The curriculum is too hard.									
The program takes too much of the Learning Coach's time.									
The program/schedule is not flexible enough.									
The transition to virtual school was too difficult.									
There was not enough help/guidance setting us up in the school.									
Violation of state regulations									
We are moving.									
We are no longer able to provide a Learning Coach to assist our student.						33 of 584			
<						>			

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		1
F	307	309
M	293	283
X		2

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	547	552
Spanish	43	32
Arabic	4	4
Another Language	6	6
No Language Reported		1

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	261	247
Not Hispanic or Latino	339	347

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	73	58
Asian	28	39
Black/African American	75	76
Native Hawaiian or Other Pacific Islander	8	7
White	481	485

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		153
Applied-Does not qualify	87	2
Family Reported-Does not qualify	73	
Qualifies for free	228	234
Qualifies for reduced	57	53
Refused to report	58	58

Central California Connections Academy January 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	19	23
Cognitive Disability	7	5
Emotionally Impaired	9	5
Other Health Impaired	19	17
Physical Disability	3	1
Specific Learning Disability	31	30
Speech/Language Impaired	9	14

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	22	23

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	23	27

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	97	101

Gifted	Plan504
4%	5%
IEP	Not in Special Population
17%	75%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	7	7
Asian	9	17
Black/African American	42	35
Hispanic or Latino	261	247
Multiple Races	40	44
Native Hawaiian or Other Pacific Islander	1	
White	240	245

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	40	31
Home School	41	30
No Prior School	85	55
Online (Virtual) Public School	50	44
Private/Parochial School	15	17
Public School	340	328
Prior Schooling Not Reported	29	90

Central California Connections Academy  
January 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	469	568
Not Met	127	27

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	85	37
Approaching Alarm	38	55
Exempt	12	2
On Track	465	501

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	107%	96%
3-5	108%	96%
6-8	113%	100%
9-12	99%	92%
<b>Total</b>	<b>108%</b>	<b>95%</b>

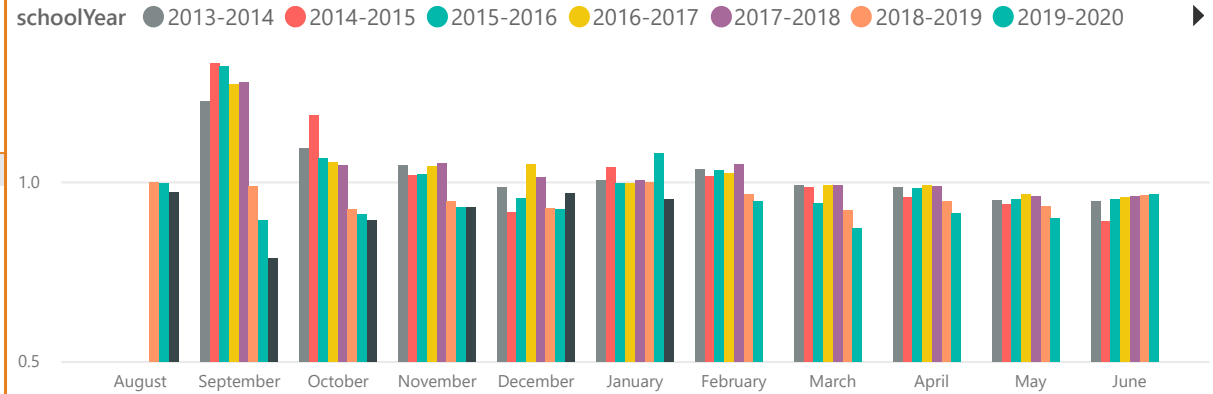
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	87%	92%
3-5	74%	75%
6-8	72%	76%
9-12	69%	68%
<b>Total</b>	<b>73%</b>	<b>75%</b>

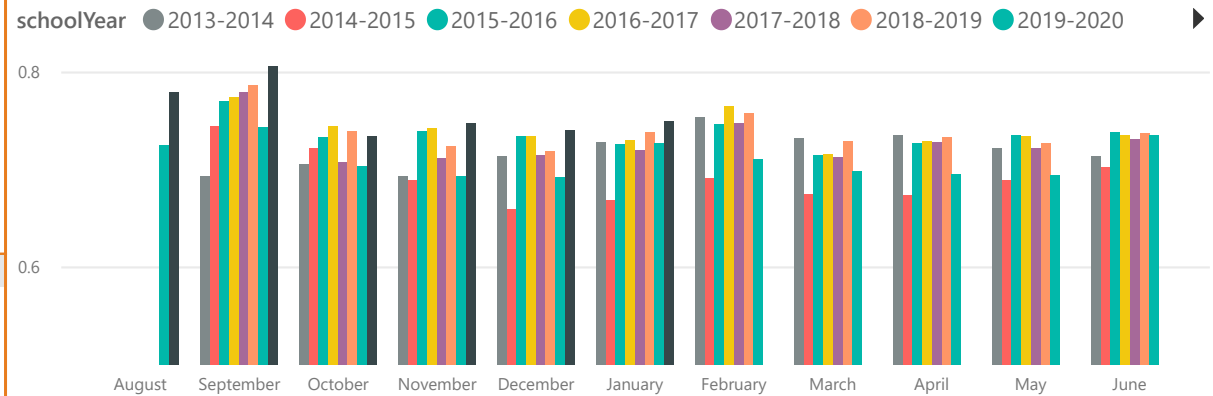
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	97%
3-5	94%	94%
6-8	94%	96%
9-12	88%	91%
<b>Total</b>	<b>91%</b>	<b>93%</b>

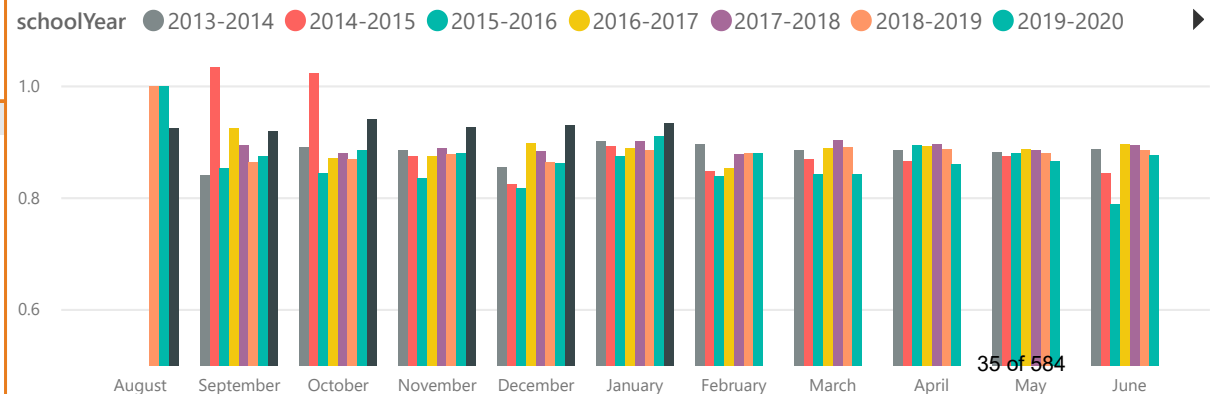
Average Total Participation



Average Total Performance



Average Total Attendance



# MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central Co... ▾

Report Date

January 31, 2021 ▾

Currently Enrolled

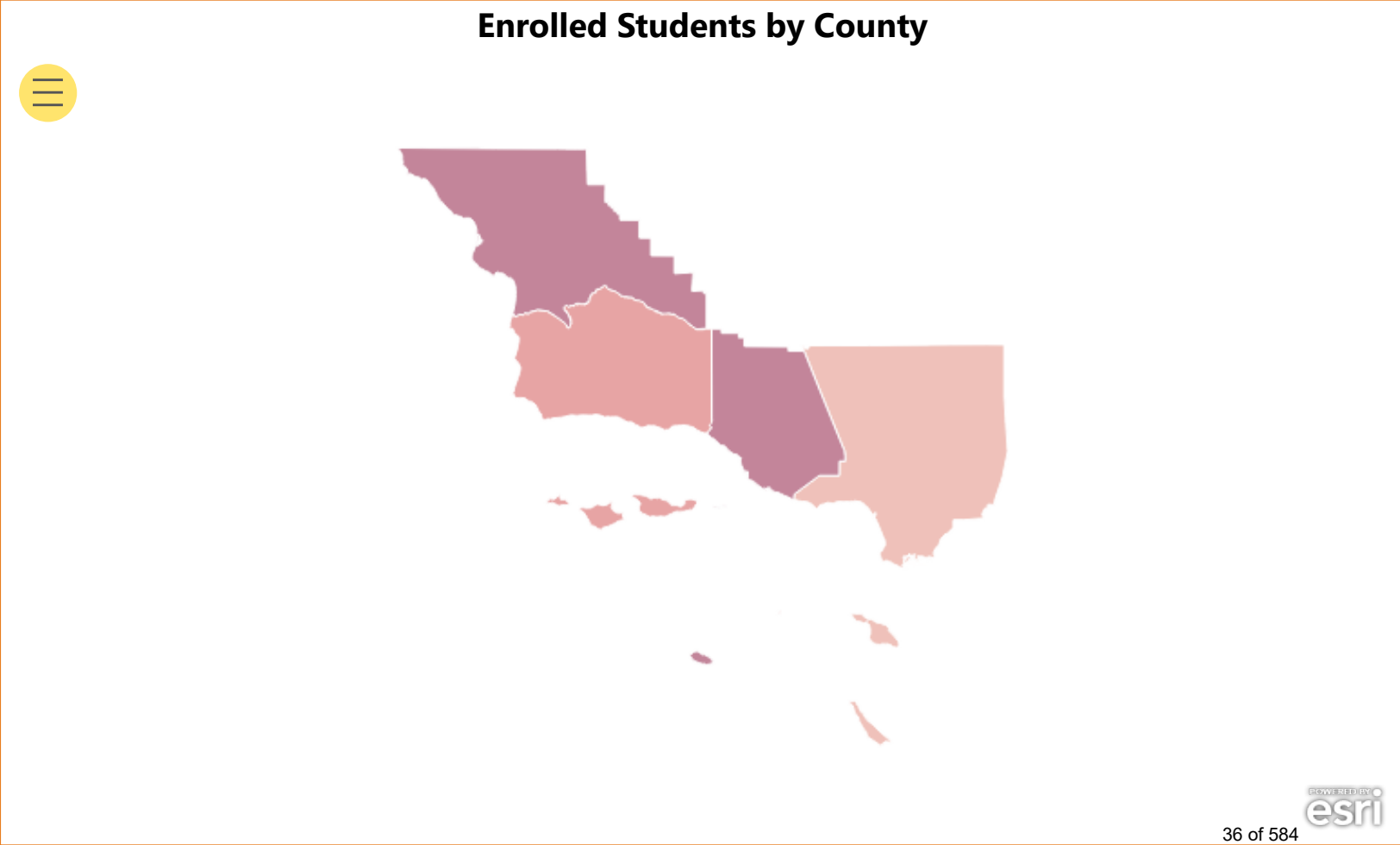
74

Total YTD Enrolled

100

Enrollment Services Complete (Stage 4)

111



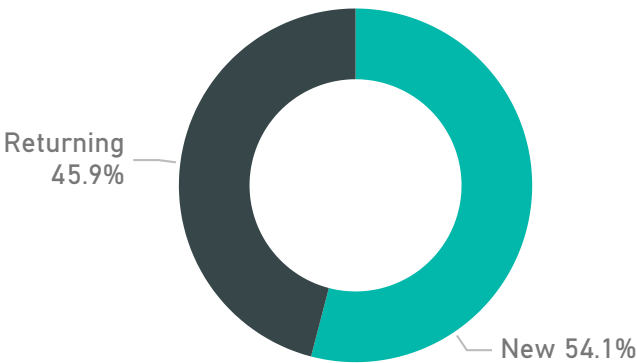


California Connections Academy at Central Coast  
January 31, 2021

Current Enrollment Month-Over-Month Change  
**-1%**

Current Enrollment Year-Over-Year Change  
**42%**

New and Returning

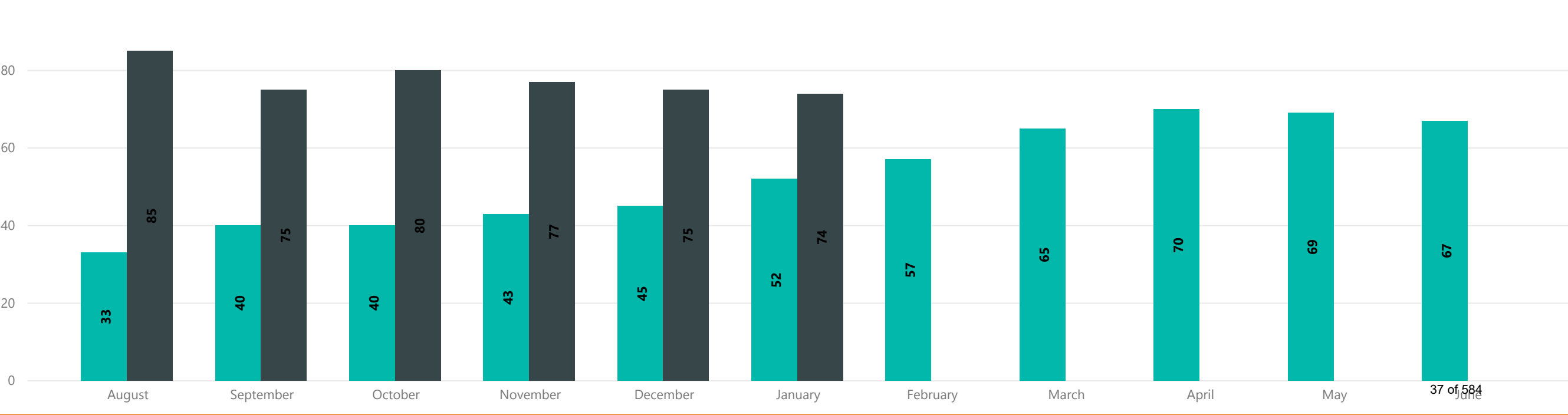


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

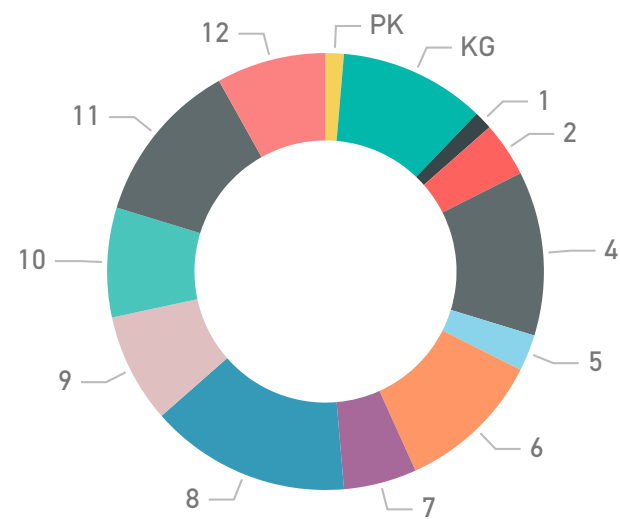
schoolYear ● 2019-2020 ● 2020-2021



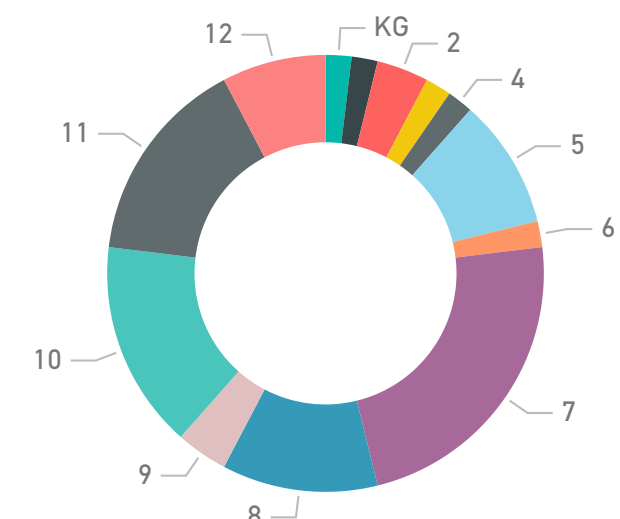
# California Connections Academy at Central Coast

## January 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



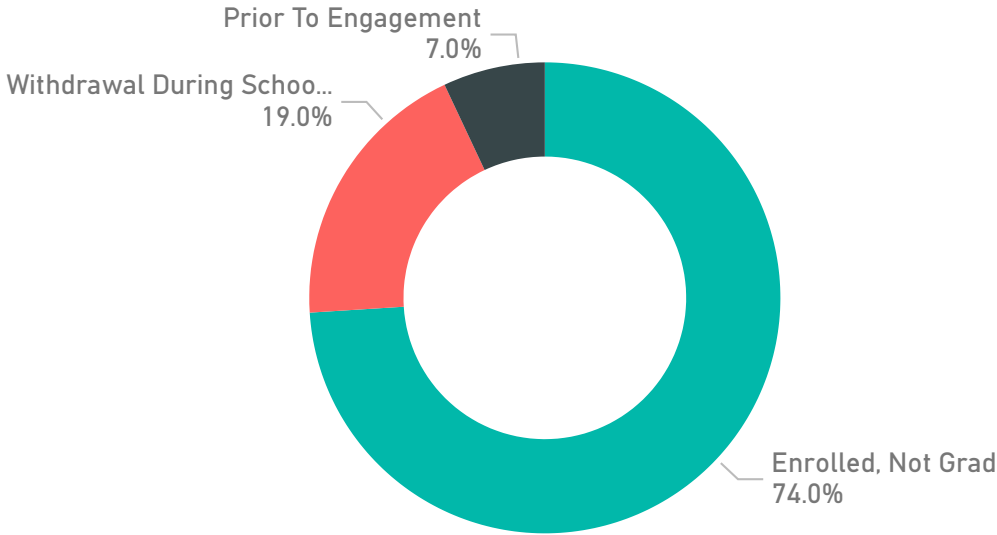
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
<b>PK-2</b>	<b>4</b>	<b>8%</b>	<b>5</b>	<b>7%</b>	<b>13</b>	<b>17%</b>	<b>13</b>	<b>18%</b>
PK			1	1%	1	1%	1	1%
KG	1	2%	1	1%	8	11%	8	11%
1	1	2%	1	1%	1	1%	1	1%
2	2	4%	2	3%	3	4%	3	4%
<b>3-5</b>	<b>7</b>	<b>13%</b>	<b>16</b>	<b>24%</b>	<b>11</b>	<b>15%</b>	<b>11</b>	<b>15%</b>
3	1	2%	3	4%				
4	1	2%	2	3%	9	12%	9	12%
5	5	10%	11	16%	2	3%	2	3%
<b>6-8</b>	<b>19</b>	<b>37%</b>	<b>20</b>	<b>30%</b>	<b>24</b>	<b>32%</b>	<b>23</b>	<b>31%</b>
6	1	2%	2	3%	8	11%	8	11%
7	12	23%	12	18%	4	5%	4	5%
8	6	12%	6	9%	12	16%	11	15%
<b>9-12</b>	<b>22</b>	<b>42%</b>	<b>26</b>	<b>39%</b>	<b>27</b>	<b>36%</b>	<b>27</b>	<b>36%</b>
9	2	4%	4	6%	6	8%	6	8%
10	8	15%	11	16%	7	9%	6	8%
11	8	15%	7	10%	9	12%	9	12%
12	4	8%	4	6%	5	7%	6	8%
<b>Total</b>	<b>52</b>	<b>100%</b>	<b>67</b>	<b>100%</b>	<b>75</b>	<b>100%</b>	<b>74</b>	<b>100%</b>

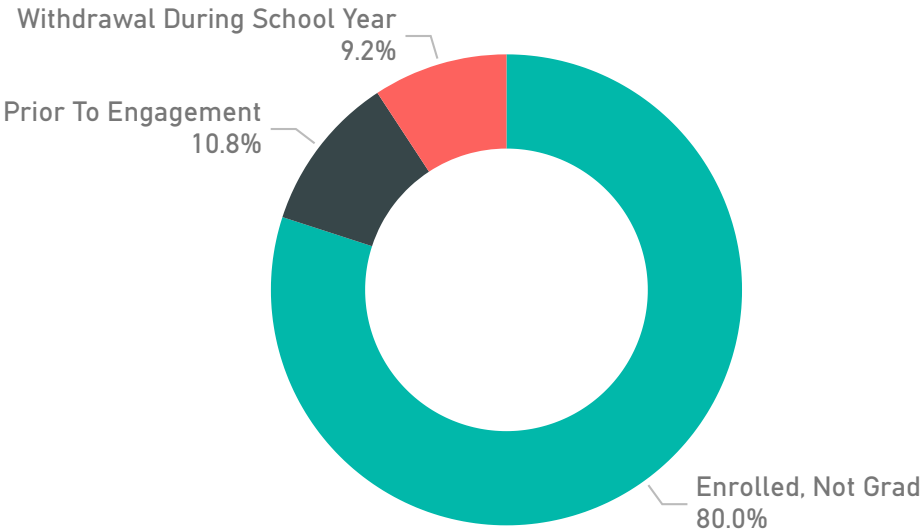
# California Connections Academy at Central Coast

January 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	52	80%	67	67%	75	77%	74	74%
Not Returning			1	1%				
Prior To Engagement	7	11%	11	11%	7	7%	7	7%
Withdrawal During School Year	6	9%	21	21%	16	16%	19	19%
Total	65	100%	100	100%	98	100%	100	100%

Enrollment Services Complete (Stage 4)

111

California Connections Academy at Central Coast

January 31, 2021

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



California Connections Academy at Central Coast

January 31, 2021

Household Data

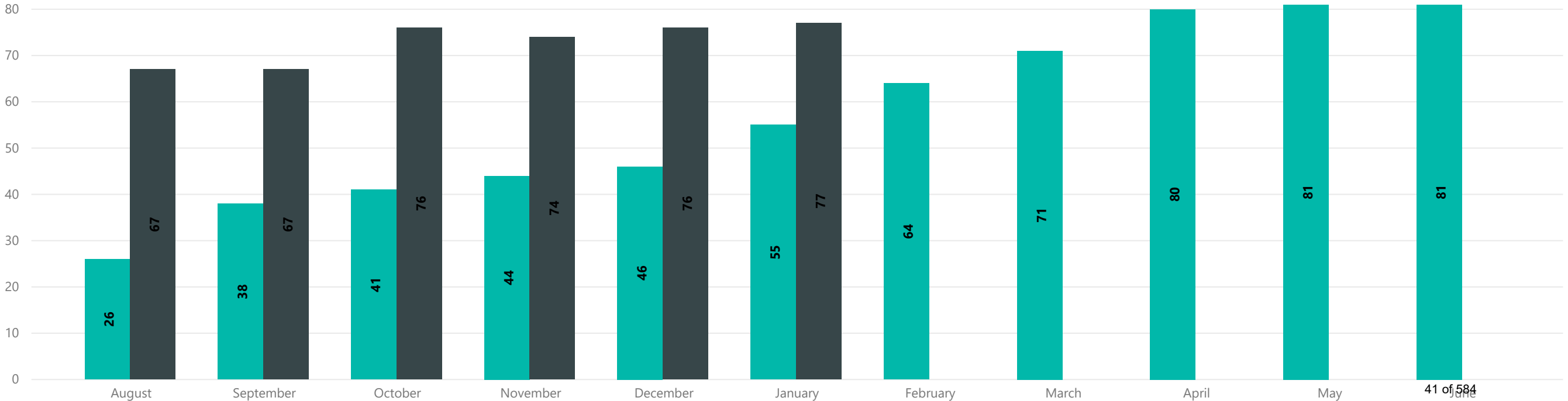
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	43	55	62	61
Not Returning		1		
WD During School Year	5	18	11	13
WD Prior To Engagement	7	9	4	4

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.21	1.22	1.21	1.21

Monthly Total Households

schoolYear 2019-2020 2020-2021



# California Connections Academy at Central Coast

## January 31, 2021

### Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	18	27	23	23
Not Hispanic or Latino	34	40	51	50

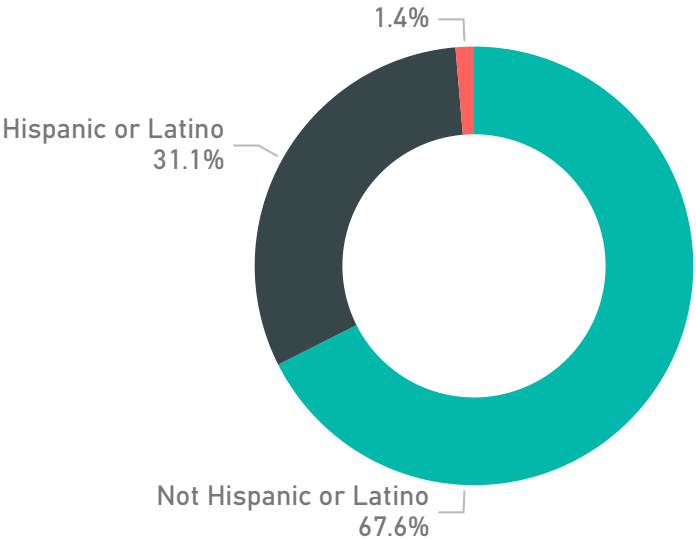
### Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	5	6	6
Asian	1	1	4	4
Black/African American	5	10	5	5
Native Hawaiian or Other Pacific Islander	1	1	1	1
White	48	62	69	66

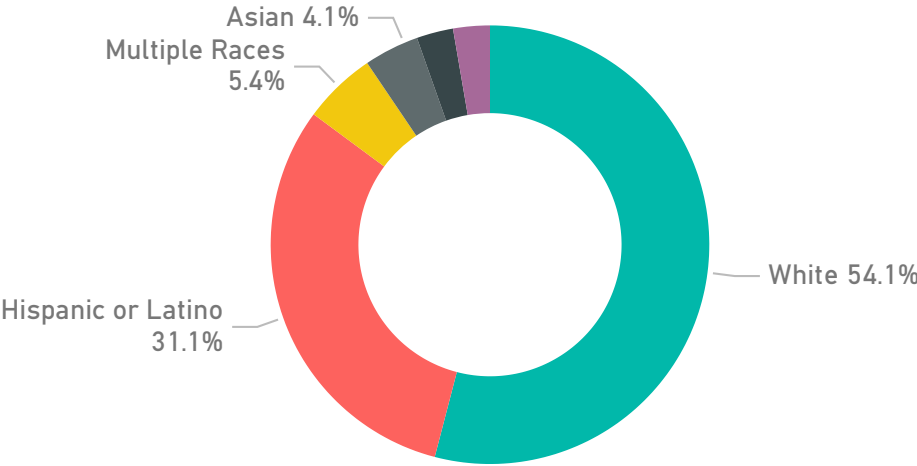
### Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1			
Asian	1		3	3
Black/African American	2	3	2	2
Hispanic or Latino	18	27	23	23
Multiple Races	4	6	5	4
Not Indicated				2
White	27	30	42	40

### Enrolled Students by Ethnicity



### Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Central Coast  
January 31, 2021

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	35	39	45	44
M	17	28	30	30

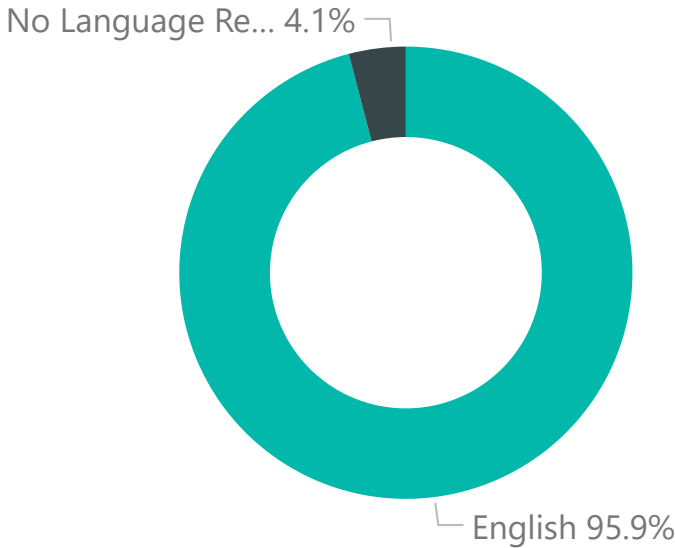
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	52	66	74	71
Spanish	1			
No Language Reported			1	3

Enrolled Students by Gender



Enrolled Students by Language



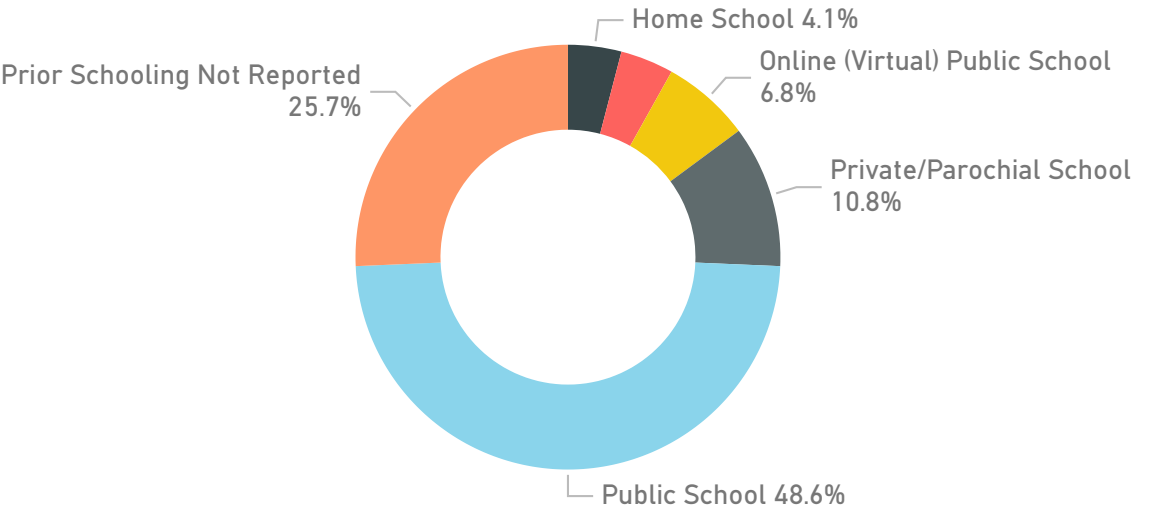
# California Connections Academy at Central Coast

## January 31, 2021

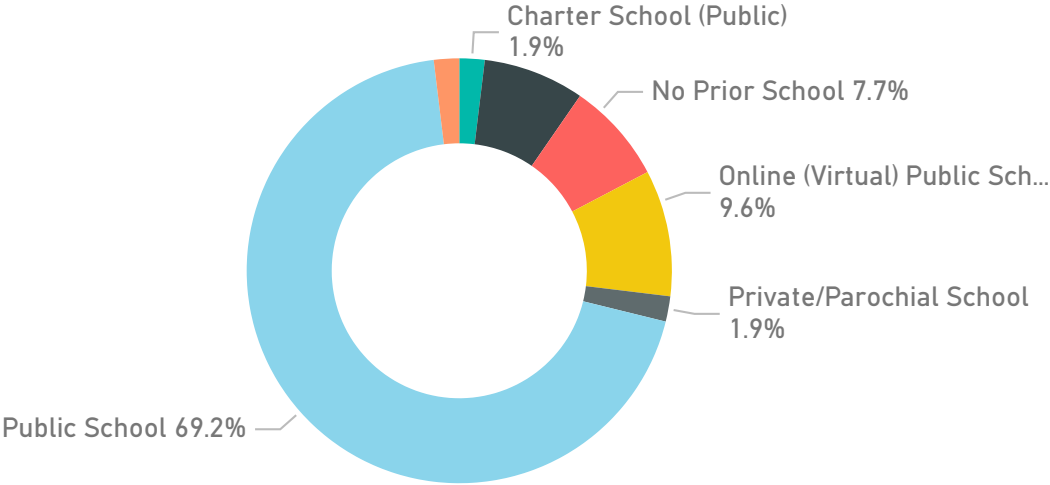
### Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	1	1		
Home School	4	4	3	3
No Prior School	4	4	3	3
Online (Virtual) Public School	5	5	5	5
Private/Parochial School	1	4	8	8
Public School	36	48	37	36
Prior Schooling Not Reported	1	1	19	19

Prior Schooling  
January 31, 2021



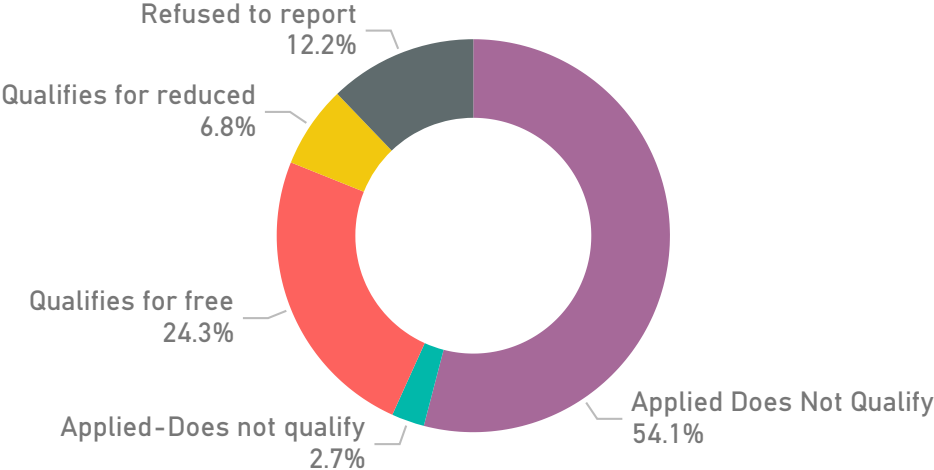
Prior Schooling  
January 31, 2020



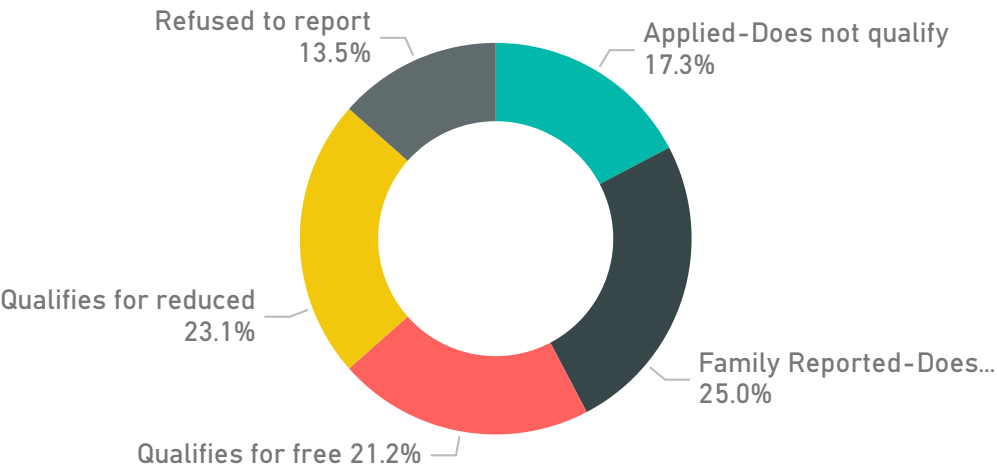


California Connections Academy at Central Coast  
January 31, 2021

FARM Eligibility  
January 31, 2021



FARM Eligibility  
January 31, 2020



Disability

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

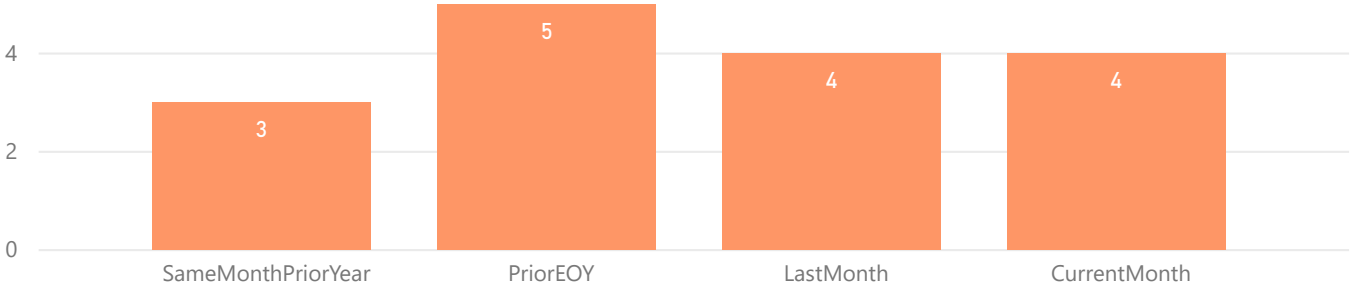
Speech/Language Impaired

Autism

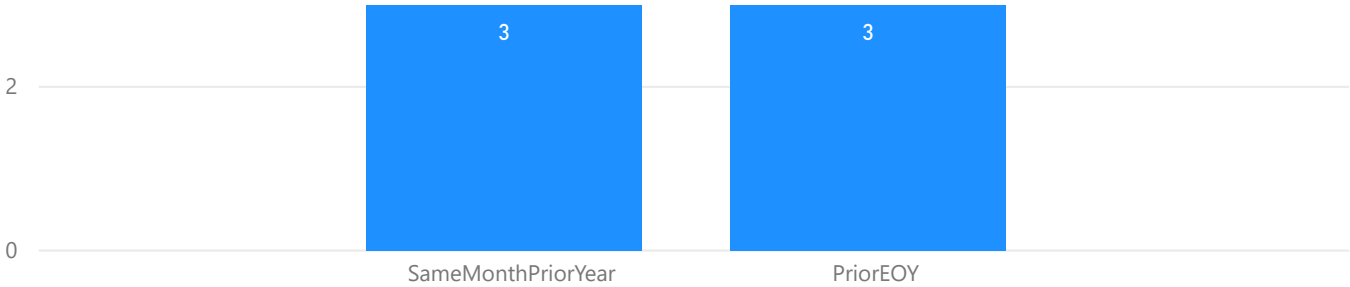
Emotionally Impaired

California Connections Academy at Central Coast  
January 31, 2021

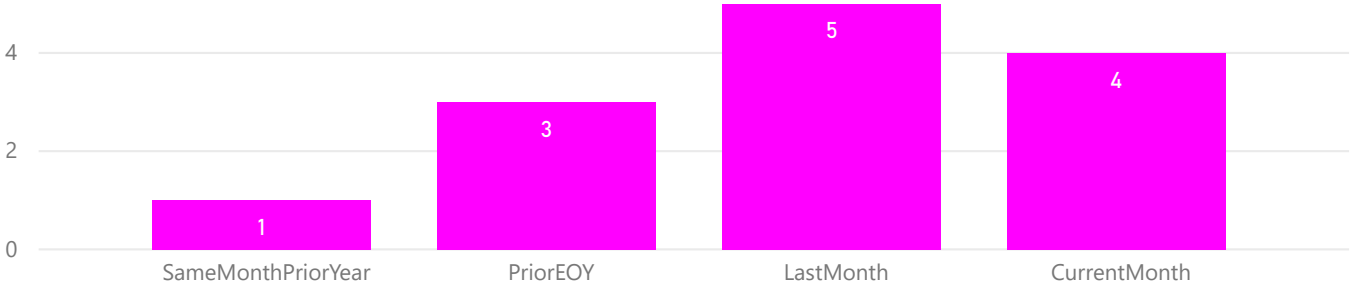
Gifted



Plan504



IEP



Currently Enrolled

74

Gifted

5%

Plan504

(Blank)

IEP

5%

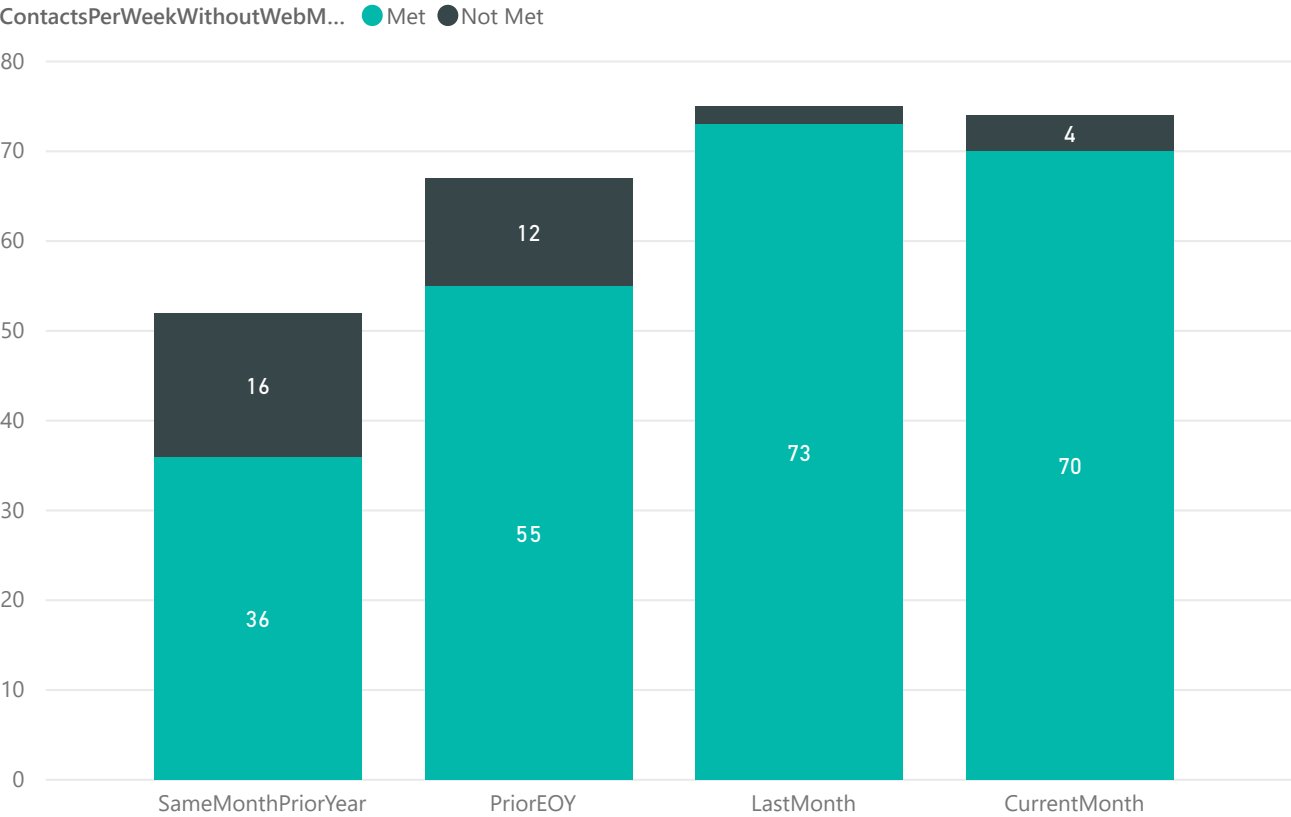
Not in Special Population

89%

# California Connections Academy at Central Coast

## January 31, 2021

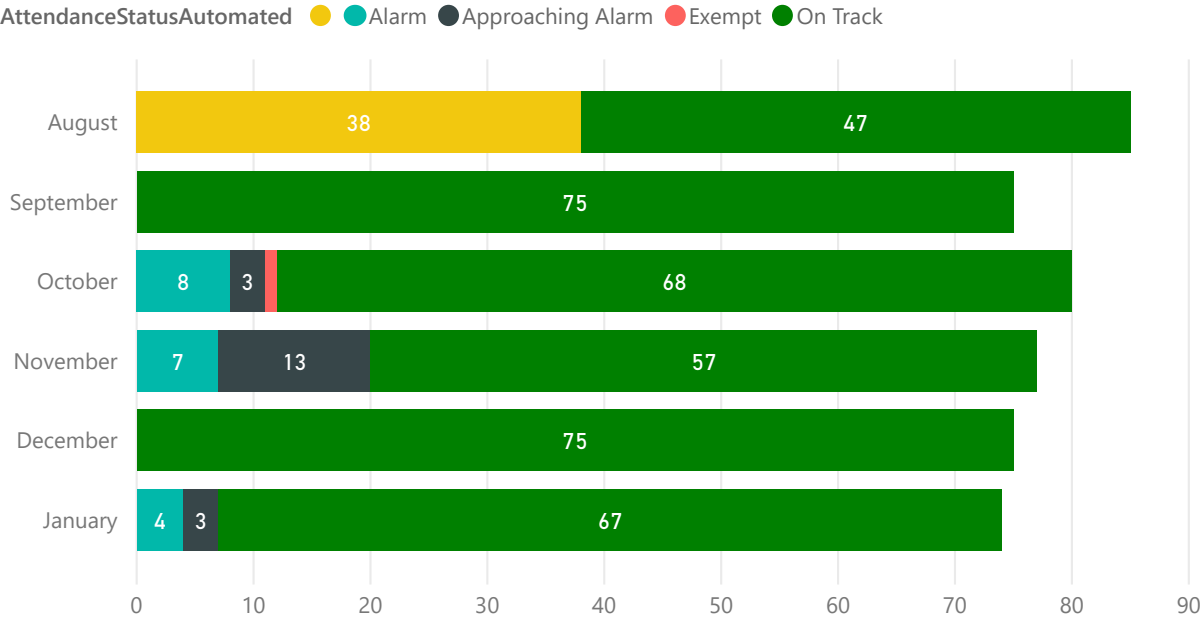
### Contacts Per Week



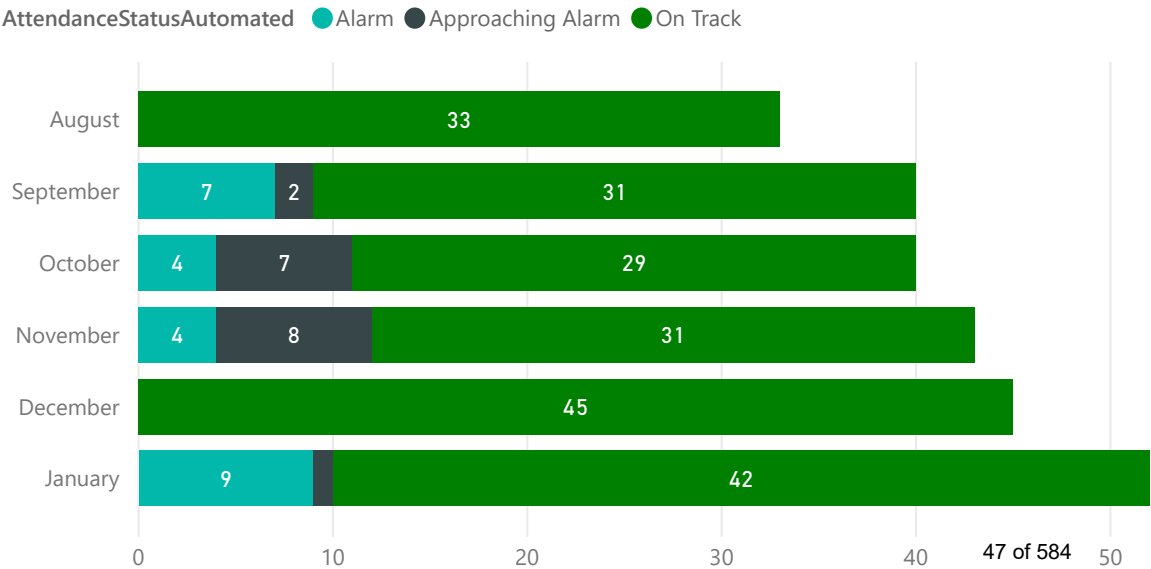
### Currently Enrolled

74

### School Year: 2020-2021



### School Year: 2019-2020



# California Connections Academy at Central Coast

## January 31, 2021

### Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	113%	100%	96%	97%
3-5	114%	100%	103%	99%
6-8	106%	100%	112%	103%
9-12	98%	100%	96%	94%
Total	106%	100%	102%	98%

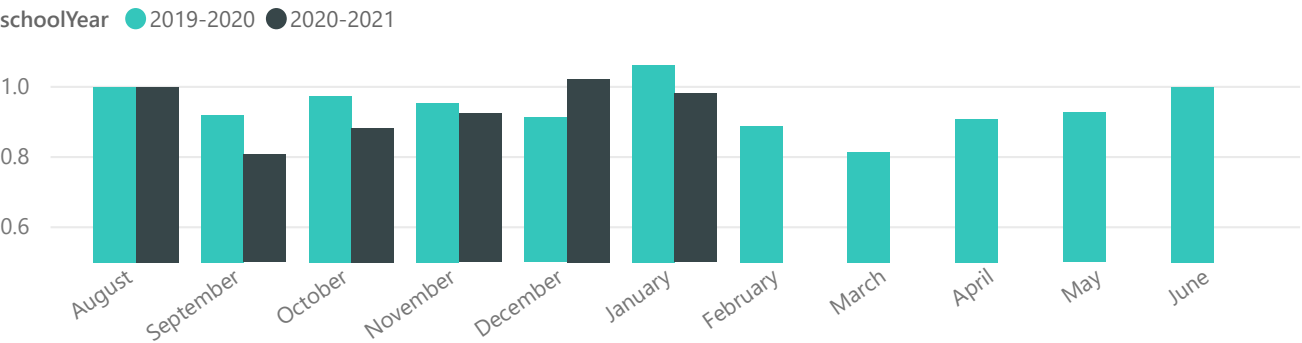
### Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	99%	97%	97%
3-5	77%	84%	82%	82%
6-8	71%	70%	78%	81%
9-12	71%	67%	74%	75%
Total	74%	74%	80%	82%

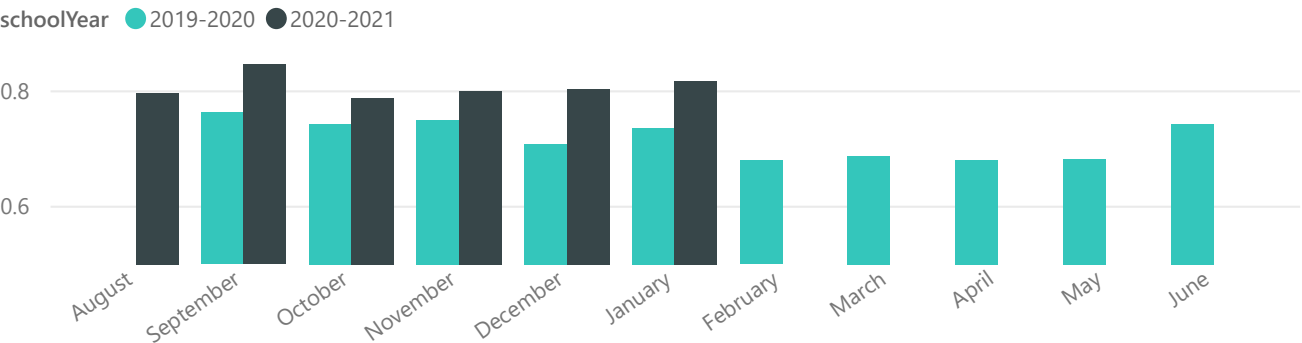
### Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	98%	95%	90%
3-5	95%	93%	94%	95%
6-8	96%	91%	95%	97%
9-12	87%	77%	95%	90%
Total	92%	87%	95%	93%

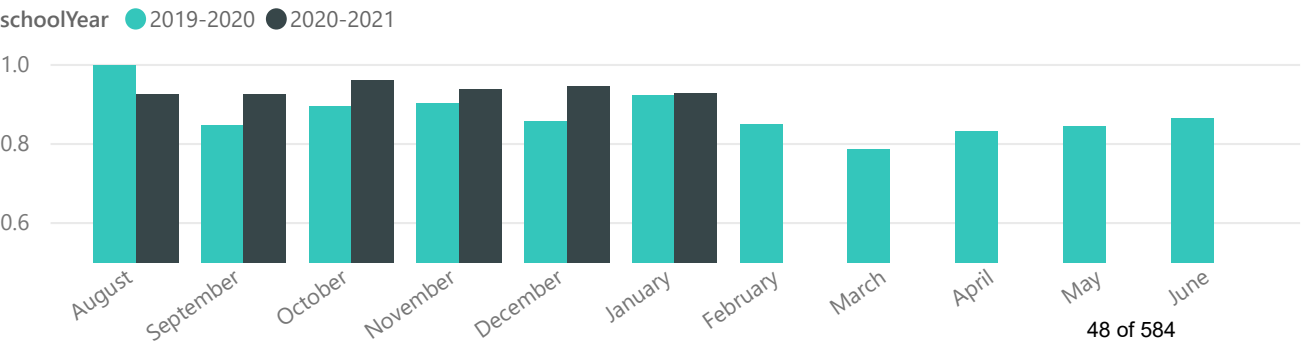
### Average Total Participation



### Average Total Performance



### Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy at Central Coast January 31, 2021				Current Enrollment Month-Over-Month Change																																					
74		100						-1%																																					
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change																																					
111								42%																																					
Monthly Student Current Enrollment Comparison				Total YTD Enrollment																																									
<div>schoolYear <span>2019-2020</span> <span>2020-2021</span></div> <table><thead><tr><th>Month</th><th>2019-2020</th><th>2020-2021</th></tr></thead><tbody><tr><td>August</td><td>33</td><td>85</td></tr><tr><td>September</td><td>40</td><td>75</td></tr><tr><td>October</td><td>40</td><td>80</td></tr><tr><td>November</td><td>43</td><td>77</td></tr><tr><td>December</td><td>45</td><td>75</td></tr><tr><td>January</td><td>52</td><td>74</td></tr><tr><td>February</td><td>57</td><td></td></tr><tr><td>March</td><td>65</td><td></td></tr><tr><td>April</td><td>70</td><td></td></tr><tr><td>May</td><td>69</td><td></td></tr><tr><td>June</td><td>67</td><td></td></tr></tbody></table>				Month	2019-2020	2020-2021	August	33	85	September	40	75	October	40	80	November	43	77	December	45	75	January	52	74	February	57		March	65		April	70		May	69		June	67		ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Month	2019-2020	2020-2021																																							
				August	33	85																																							
				September	40	75																																							
				October	40	80																																							
				November	43	77																																							
				December	45	75																																							
January	52	74																																											
February	57																																												
March	65																																												
April	70																																												
May	69																																												
June	67																																												
Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count																																								
Enrolled, Not Grad		52	80%	74	74%																																								
Prior To Engagement		7	11%	7	7%																																								
Withdrawal During School Year		6	9%	19	19%																																								
Total		65	100%	100	100%																																								
New & Returning				Household Data			Students Per Active Household																																						
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth																																				
New or Returning		Students	%CT Students	Students	%CT Students	Active		1.21	1.21																																				
New		52	100.00%	40	54.05%	WD During School Year																																							
Returning				34	45.95%	WD Prior To Engagement																																							
Grade Distribution				Withdrawal Reason																																									
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason																																							
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMont																																							
PK-2		4	8%	13	18%	Generally dissatisfied with curriculum/course options																																							
PK				1	1%	Inactivity/Lack of Attendance																																							
KG		1	2%	8	11%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.																																							
1		1	2%	1	1%	My student wants to return to a traditional school setting for socialization reasons.																																							
2		2	4%	3	4%	No reason provided																																							
3-5		7	13%	11	15%	The curriculum is too hard.																																							
3		1	2%			The program takes too much of the Learning Coach's time.																																							
4		1	2%	9	12%	The transition to virtual school was too difficult.																																							
5		5	10%	2	3%	We are moving.																																							
6-8		19	37%	23	31%																																								
6		1	2%	8	11%																																								
7		12	23%	4	5%																																								
8		6	12%	11	15%																																								
9-12		22	42%	27	36%																																								
9		2	4%	6	8%																																								
10		8	15%	6	8%																																								
11		2	15%	9	12%																																								
Total		52	100%	74	100%																																								
				49 of 584																																									

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	35	44
M	17	30

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	52	71
No Language Reported		3

California Connections Academy at Central Coast  
January 31, 2021

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

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	3	4

Plan 504	
Plan504	SameMonthPriorYear
504	3

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	1	4

Gifted	Plan504
5%	(Blank)
IEP	Not in Special Population
5%	89%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	18	23
Not Hispanic or Latino	34	50

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	2	6
Asian	1	4
Black/African American	5	5
White	48	66

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		38
Applied-Does not qualify	9	2
Family Reported-Does not qualify	13	
Qualifies for free	10	17
Qualifies for reduced	12	5
Refused to report	7	9

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
Asian	1	3
Black/African American	2	2
Hispanic or Latino	18	23
Multiple Races	4	4
Not Indicated		2
White	27	40

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	1	
Home School	4	3
No Prior School	4	3
Online (Virtual) Public School	5	5
Private/Parochial School	1	8
Public School	36	36
Prior Schooling Not Reported	1	19

California Connections Academy at Central Coast  
January 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	36	70
Not Met	16	4

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	9	4
Approaching Alarm	1	3
On Track	42	67

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	113%	97%
3-5	114%	99%
6-8	106%	103%
9-12	98%	94%
<b>Total</b>	<b>106%</b>	<b>98%</b>

Average Performance

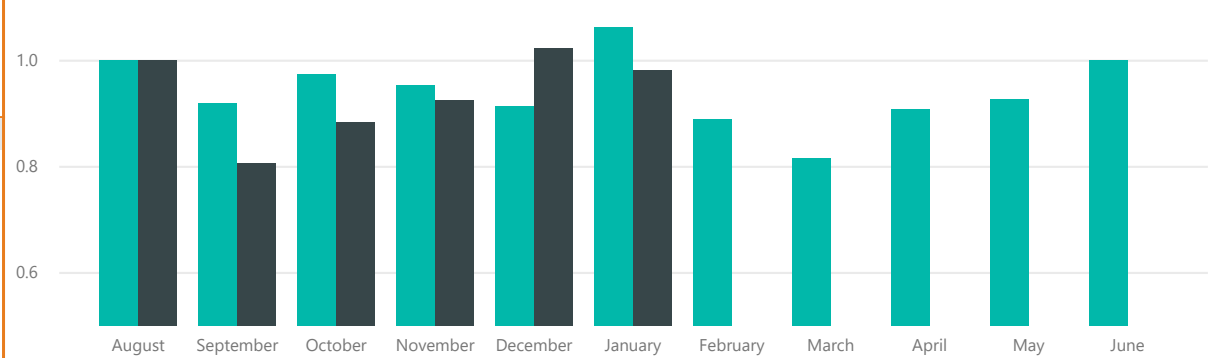
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	97%
3-5	77%	82%
6-8	71%	81%
9-12	71%	75%
<b>Total</b>	<b>74%</b>	<b>82%</b>

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	90%
3-5	95%	95%
6-8	96%	97%
9-12	87%	90%
<b>Total</b>	<b>92%</b>	<b>93%</b>

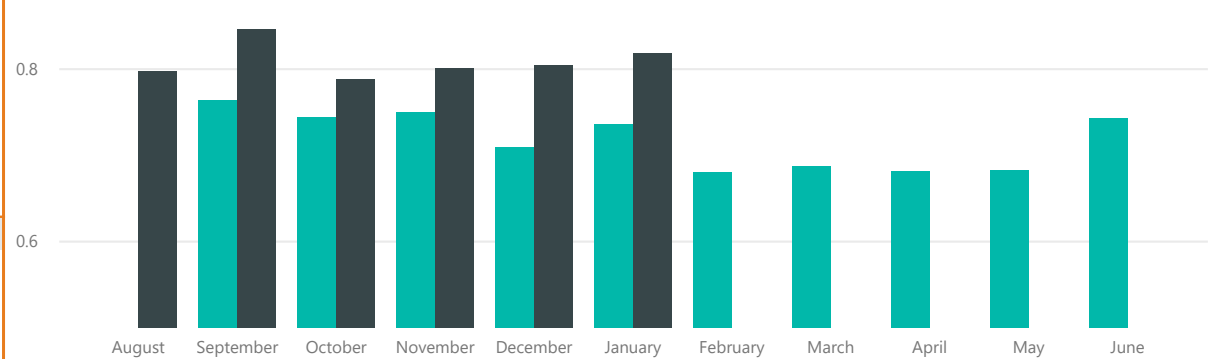
Average Total Participation

schoolYear ● 2019-2020 ● 2020-2021



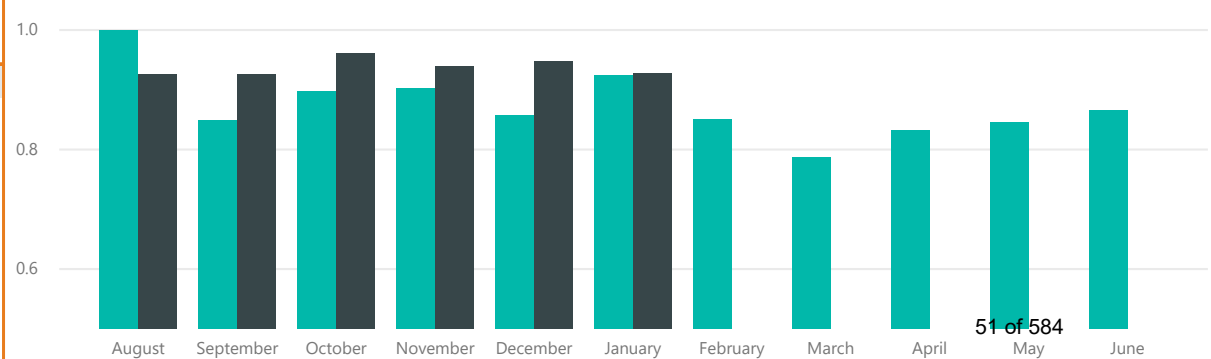
Average Total Performance

schoolYear ● 2019-2020 ● 2020-2021



Average Total Attendance

schoolYear ● 2019-2020 ● 2020-2021



# MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Monterey ... ▾

Report Date

January 31, 2021 ▾

Currently Enrolled

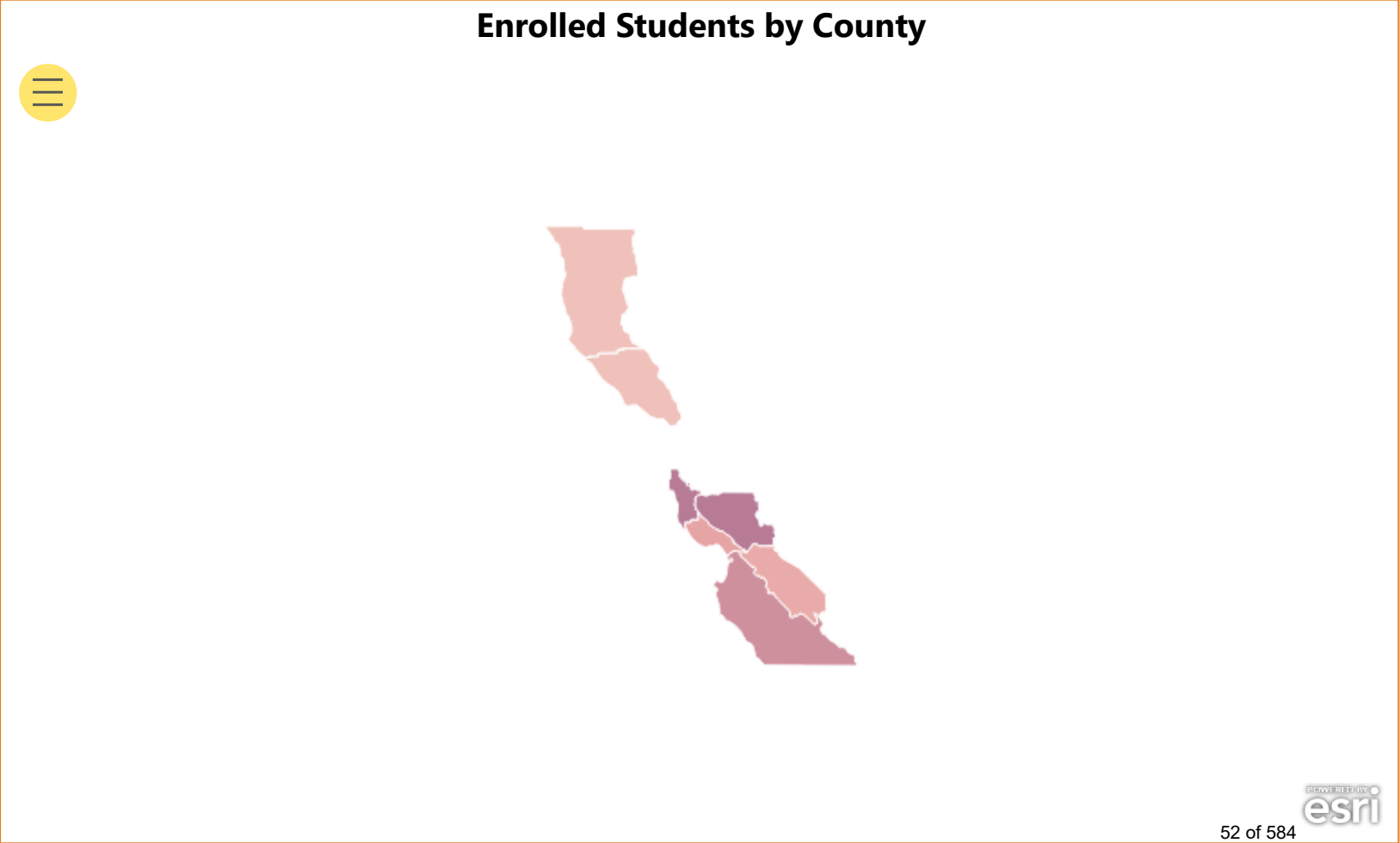
392

Total YTD Enrolled

440

Enrollment Services Complete (Stage 4)

490



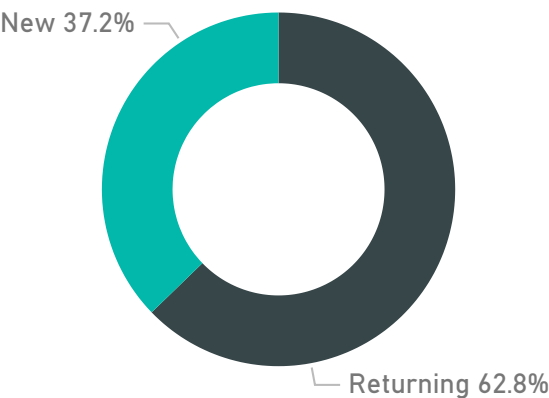


California Connections Academy Monterey Bay  
January 31, 2021

Current Enrollment Month-Over-Month Change  
**-3%**

Current Enrollment Year-Over-Year Change  
**24%**

New and Returning

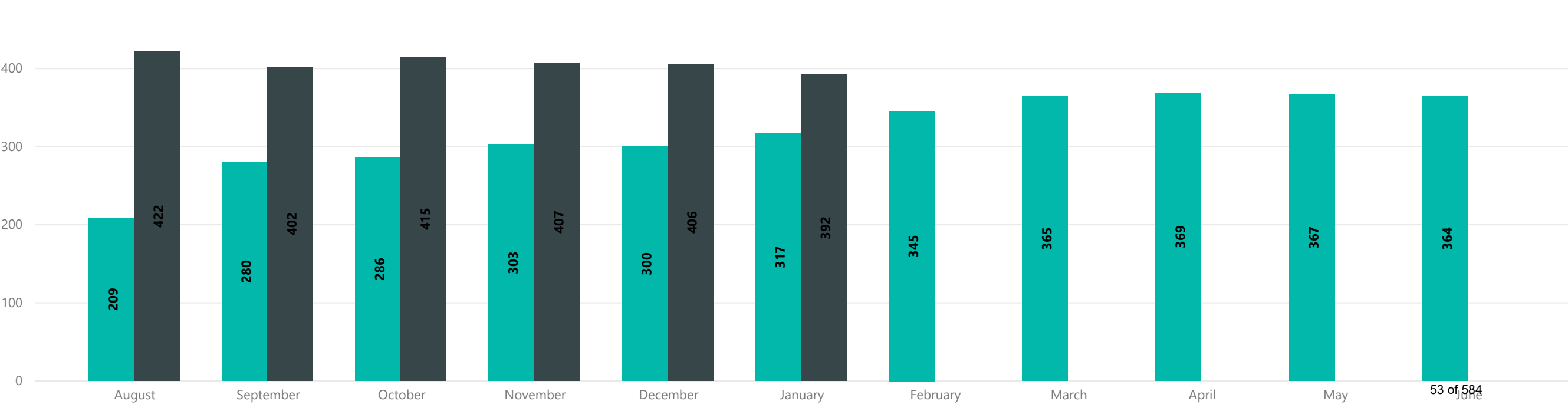


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

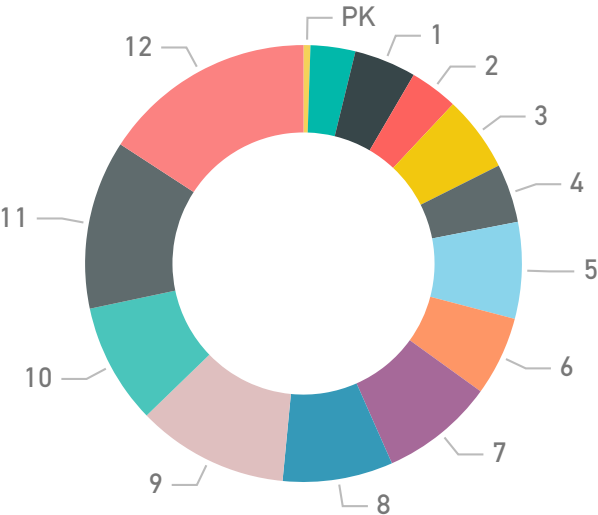
schoolYear ● 2019-2020 ● 2020-2021



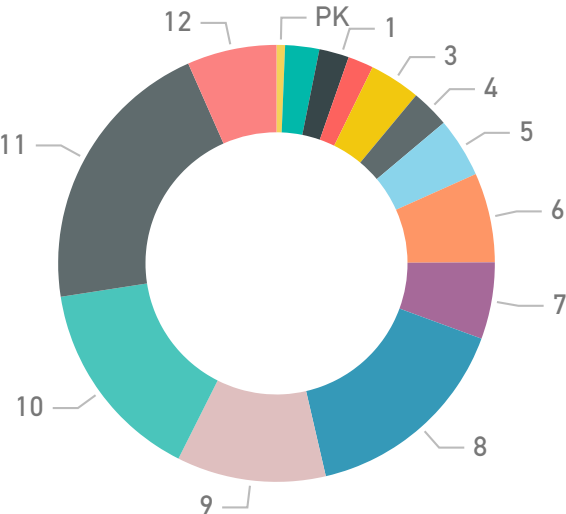
# California Connections Academy Monterey Bay

## January 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



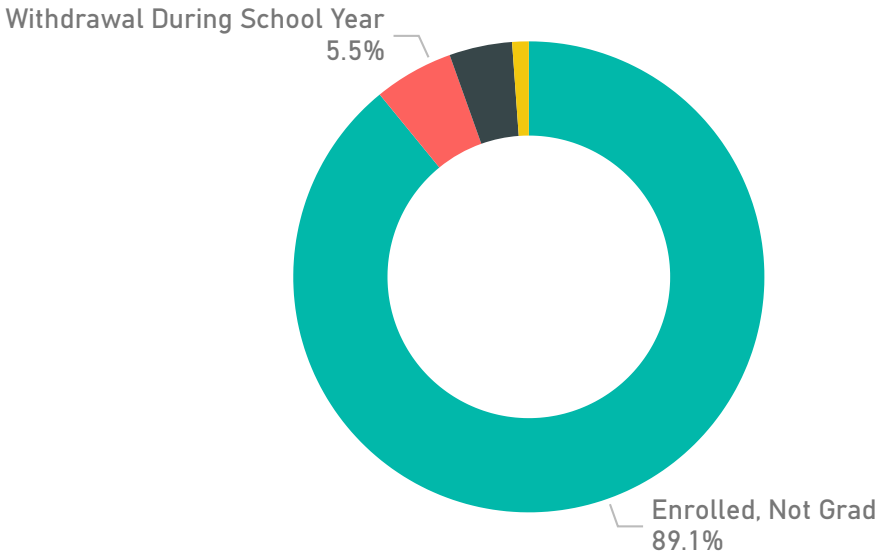
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
<b>PK-2</b>	<b>23</b>	<b>7%</b>	<b>33</b>	<b>9%</b>	<b>47</b>	<b>12%</b>	<b>47</b>	<b>12%</b>
PK	2	1%	4	1%	2	0%	2	1%
KG	8	3%	10	3%	12	3%	13	3%
1	7	2%	10	3%	19	5%	18	5%
2	6	2%	9	2%	14	3%	14	4%
<b>3-5</b>	<b>35</b>	<b>11%</b>	<b>43</b>	<b>12%</b>	<b>71</b>	<b>17%</b>	<b>67</b>	<b>17%</b>
3	12	4%	17	5%	25	6%	22	6%
4	9	3%	11	3%	17	4%	17	4%
5	14	4%	15	4%	29	7%	28	7%
<b>6-8</b>	<b>89</b>	<b>28%</b>	<b>109</b>	<b>30%</b>	<b>92</b>	<b>23%</b>	<b>88</b>	<b>22%</b>
6	21	7%	28	8%	23	6%	23	6%
7	18	6%	25	7%	34	8%	33	8%
8	50	16%	56	15%	35	9%	32	8%
<b>9-12</b>	<b>170</b>	<b>54%</b>	<b>179</b>	<b>49%</b>	<b>196</b>	<b>48%</b>	<b>190</b>	<b>48%</b>
9	35	11%	35	10%	43	11%	44	11%
10	48	15%	57	16%	36	9%	35	9%
11	66	21%	70	19%	50	12%	49	13%
12	21	7%	17	5%	67	17%	62	16%
<b>Total</b>	<b>317</b>	<b>100%</b>	<b>364</b>	<b>100%</b>	<b>406</b>	<b>100%</b>	<b>392</b>	<b>100%</b>

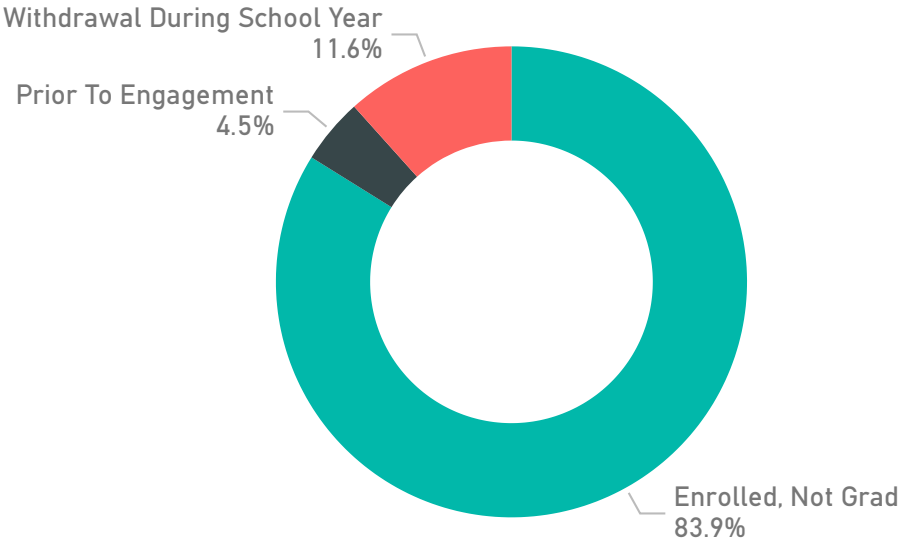
# California Connections Academy Monterey Bay

## January 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	317	84%	364	78%	406	93%	392	89%
Graduated					3	1%	5	1%
Prior To Engagement	17	4%	29	6%	17	4%	19	4%
Withdrawal During School Year	44	12%	73	16%	10	2%	24	5%
Total	378	100%	466	100%	436	100%	440	100%

Enrollment Services Complete (Stage 4)

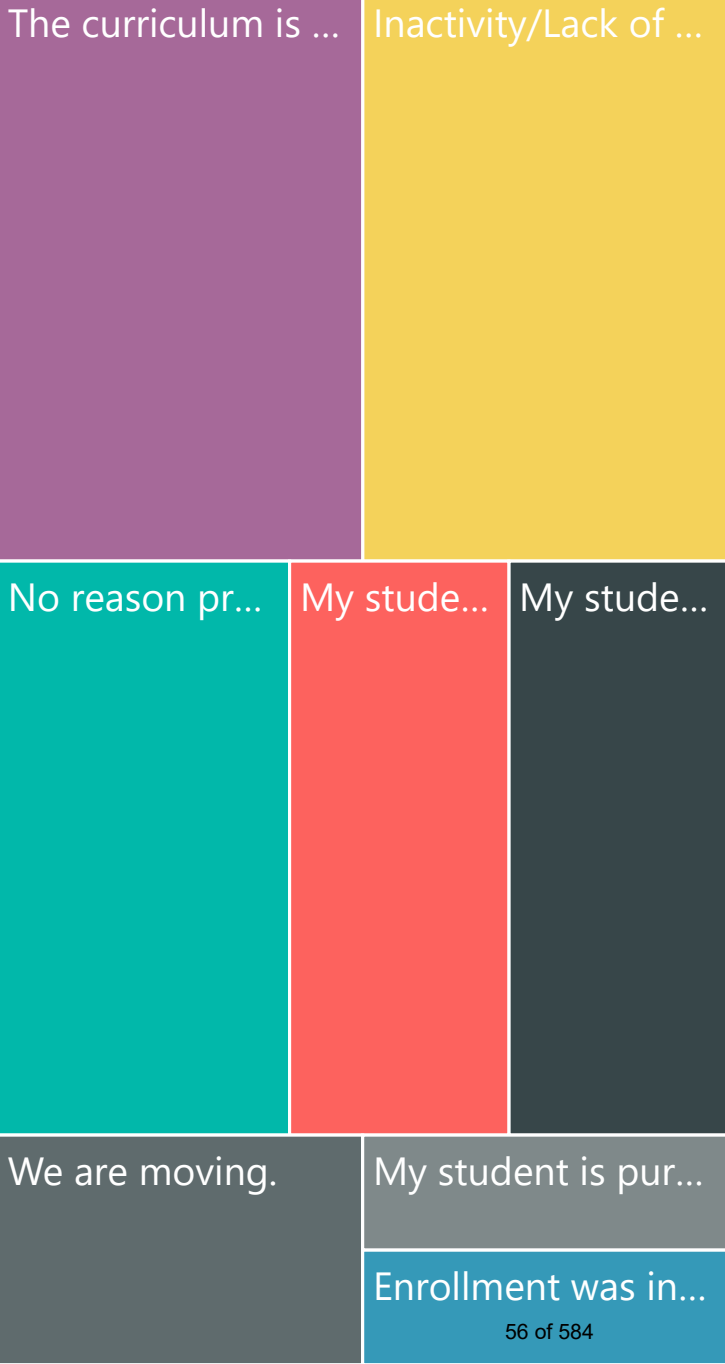
490

# California Connections Academy Monterey Bay

## January 31, 2021

### Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	10	18		
Another Reason				1
Deceased		1		
Different/Better Schooling Option (Not related to socialization)	10	13	1	3
Inactivity	2	2	2	5
No longer able to provide a Learning Coach		1		
No Reason Given	11	22	1	4
Program takes too much of student's time	1	1		
Pursuing GED			1	1
Student wants more socialization	1	3	1	3
Technical Difficulties	1	1		
The curriculum is too hard	5	5	3	5
Transition to virtual school too difficult	2	4		
We are moving	1	1	1	2
We have chosen to home school		1		



# California Connections Academy Monterey Bay

## January 31, 2021

### Household Data

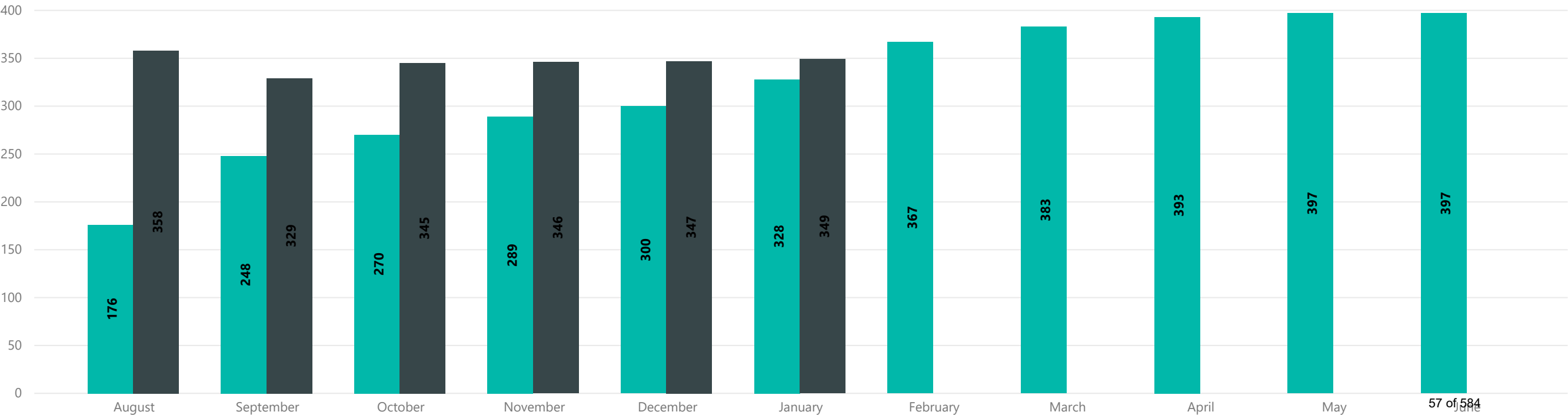
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	275	311	323	311
Graduated			3	5
WD During School Year	39	65	9	21
WD Prior To Engagement	16	28	13	14

### Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.15	1.17	1.26	1.26

### Monthly Total Households

schoolYear ● 2019-2020 ● 2020-2021



# California Connections Academy Monterey Bay

## January 31, 2021

### Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	114	131	138	130
Not Hispanic or Latino	203	233	266	261

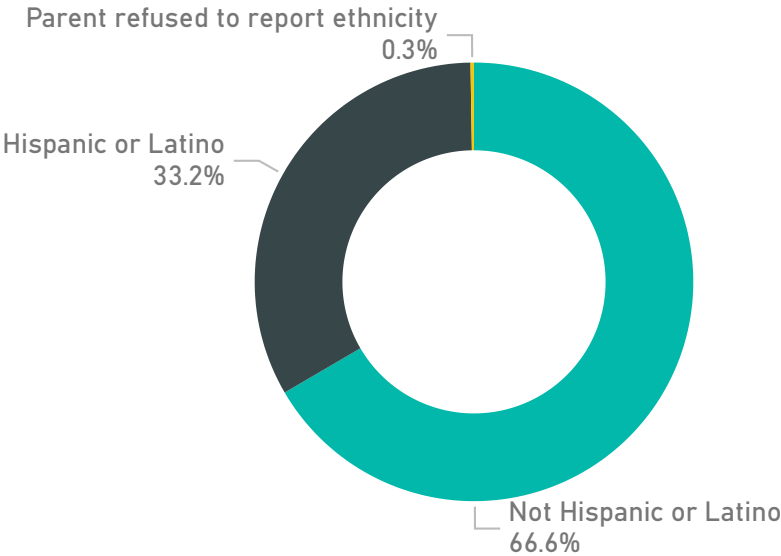
### Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	35	37	29	27
Asian	67	74	111	112
Black/African American	26	28	27	25
Native Hawaiian or Other Pacific Islander	20	22	22	20
White	219	255	282	268

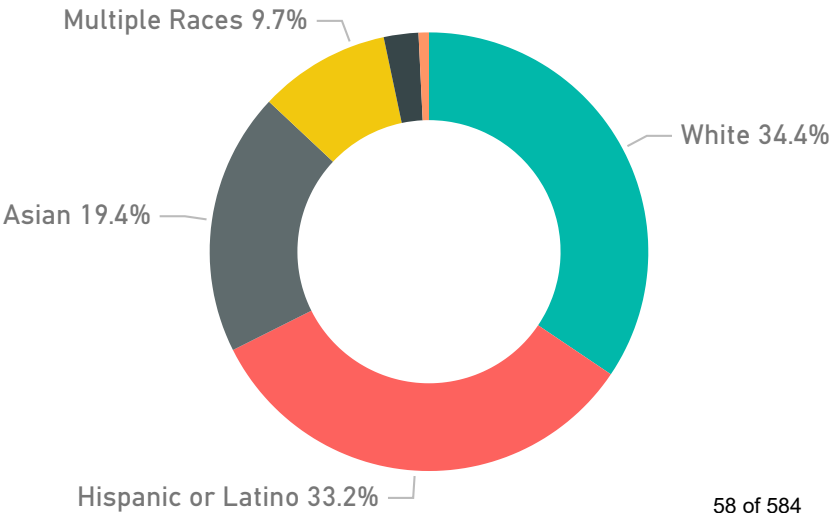
### Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1	1	
Asian	38	41	74	76
Black/African American	14	16	10	10
Hispanic or Latino	114	131	138	130
Multiple Races	33	35	41	38
Native Hawaiian or Other Pacific Islander	2	2	3	3
White	115	138	139	135

### Enrolled Students by Ethnicity



### Enrolled Students by Distinct Race/Ethnicity



# California Connections Academy Monterey Bay

## January 31, 2021

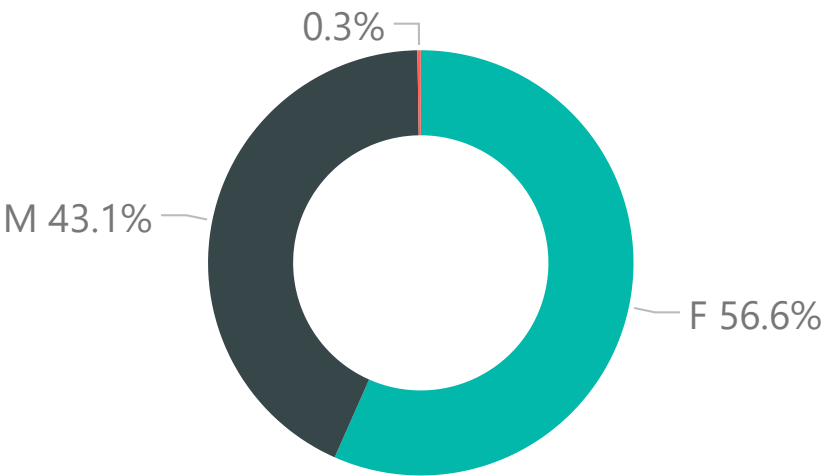
### Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			2	1
F	187	214	229	222
M	130	150	175	169

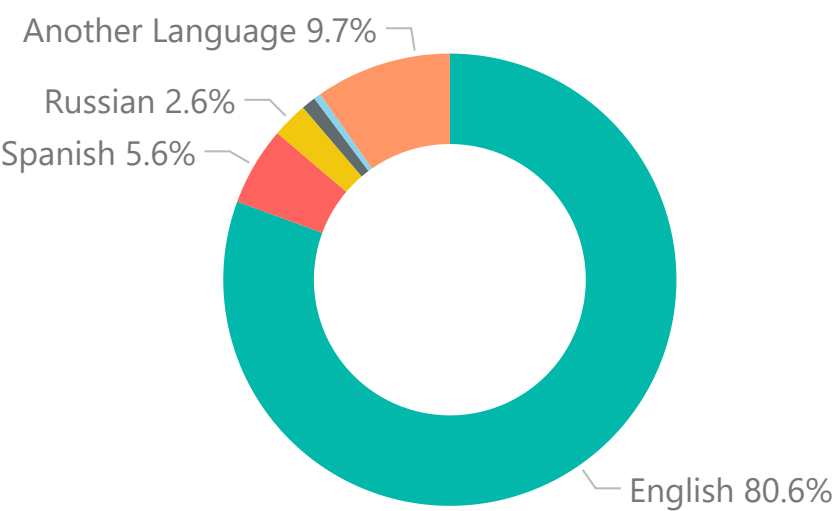
### Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	266	298	327	316
Spanish	21	26	25	22
Russian	4	7	10	10
Arabic	1	2	4	4
Urdu			1	2
Another Language	25	31	38	38
No Language Reported			1	

Enrolled Students by Gender



Enrolled Students by Language



# California Connections Academy Monterey Bay

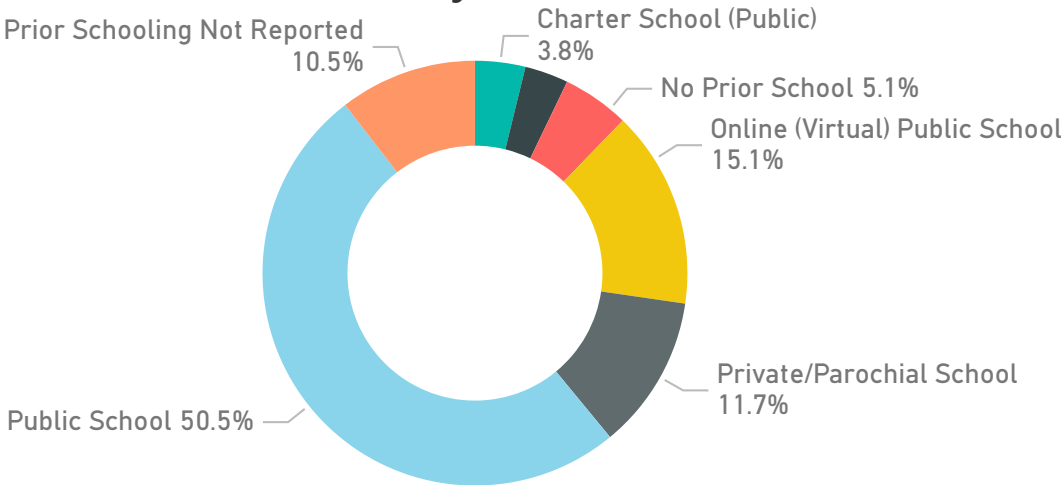
## January 31, 2021

### Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	20	20	16	15
Home School	19	20	13	13
No Prior School	27	30	20	20
Online (Virtual) Public School	71	67	61	59
Private/Parochial School	18	25	48	46
Public School	149	189	204	198
Prior Schooling Not Reported	13	13	44	41

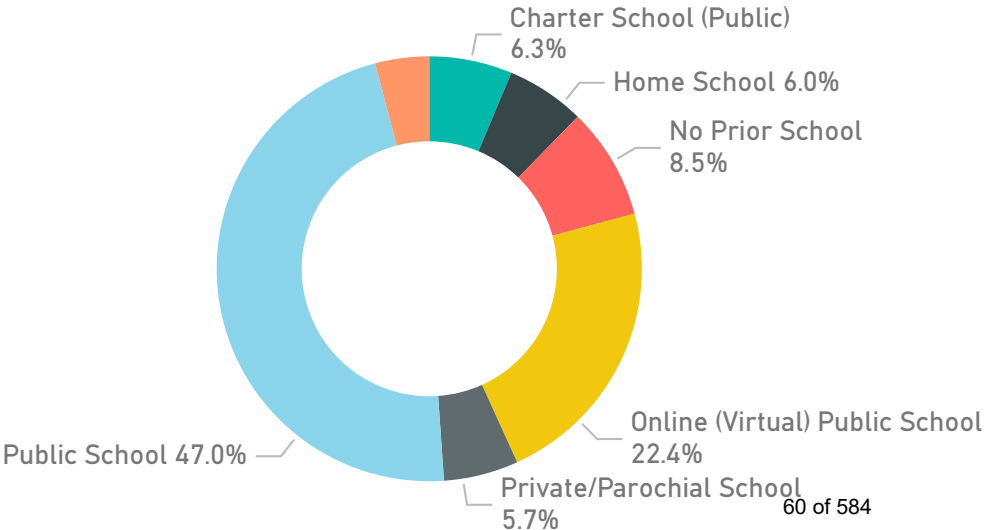
### Prior Schooling

January 31, 2021



### Prior Schooling

January 31, 2020



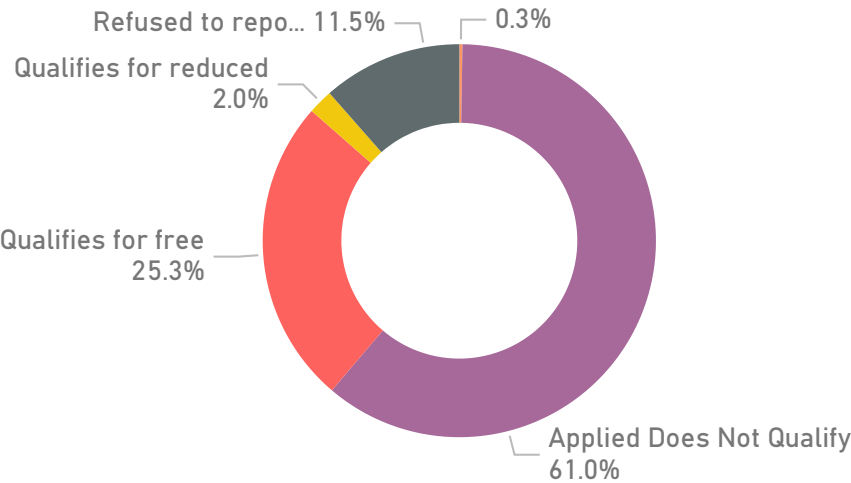


California Connections Academy Monterey Bay

January 31, 2021

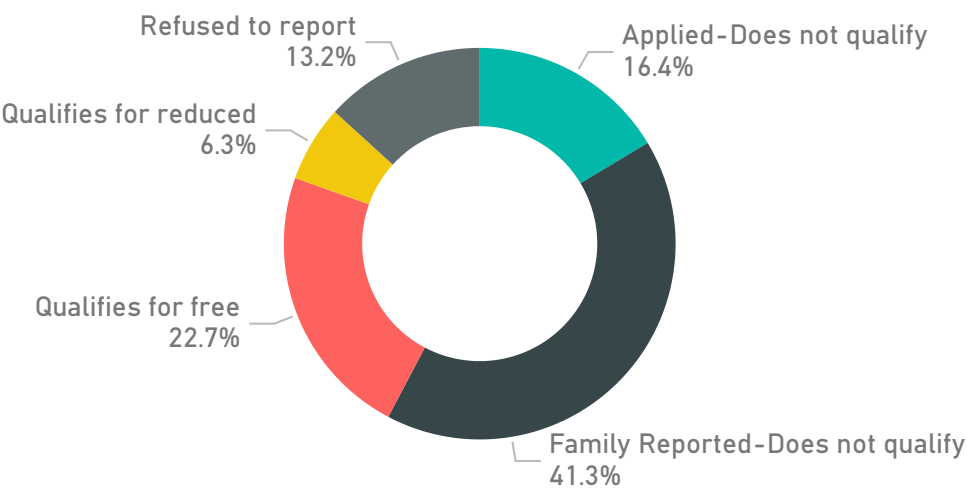
FARM Eligibility

January 31, 2021



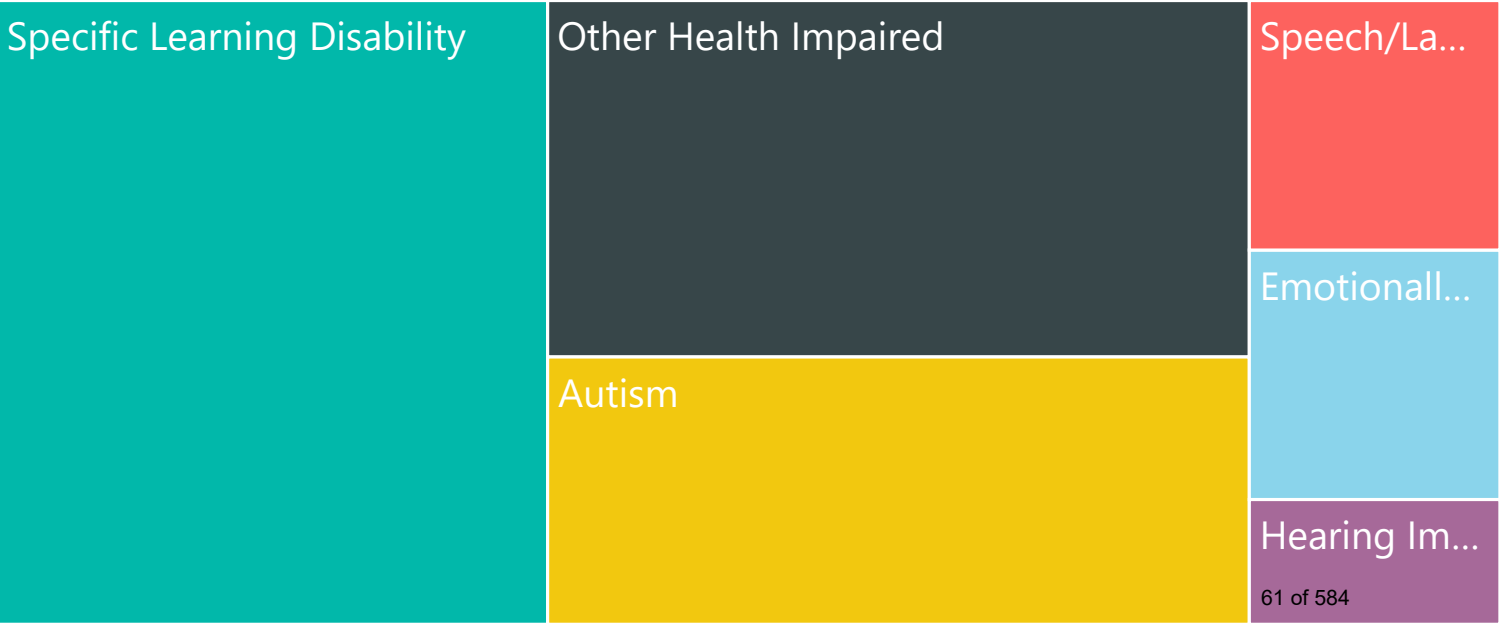
FARM Eligibility

January 31, 2020

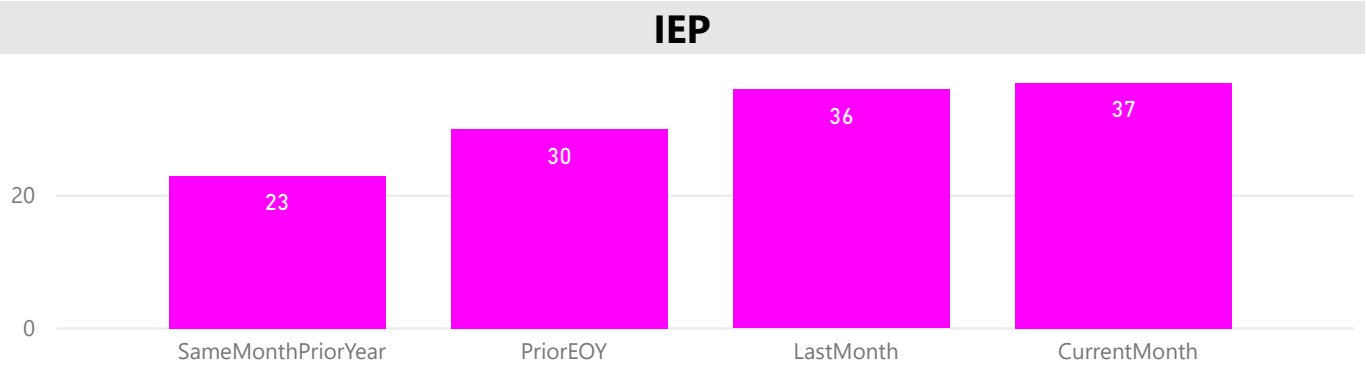
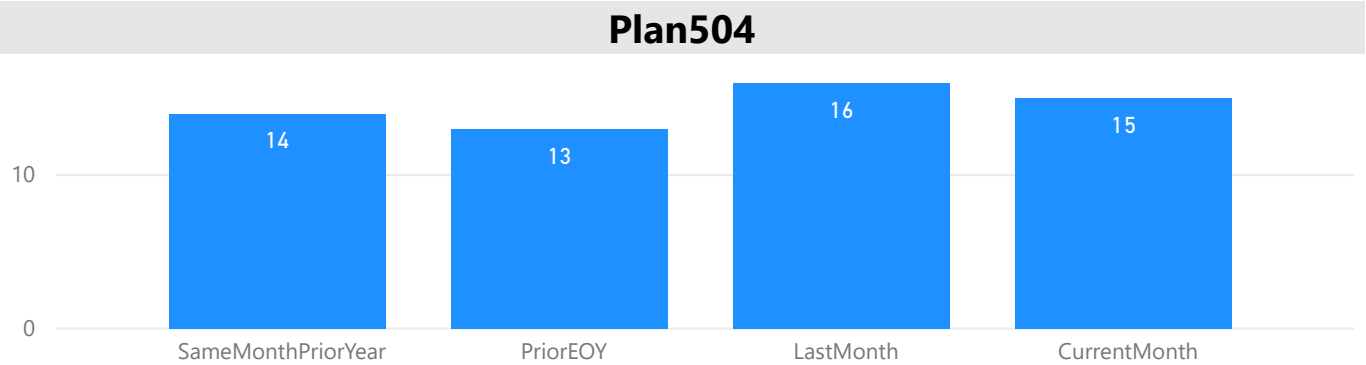
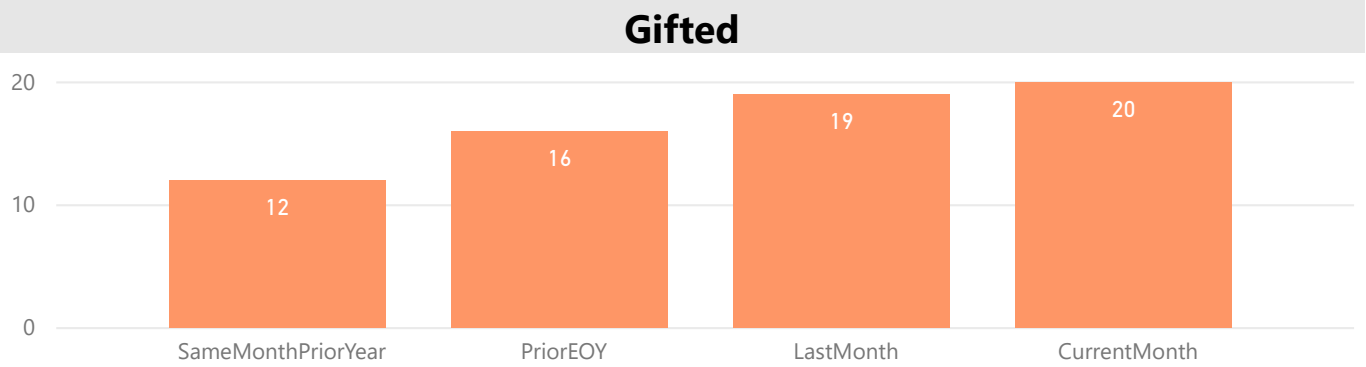


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	7	5	5	6
Emotionally Impaired	1	4	2	2
Hearing Impaired	1	1	1	1
Other Health Impaired	5	8	8	8
Specific Learning Disability	9	10	11	11
Speech/Language Impaired		2	2	2



California Connections Academy Monterey Bay  
January 31, 2021



**Currently Enrolled**

**392**

**Gifted**

**5%**

**Plan504**

**4%**

**IEP**

**9%**

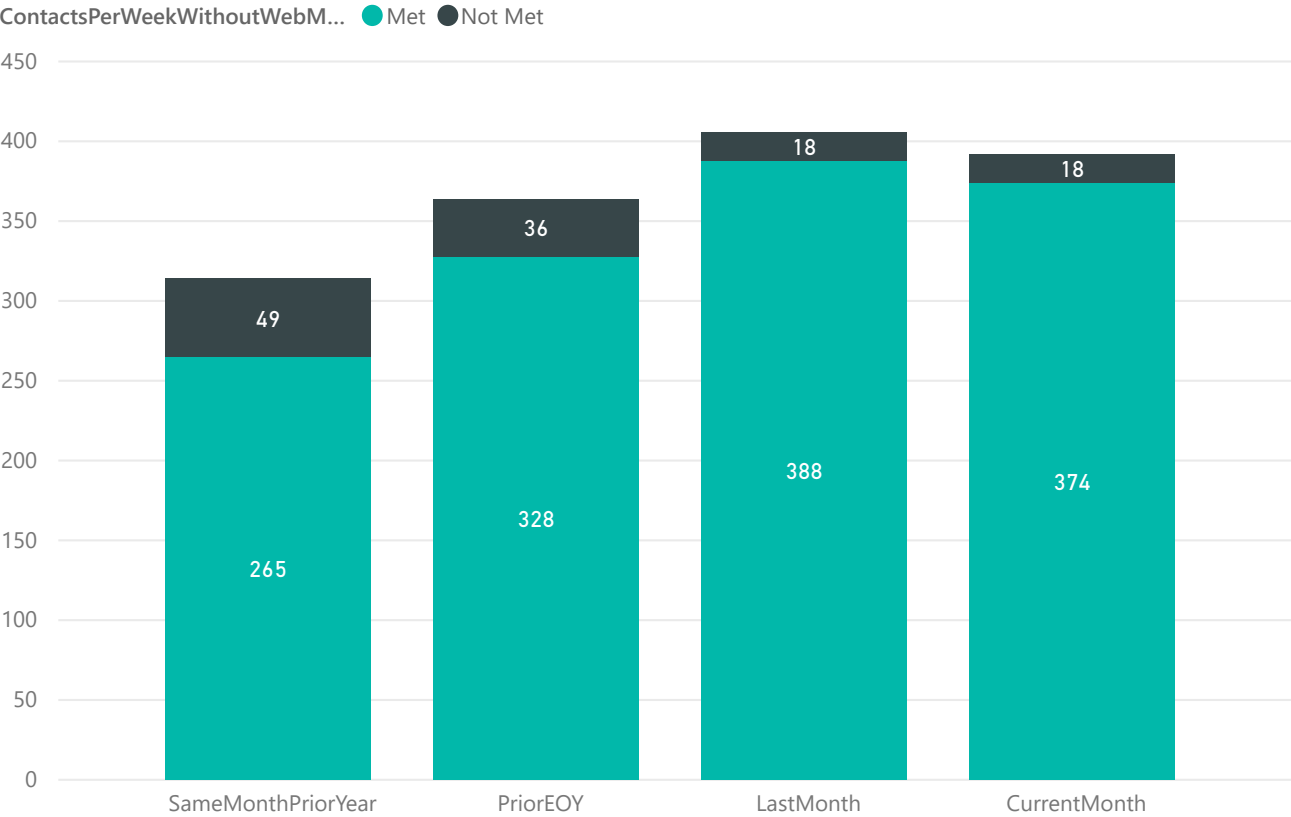
**Not in Special Population**

**82%**

# California Connections Academy Monterey Bay

## January 31, 2021

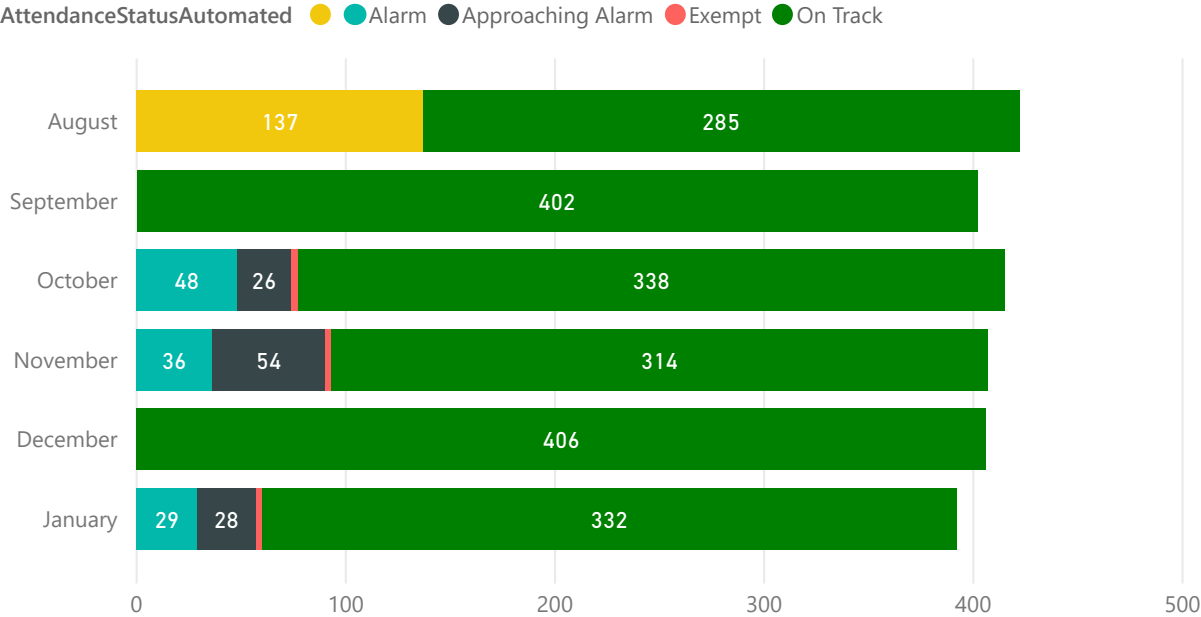
### Contacts Per Week



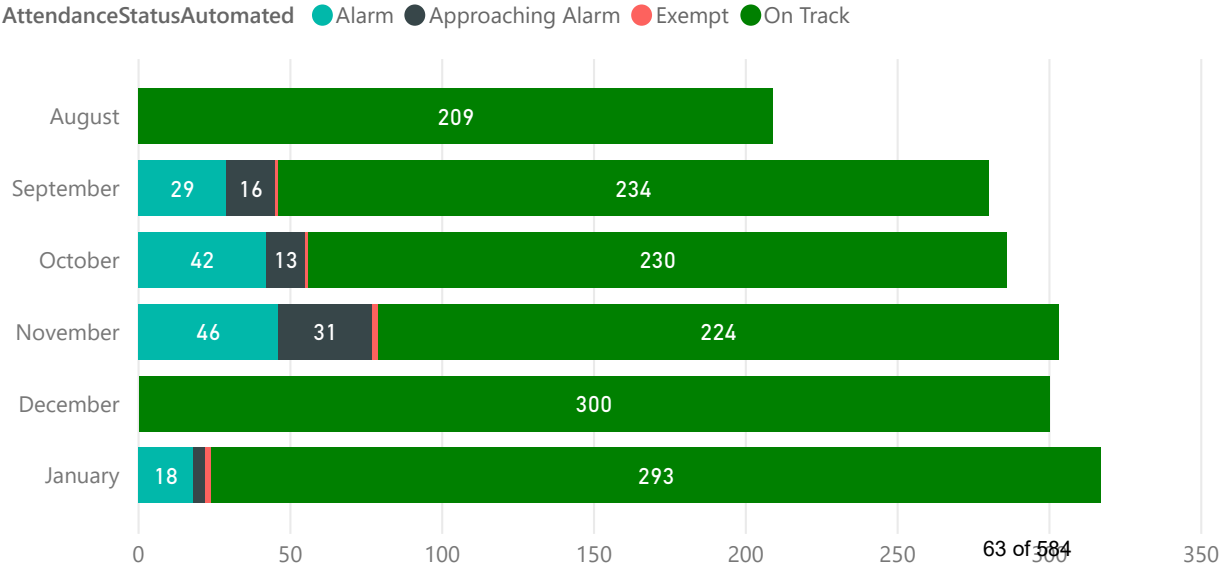
### Currently Enrolled

392

### School Year: 2020-2021



### School Year: 2019-2020



# California Connections Academy Monterey Bay

## January 31, 2021

### Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	106%	94%	104%	100%
3-5	110%	98%	103%	100%
6-8	124%	97%	105%	101%
9-12	95%	95%	93%	93%
<b>Total</b>	<b>113%</b>	<b>96%</b>	<b>99%</b>	<b>97%</b>

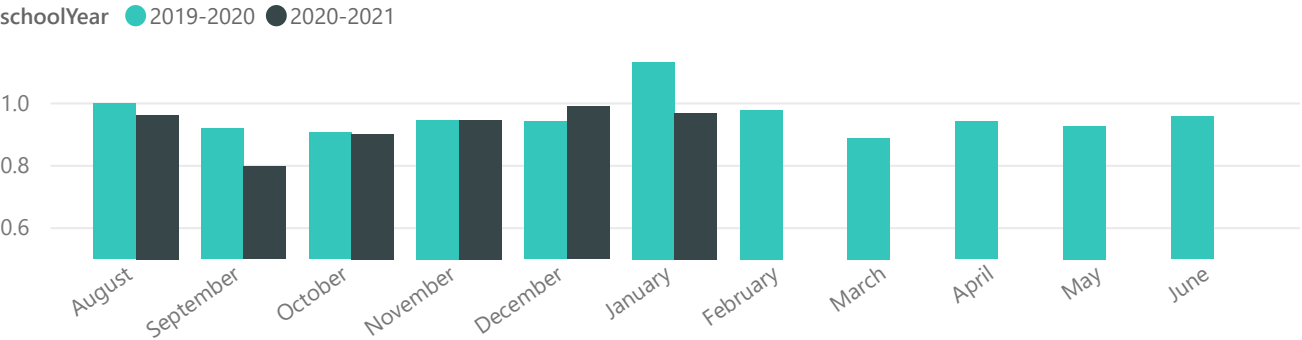
### Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	93%	95%	94%
3-5	82%	85%	86%	86%
6-8	82%	75%	79%	83%
9-12	70%	73%	73%	75%
<b>Total</b>	<b>77%</b>	<b>77%</b>	<b>79%</b>	<b>81%</b>

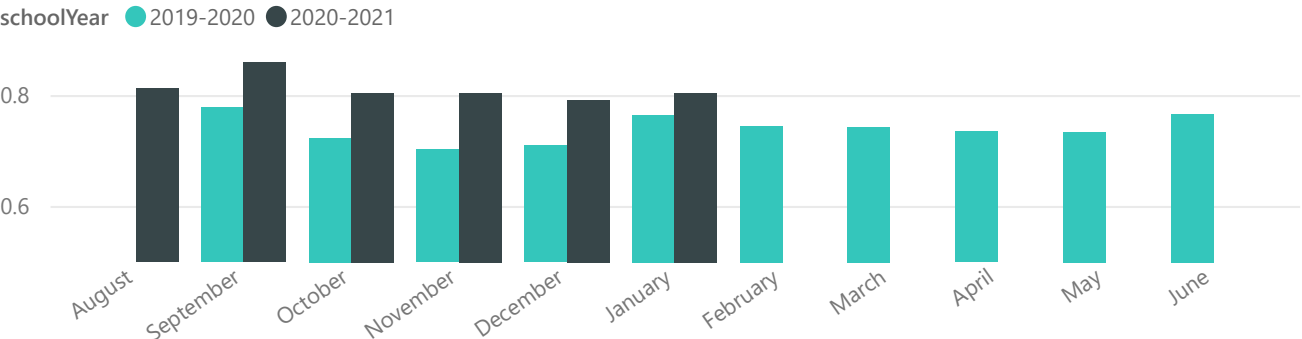
### Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	92%	98%	98%
3-5	97%	89%	96%	97%
6-8	98%	88%	95%	97%
9-12	87%	81%	90%	90%
<b>Total</b>	<b>92%</b>	<b>85%</b>	<b>93%</b>	<b>94%</b>

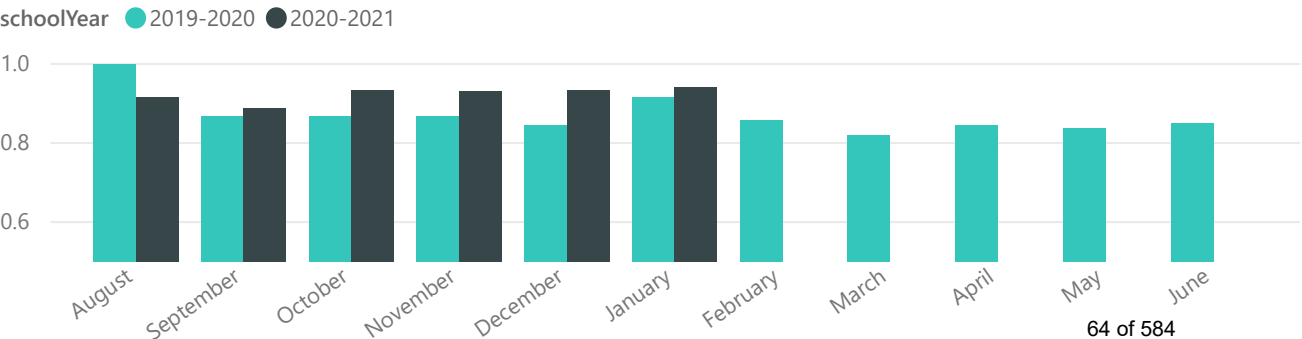
### Average Total Participation



### Average Total Performance



### Average Total Attendance



Currently Enrolled		Total YTD Enrolled		California Connections Academy Monterey Bay January 31, 2021				Current Enrollment Month-Over-Month Change																																					
392		440						-3%																																					
Enrollment Services Complete (Stage 4)								Current Enrollment Year-Over-Year Change																																					
490				24%																																									
Monthly Student Current Enrollment Comparison				Total YTD Enrollment																																									
<div>schoolYear <span>2019-2020</span> <span>2020-2021</span></div> <table><thead><tr><th>Month</th><th>2019-2020</th><th>2020-2021</th></tr></thead><tbody><tr><td>August</td><td>209</td><td>422</td></tr><tr><td>September</td><td>280</td><td>402</td></tr><tr><td>October</td><td>286</td><td>415</td></tr><tr><td>November</td><td>303</td><td>407</td></tr><tr><td>December</td><td>300</td><td>406</td></tr><tr><td>January</td><td>317</td><td>392</td></tr><tr><td>February</td><td>345</td><td></td></tr><tr><td>March</td><td>365</td><td></td></tr><tr><td>April</td><td>369</td><td></td></tr><tr><td>May</td><td>367</td><td></td></tr><tr><td>June</td><td>364</td><td></td></tr></tbody></table>				Month	2019-2020	2020-2021	August	209	422	September	280	402	October	286	415	November	303	407	December	300	406	January	317	392	February	345		March	365		April	369		May	367		June	364		ReportPeriod		SameMonthPriorYear		CurrentMonth	
				Month	2019-2020	2020-2021																																							
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June	364																																												
Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count																																								
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New & Returning				Household Data			Students Per Active Household																																						
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear	CurrentMonth																																				
New or Returning		Students	%CT Students	Students	%CT Students																																								
New		317	100.00%	146	37.24%	Active		275	311																																				
Returning				246	62.76%	Graduated			5																																				
						WD During School Year		39	21																																				
						WD Prior To Engagement		16	14																																				
Grade Distribution				Withdrawal Reason																																									
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason																																							
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMont																																							
PK-2		23	7%	47	12%	Enrollment was intended to be short term and is no longer needed for my student.																																							
PK		2	1%	2	1%	Inactivity/Lack of Attendance																																							
KG		8	3%	13	3%	My student is pursuing GED																																							
1		7	2%	18	5%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.																																							
2		6	2%	14	4%	My student wants to return to a traditional school setting for socialization reasons.																																							
3-5		35	11%	67	17%	No reason provided																																							
3		12	4%	22	6%	Technical Difficulties																																							
4		9	3%	17	4%	The curriculum is too hard.																																							
5		14	4%	28	7%	The program takes too much of the student's time.																																							
6-8		89	28%	88	22%	The transition to virtual school was too difficult.																																							
6		21	7%	23	6%	Violation of state regulations																																							
7		18	6%	33	8%	We are moving.																																							
8		50	16%	32	8%	We are not satisfied with the school leadership.																																							
9-12		170	54%	190	48%																																								
9		35	11%	44	11%																																								
10		48	15%	35	9%																																								
11		66	21%	49	13%																																								
Total		317	100%	392	100%																																								
				65 of 584																																									

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		1
F	187	222
M	130	169
Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	266	316
Spanish	21	22
Russian	4	10
Arabic	1	4
Urdu		2
Another Language	25	38

California Connections Academy Monterey Bay January 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	7	6
Emotionally Impaired	1	2
Hearing Impaired	1	1
Other Health Impaired	5	8
Specific Learning Disability	9	11
Speech/Language Impaired		2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	12	20
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	14	15
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	23	37
Gifted		Plan504
5%		4%
IEP		Not in Special Population
9%		82%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	114	130
Not Hispanic or Latino	203	261
Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	35	27
Asian	67	112
Black/African American	26	25
Native Hawaiian or Other Pacific Islander	20	20
White	219	268

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		229
Applied-Does not qualify	46	
Family Reported-Does not qualify	122	
Qualifies for free	66	85
Qualifies for reduced	19	7
Refused to report	41	40

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	
Asian	38	76
Black/African American	14	10
Hispanic or Latino	114	130
Multiple Races	33	38
Native Hawaiian or Other Pacific Islander	2	3
White	115	135

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	20	15
Home School	19	13
No Prior School	27	20
Online (Virtual) Public School	71	59
Private/Parochial School	18	46
Public School	149	198
Prior Schooling Not Reported	13	41

California Connections Academy Monterey Bay  
January 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	265	374
Not Met	49	18

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	18	29
Approaching Alarm	4	28
Exempt	2	3
On Track	293	332

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	106%	100%
3-5	110%	100%
6-8	124%	101%
9-12	95%	93%
<b>Total</b>	<b>113%</b>	<b>97%</b>

Average Performance

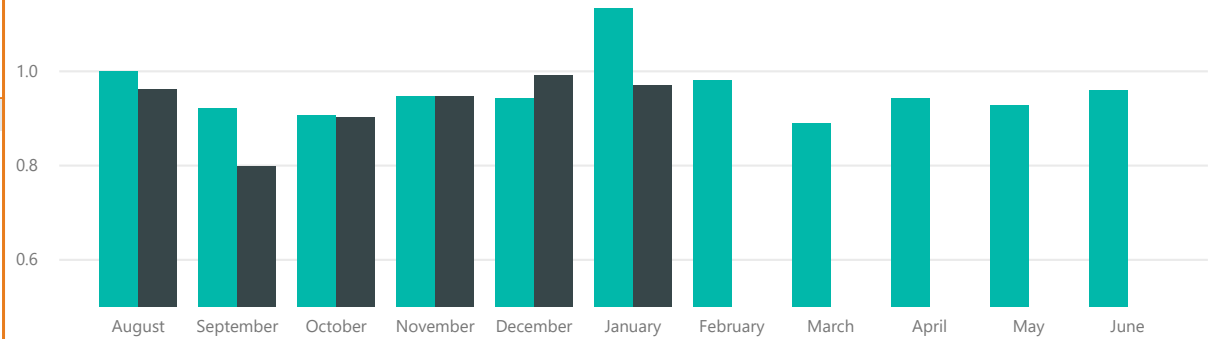
GradeDistribution	SameMonthPriorYear	CurrentMonth
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9-12	70%	75%
<b>Total</b>	<b>77%</b>	<b>81%</b>

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	98%
3-5	97%	97%
6-8	98%	97%
9-12	87%	90%
<b>Total</b>	<b>92%</b>	<b>94%</b>

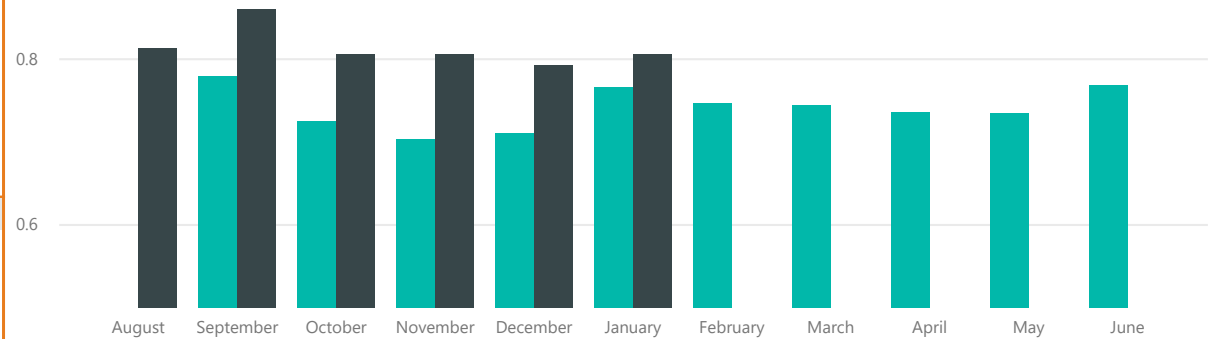
Average Total Participation

schoolYear ● 2019-2020 ● 2020-2021



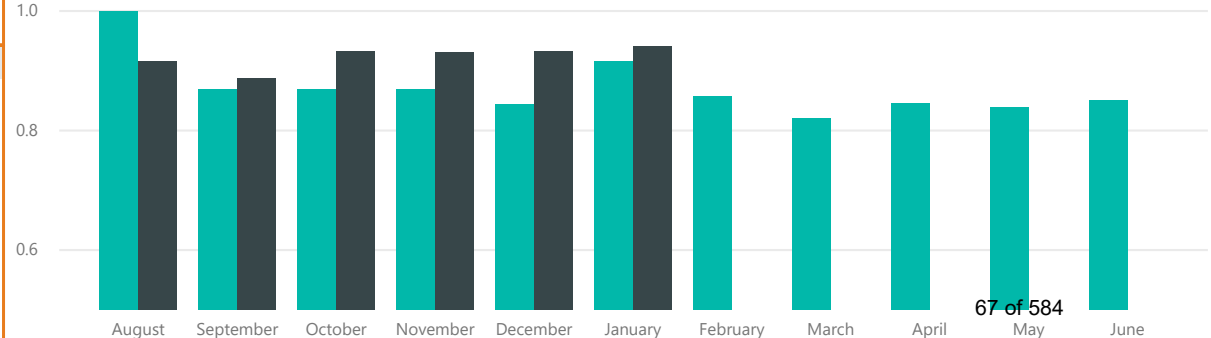
Average Total Performance

schoolYear ● 2019-2020 ● 2020-2021



Average Total Attendance

schoolYear ● 2019-2020 ● 2020-2021



# MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

January 31, 2021

Currently Enrolled

1422

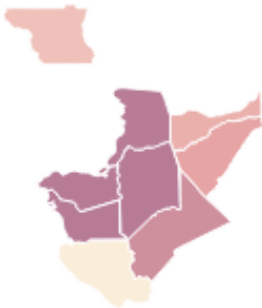
Total YTD Enrolled

1588

Enrollment Services Complete (Stage 4)

1690

Enrolled Students by County



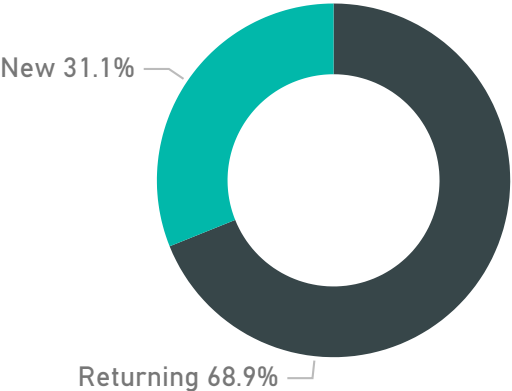


California Connections Academy at Ripon  
January 31, 2021

Current Enrollment Month-Over-Month Change  
**-2%**

Current Enrollment Year-Over-Year Change  
**1%**

New and Returning

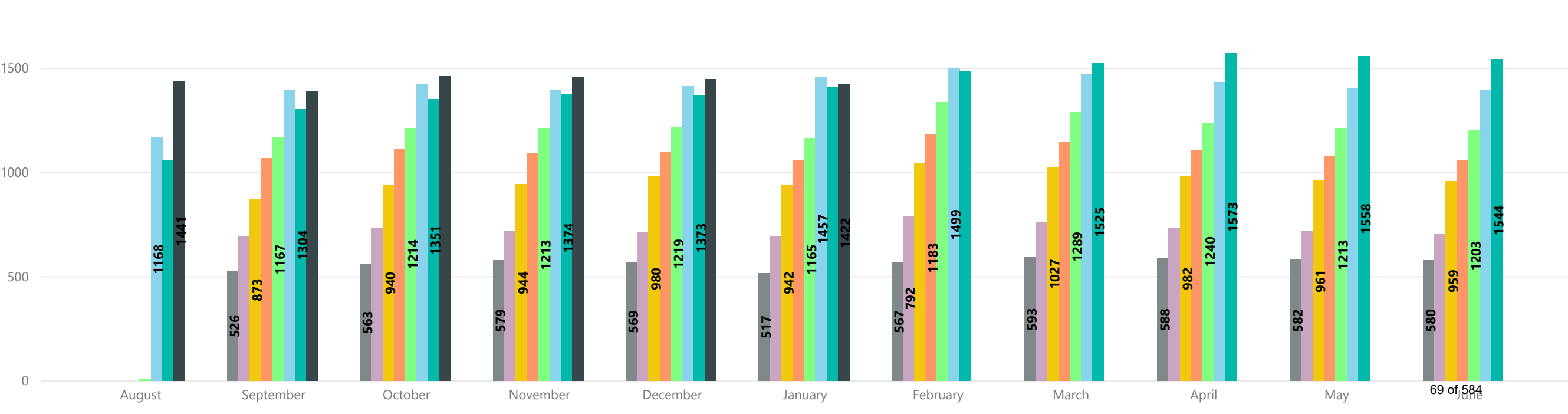


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

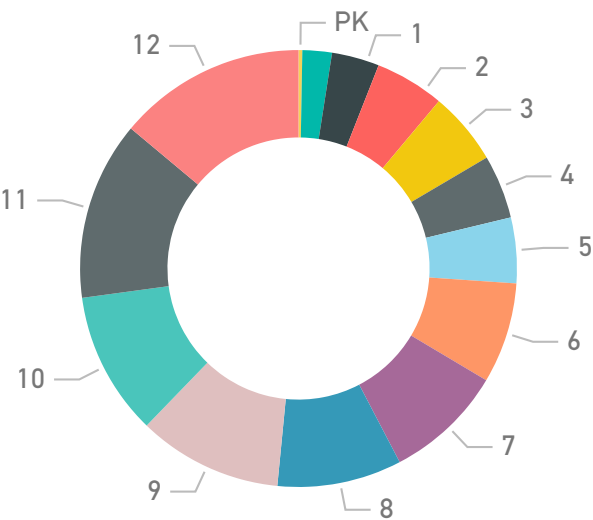
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



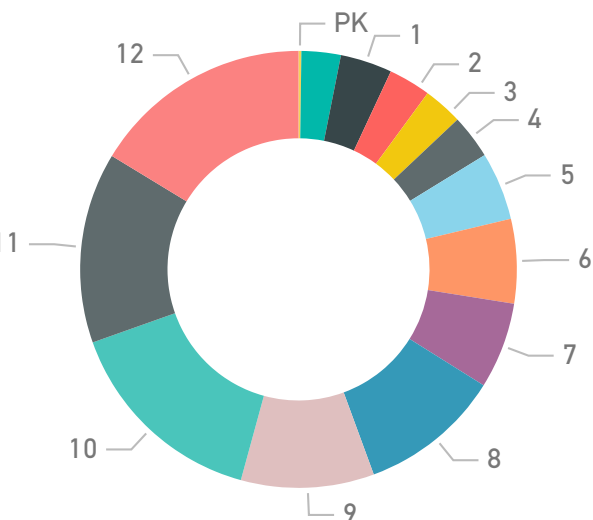
# California Connections Academy at Ripon

## January 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



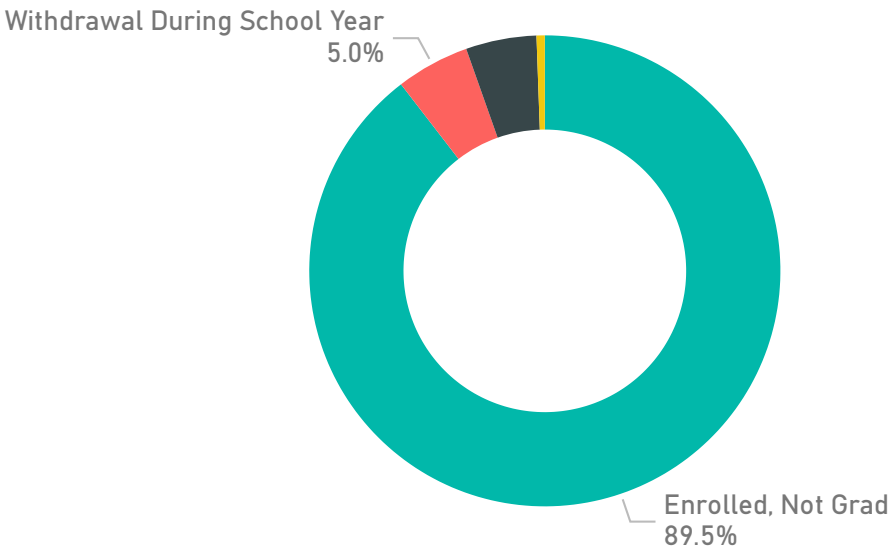
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
<b>PK-2</b>	<b>142</b>	<b>10%</b>	<b>168</b>	<b>11%</b>	<b>162</b>	<b>11%</b>	<b>158</b>	<b>11%</b>
PK	3	0%	4	0%	4	0%	4	0%
KG	41	3%	45	3%	30	2%	31	2%
1	54	4%	65	4%	51	4%	50	4%
2	44	3%	54	3%	77	5%	73	5%
<b>3-5</b>	<b>158</b>	<b>11%</b>	<b>200</b>	<b>13%</b>	<b>217</b>	<b>15%</b>	<b>213</b>	<b>15%</b>
3	41	3%	52	3%	78	5%	77	5%
4	46	3%	61	4%	69	5%	67	5%
5	71	5%	87	6%	70	5%	69	5%
<b>6-8</b>	<b>326</b>	<b>23%</b>	<b>381</b>	<b>25%</b>	<b>367</b>	<b>25%</b>	<b>362</b>	<b>25%</b>
6	88	6%	93	6%	107	7%	106	7%
7	90	6%	118	8%	126	9%	125	9%
8	148	10%	170	11%	134	9%	131	9%
<b>9-12</b>	<b>784</b>	<b>56%</b>	<b>795</b>	<b>51%</b>	<b>703</b>	<b>49%</b>	<b>689</b>	<b>48%</b>
9	139	10%	156	10%	151	10%	152	11%
10	216	15%	239	15%	152	10%	151	11%
11	199	14%	207	13%	195	13%	188	13%
12	230	16%	193	13%	205	14%	198	14%
<b>Total</b>	<b>1410</b>	<b>100%</b>	<b>1544</b>	<b>100%</b>	<b>1449</b>	<b>100%</b>	<b>1422</b>	<b>100%</b>

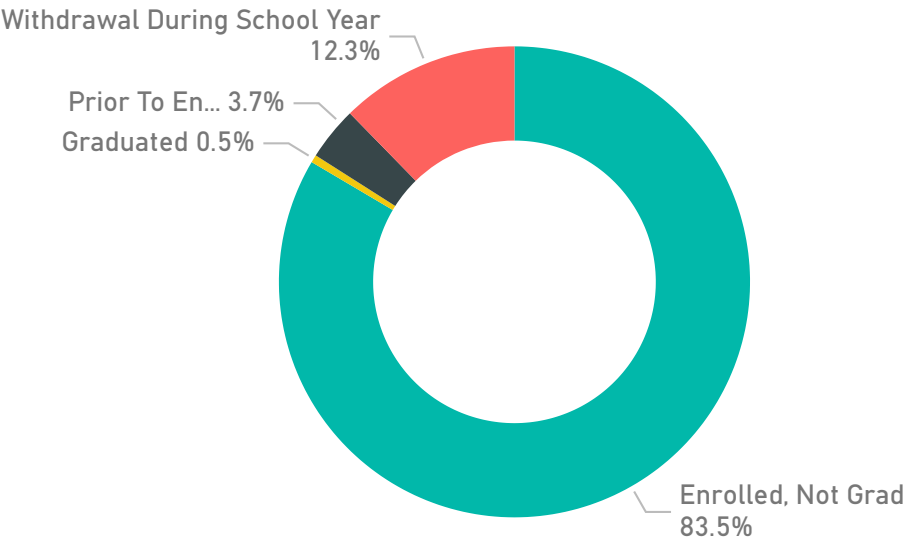
# California Connections Academy at Ripon

January 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1410	83%	1544	76%	1449	92%	1422	90%
Graduated	9	1%	40	2%	7	0%	9	1%
Prior To Engagement	62	4%	83	4%	75	5%	77	5%
Withdrawal During School Year	208	12%	353	17%	51	3%	80	5%
Total	1689	100%	2020	100%	1582	100%	1588	100%

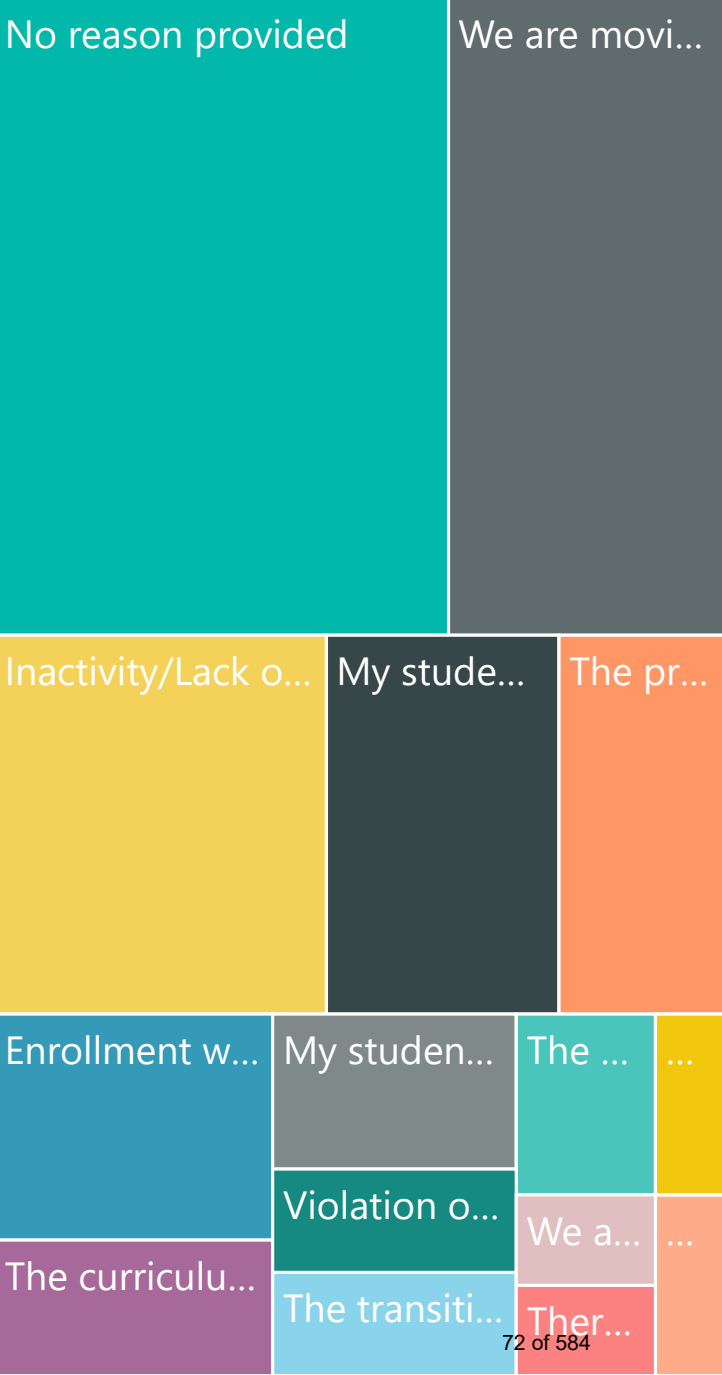
Enrollment Services Complete (Stage 4)

1690

California Connections Academy at Ripon  
January 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	33	73	2	2
Another Reason	4	4	4	6
Different/Better Schooling Option (Not related to socialization)	28	49	3	7
Generally dissatisfied with curriculum/course options	1	1		
Inactivity	6	6	4	10
No longer able to provide a Learning Coach	7	10	1	1
No Reason Given	75	118	16	23
Program not flexible enough	2	2	2	2
Program takes too much of Learning Coach's time	1	3	5	5
Program takes too much of student's time	2	4	1	1
Pursuing GED	8	10		3
Student wants more socialization	13	19		
Technical Difficulties	1	1		
The curriculum is too hard	6	8	3	3
Transition to virtual school too difficult	4	13	1	2
We are moving	14	29	8	14
We have chosen to home school	3	3	1	1



# California Connections Academy at Ripon

## January 31, 2021

### Household Data

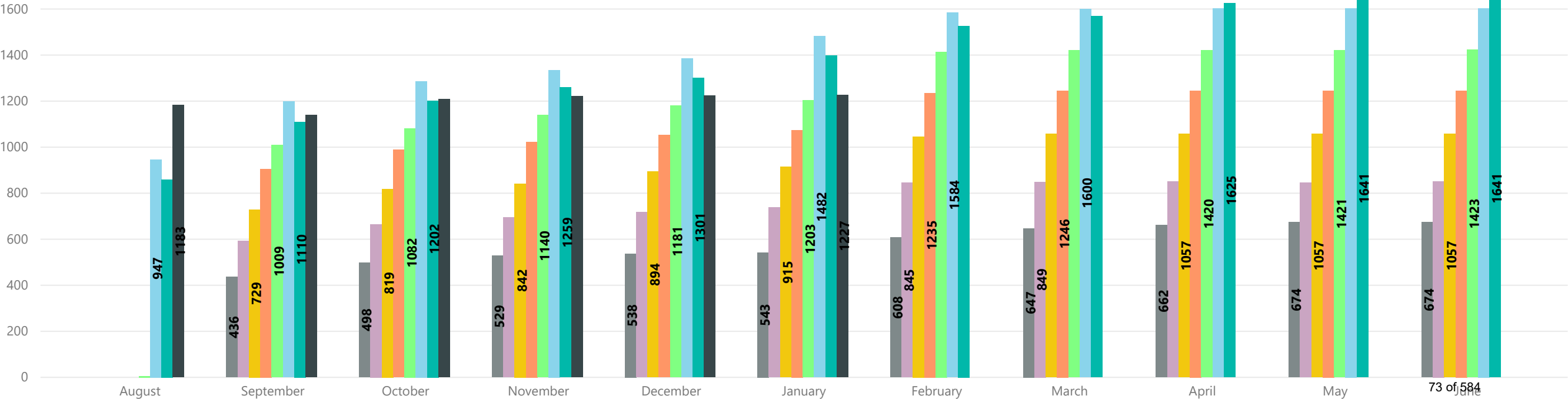
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1173	1262	1126	1106
Graduated	9	39	7	9
WD During School Year	178	305	39	61
WD Prior To Engagement	60	78	62	64

### Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.20	1.22	1.29	1.29

### Monthly Total Households

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



# California Connections Academy at Ripon

## January 31, 2021

### Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	431	482	407	396
Not Hispanic or Latino	979	1062	1040	1024

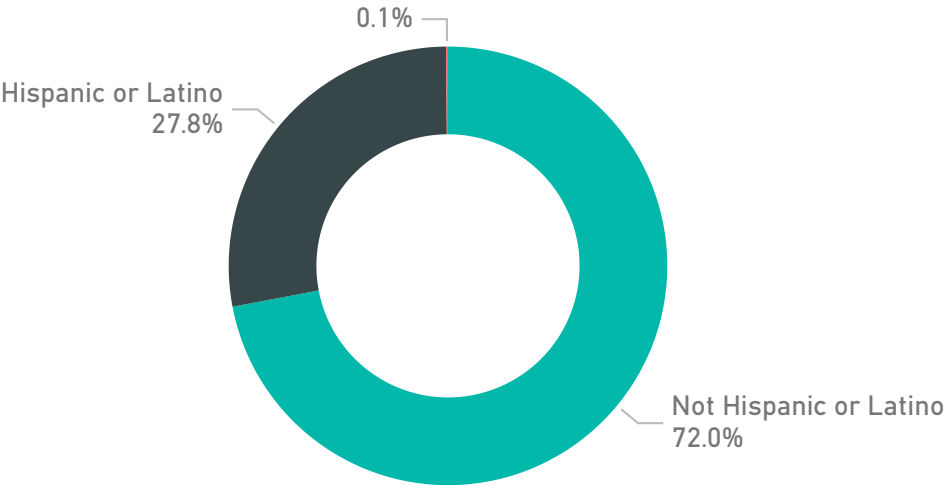
### Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	152	163	120	119
Asian	208	234	232	228
Black/African American	300	343	320	311
Native Hawaiian or Other Pacific Islander	62	69	72	69
White	954	1029	976	957

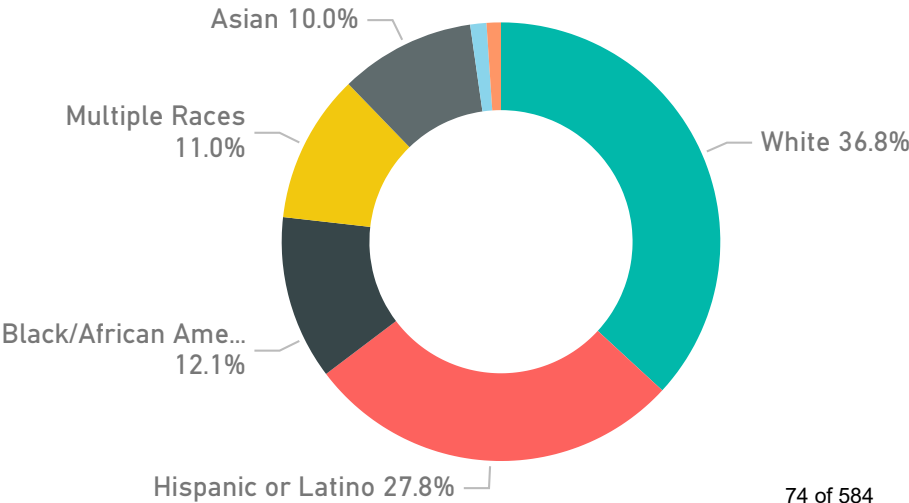
### Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	22	21	17	17
Asian	122	140	143	142
Black/African American	160	183	174	172
Hispanic or Latino	431	482	407	396
Multiple Races	146	167	159	156
Native Hawaiian or Other Pacific Islander	13	16	15	15
White	516	535	534	524

### Enrolled Students by Ethnicity



### Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon  
January 31, 2021

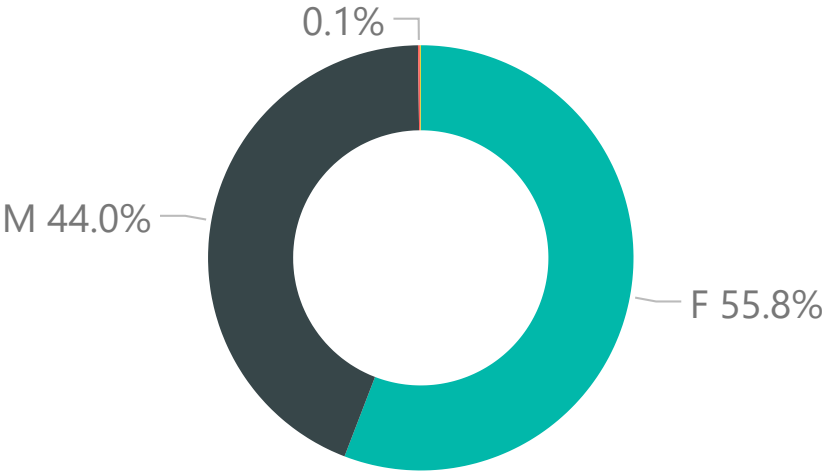
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			2	2
F	781	863	806	794
M	629	681	640	625
X			1	1

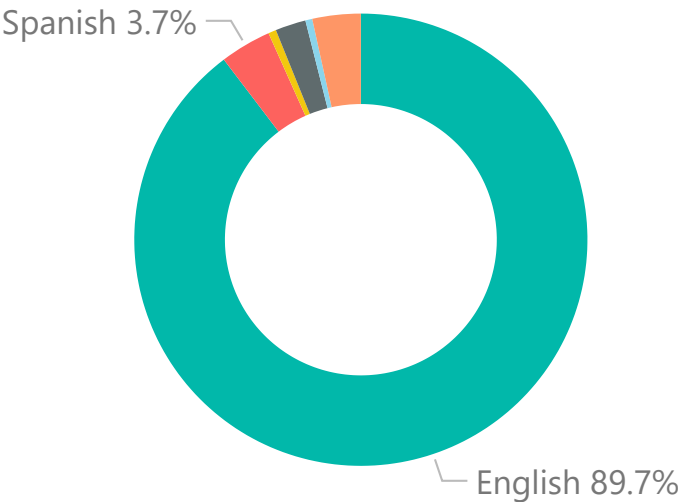
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1234	1356	1299	1275
Spanish	72	81	53	52
Russian	11	12	8	8
Arabic	40	36	31	31
Urdu	7	8	7	7
Another Language	46	50	51	49
No Language Reported		1		

Enrolled Students by Gender



Enrolled Students by Language



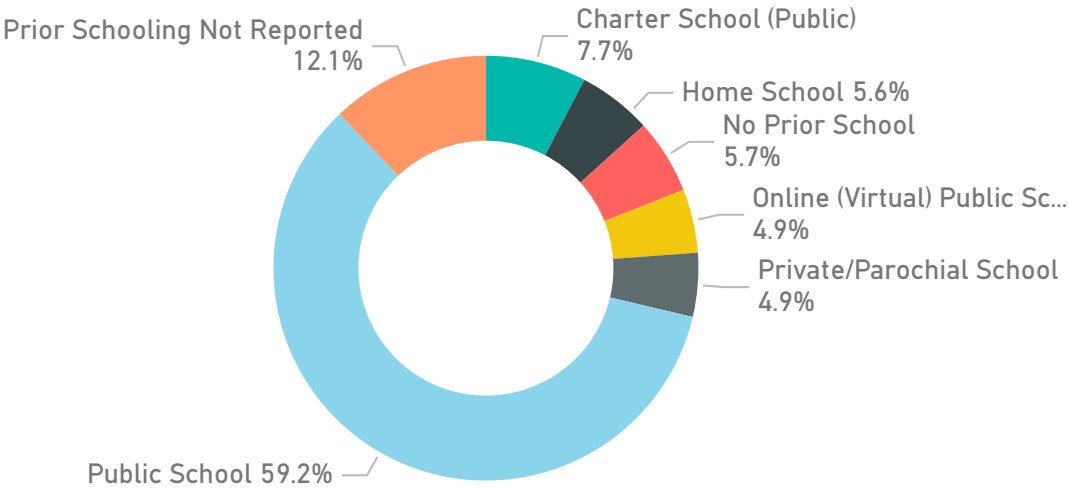
California Connections Academy at Ripon  
January 31, 2021

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	120	131	111	109
Home School	109	105	82	80
No Prior School	137	125	83	81
Online (Virtual) Public School	97	98	69	69
Private/Parochial School	42	57	74	69
Public School	848	971	857	842
Prior Schooling Not Reported	57	57	173	172

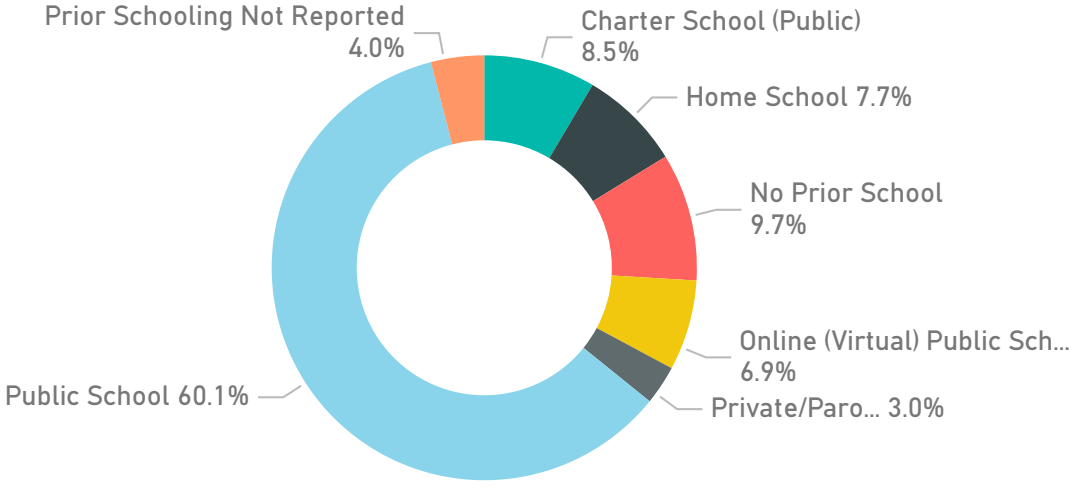
Prior Schooling

January 31, 2021



Prior Schooling

January 31, 2020



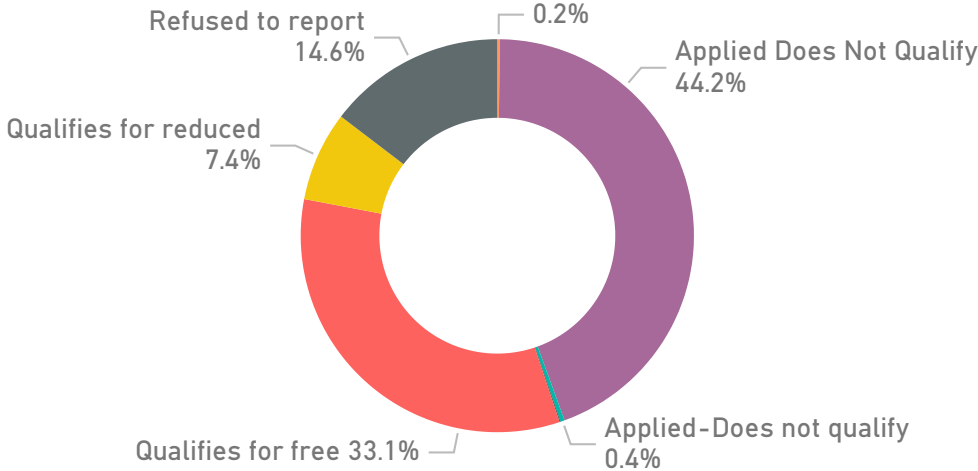


# California Connections Academy at Ripon

January 31, 2021

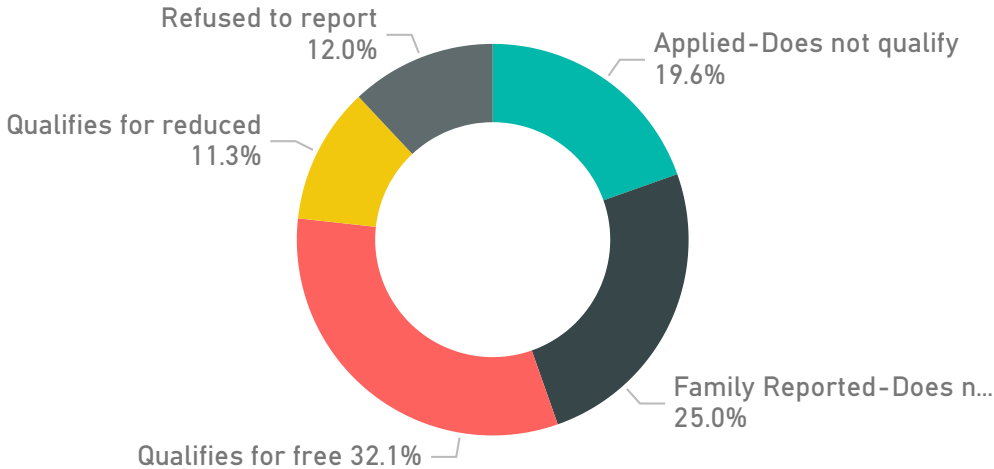
## FARM Eligibility

January 31, 2021



## FARM Eligibility

January 31, 2020



## Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	38	40	34	33
Cognitive Disability	6	7	7	7
Emotionally Impaired	22	25	21	20
Hearing Impaired	2	2	3	3
Other	2	2	2	2
Other Health Impaired	39	44	36	37
Specific Learning Disability	59	73	57	56
Speech/Language Impaired	19	25	24	25
Traumatic Brain Injury	1	1		
Visually Impaired	1	1	1	1

Specific Learning Disability

Autism

Emotionally ...

Other Health Impaired

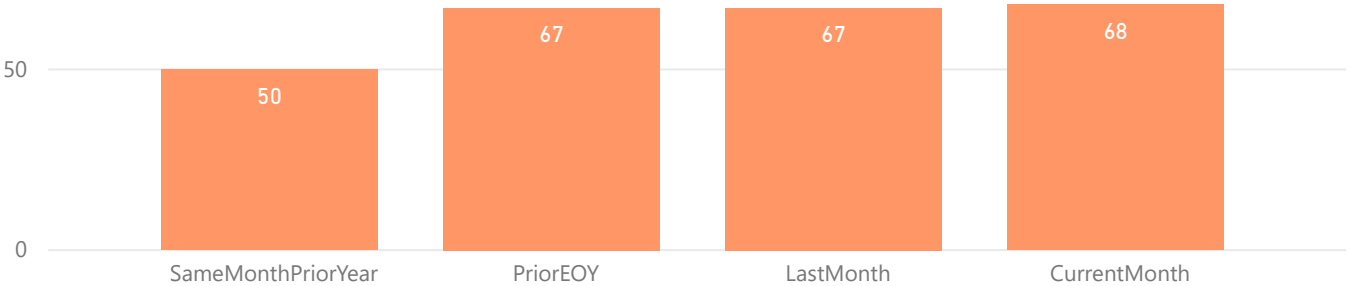
Speech/Language Impai...

Cognitiv...

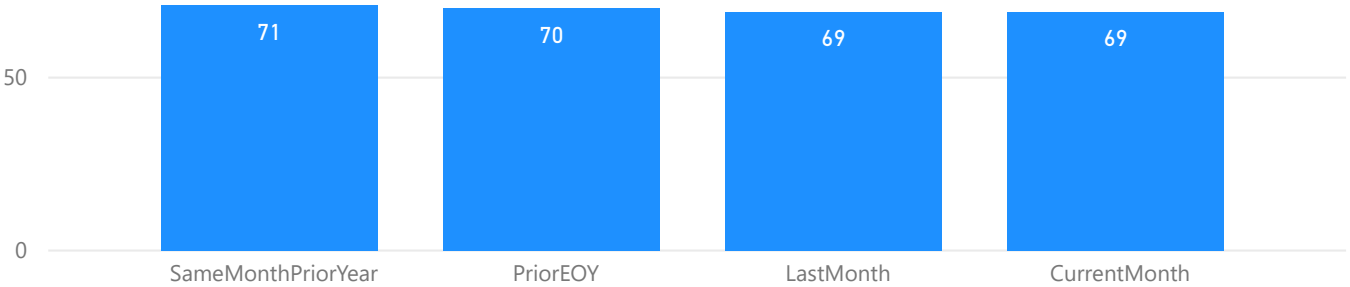
Hearing ...

California Connections Academy at Ripon  
January 31, 2021

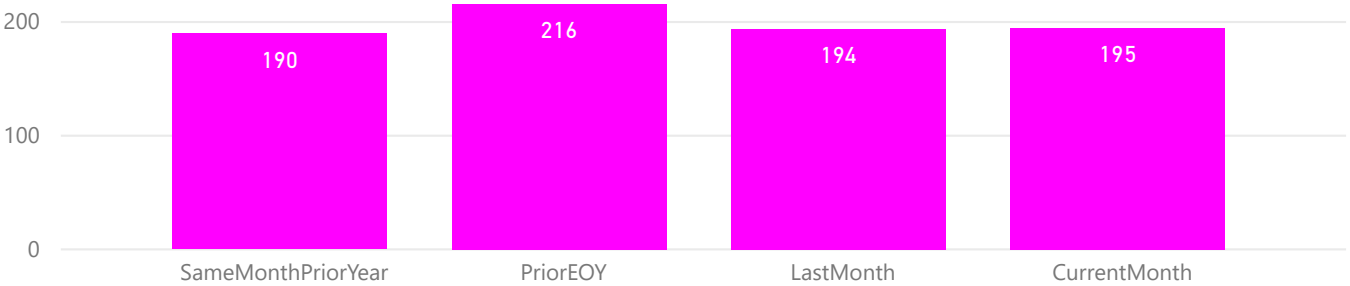
Gifted



Plan504



IEP



Currently Enrolled

1422

Gifted

5%

Plan504

5%

IEP

14%

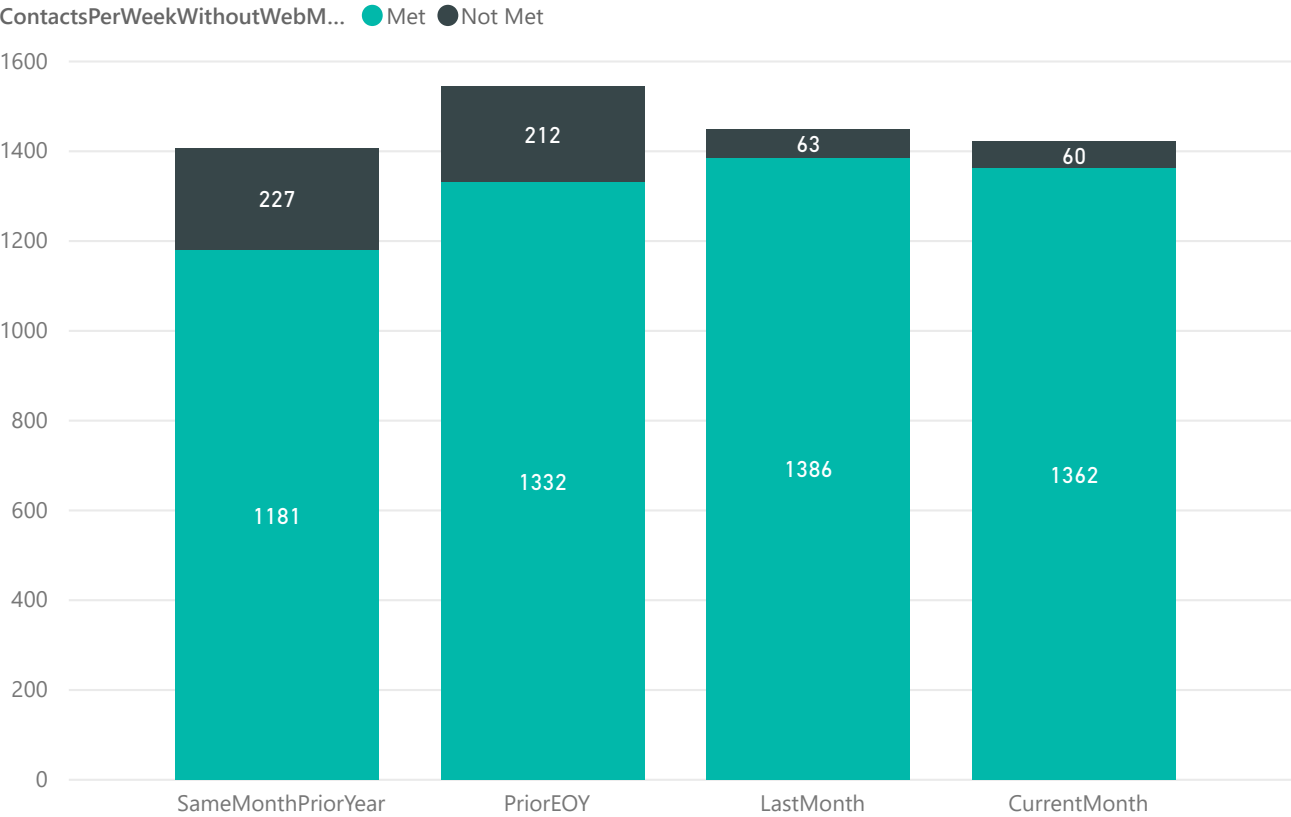
Not in Special Population

77%

# California Connections Academy at Ripon

## January 31, 2021

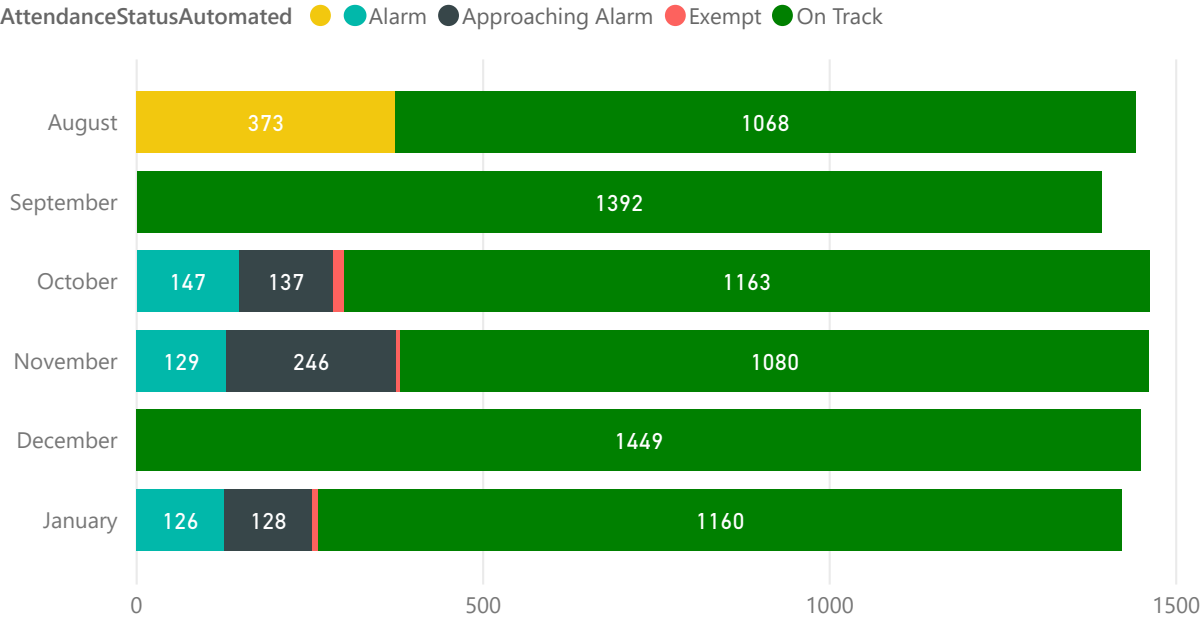
### Contacts Per Week



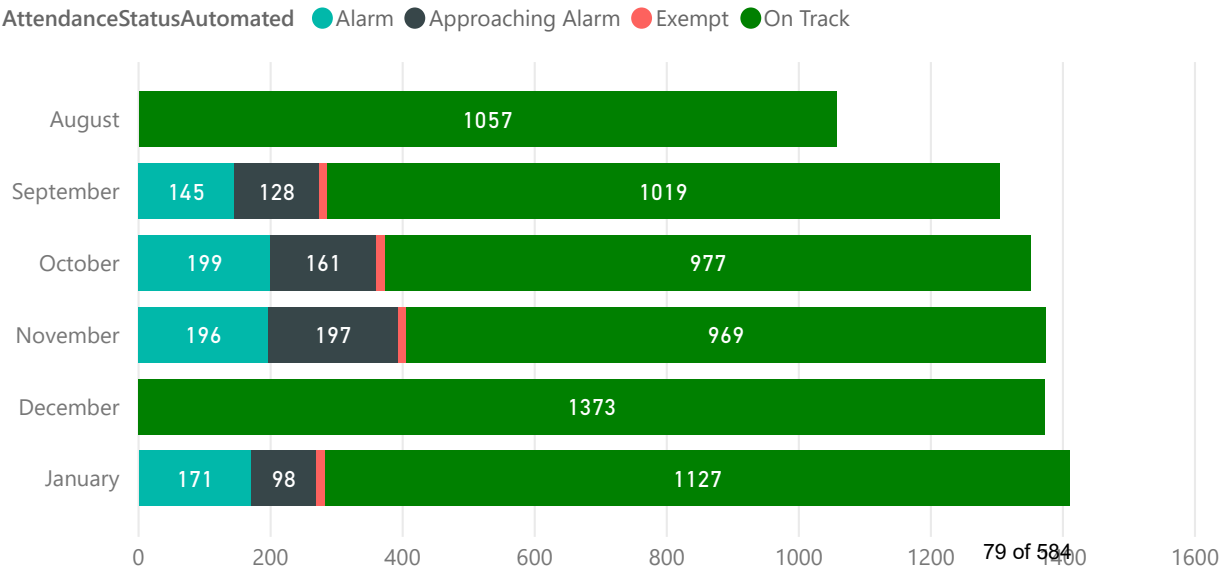
### Currently Enrolled

1422

### School Year: 2020-2021



### School Year: 2019-2020



# California Connections Academy at Ripon

## January 31, 2021

### Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	105%	99%	101%	98%
3-5	108%	99%	100%	98%
6-8	117%	93%	107%	100%
9-12	97%	94%	90%	90%
<b>Total</b>	<b>107%</b>	<b>95%</b>	<b>97%</b>	<b>95%</b>

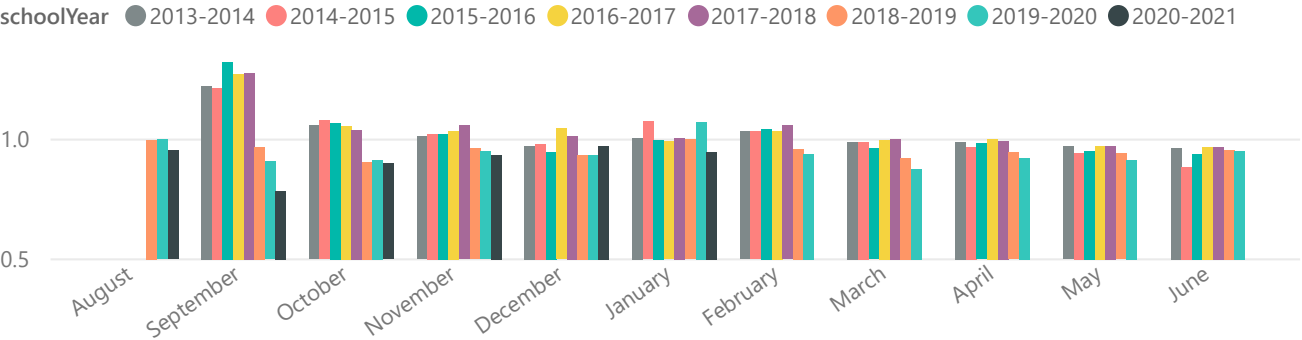
### Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	89%	89%	93%	92%
3-5	76%	77%	79%	80%
6-8	77%	73%	76%	78%
9-12	71%	71%	68%	69%
<b>Total</b>	<b>75%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>

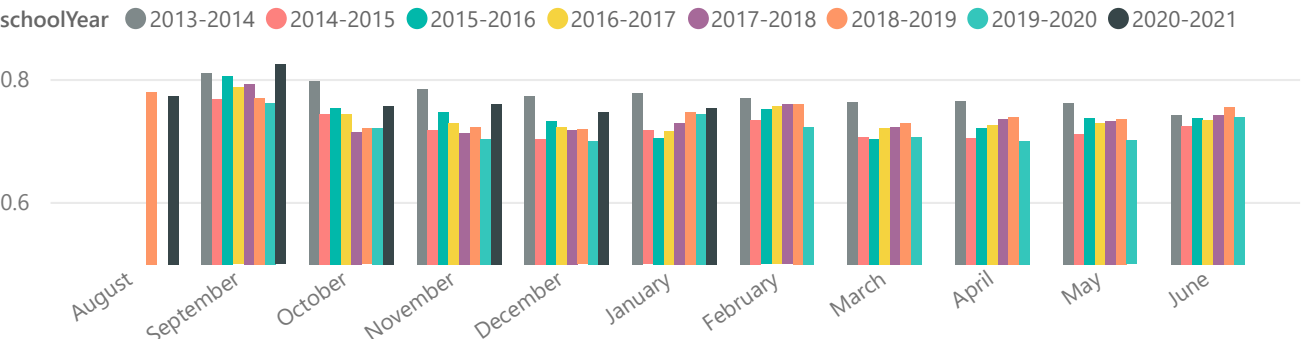
### Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	92%	96%	97%
3-5	95%	91%	95%	96%
6-8	96%	90%	95%	95%
9-12	88%	84%	90%	90%
<b>Total</b>	<b>91%</b>	<b>87%</b>	<b>93%</b>	<b>93%</b>

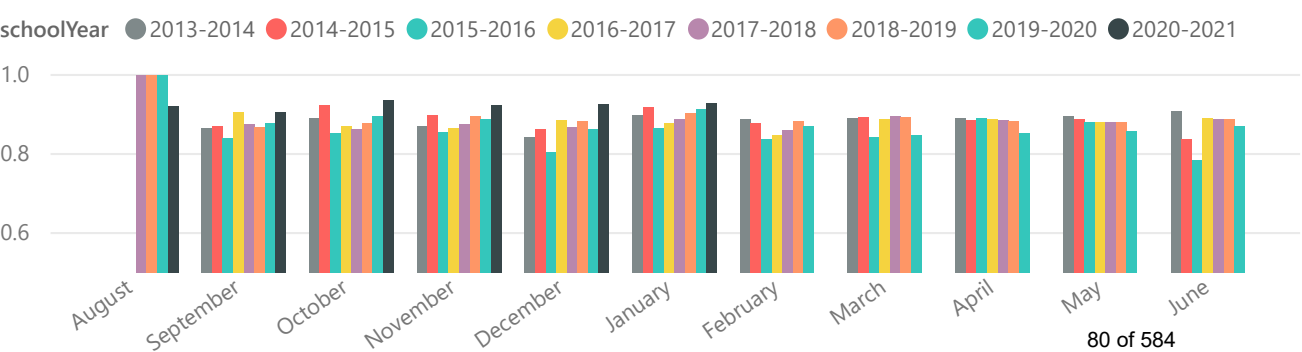
### Average Total Participation



### Average Total Performance



### Average Total Attendance



Currently Enrolled 1422		Total YTD Enrolled 1588		California Connections Academy at Ripon January 31, 2021				Current Enrollment Month-Over-Month Change -2%			
Enrollment Services Complete (Stage 4) 1690				Current Enrollment Year-Over-Year Change 1%							
Monthly Student Current Enrollment Comparison				Total YTD Enrollment							
schoolYear <div>2013-2014</div> <div>2014-2015</div> <div>2015-2016</div> <div>2016-2017</div> <div>2017-2018</div>				ReportPeriod		SameMonthPriorYear		CurrentMonth			
				Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count		
				Enrolled, Not Grad		1410	83%	1422	90%		
				Graduated		9	1%	9	1%		
				Prior To Engagement		62	4%	77	5%		
				Withdrawal During School Year		208	12%	80	5%		
				Total		1689	100%	1588	100%		
New & Returning				Household Data			Students Per Active Household				
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear		CurrentMonth	
New or Returning		Students	%CT Students	Students	%CT Students	Active		1.20		1.29	
New		745	52.84%	442	31.08%	Graduated					
Returning		665	47.16%	980	68.92%	WD During School Year					
				WD Prior To Engagement		60		64			
Grade Distribution				Withdrawal Reason							
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason					
GradeDistribution		Students	%CT Students	Students	%CT Students	SameMonthPriorYear					
PK-2		142	10%	158	11%						
PK		3	0%	4	0%						
KG		41	3%	31	2%						
1		54	4%	50	4%						
2		44	3%	73	5%						
3-5		158	11%	213	15%						
3		41	3%	77	5%						
4		46	3%	67	5%						
5		71	5%	69	5%						
6-8		326	23%	362	25%						
6		88	6%	106	7%						
7		90	6%	125	9%						
8		148	10%	131	9%						
9-12		784	56%	689	48%						
9		139	10%	152	11%						
10		216	15%	151	11%						
11		199	14%	188	13%						
Total		1410	100%	1422	100%	81 of 584					

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		2
F	781	794
M	629	625
X		1

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1234	1275
Spanish	72	52
Russian	11	8
Arabic	40	31
Urdu	7	7
Another Language	46	49

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	431	396
Not Hispanic or Latino	979	1024

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	152	119
Asian	208	228
Black/African American	300	311
Native Hawaiian or Other Pacific Islander	62	69
White	954	957

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		565
Applied-Does not qualify	234	4
Family Reported-Does not qualify	315	1
Qualifies for free	380	389
Qualifies for reduced	142	92
Refused to report	150	185

California Connections Academy at Ripon January 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	38	33
Cognitive Disability	6	7
Emotionally Impaired	22	20
Hearing Impaired	2	3
Other	2	2
Other Health Impaired	39	37
Specific Learning Disability	59	56
Speech/Language Impaired	19	25
Traumatic Brain Injury	1	
Visually Impaired	1	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	50	68

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	71	69

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	190	195

Gifted	Plan504
5%	5%

IEP	Not in Special Population
14%	77%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	22	17
Asian	122	142
Black/African American	160	172
Hispanic or Latino	431	396
Multiple Races	146	156
Native Hawaiian or Other Pacific Islander	13	15
White	516	524

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	120	109
Home School	109	80
No Prior School	137	81
Online (Virtual) Public School	97	69
Private/Parochial School	42	69
Public School	848	842
Prior Schooling Not Reported	57	172

California Connections Academy at Ripon  
January 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1181	1362
Not Met	227	60

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	171	126
Approaching Alarm	98	128
Exempt	14	8
On Track	1127	1160

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	105%	98%
3-5	108%	98%
6-8	117%	100%
9-12	97%	90%
<b>Total</b>	<b>107%</b>	<b>95%</b>

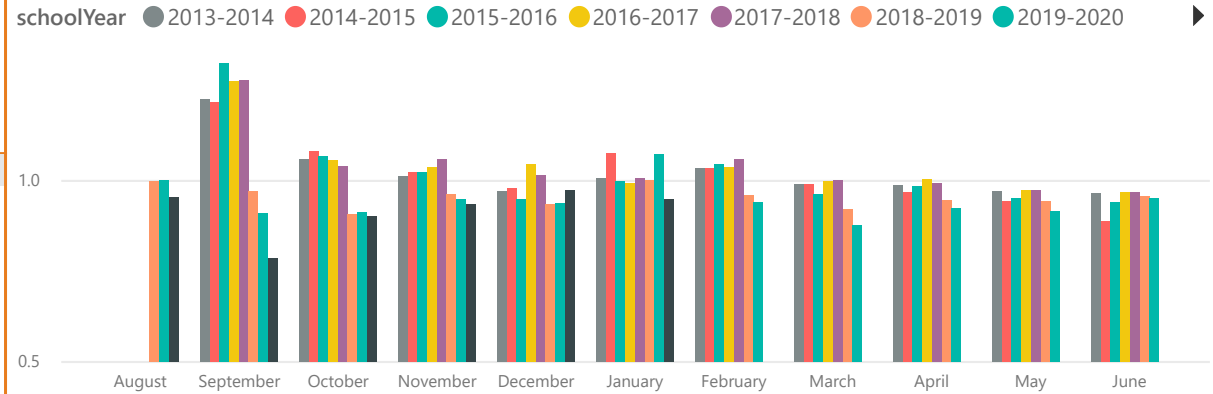
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	89%	92%
3-5	76%	80%
6-8	77%	78%
9-12	71%	69%
<b>Total</b>	<b>75%</b>	<b>75%</b>

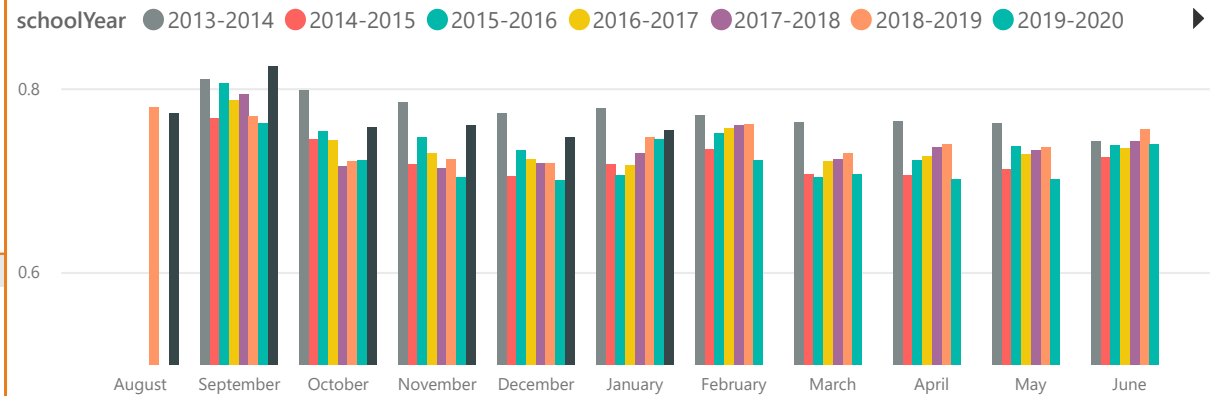
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	97%
3-5	95%	96%
6-8	96%	95%
9-12	88%	90%
<b>Total</b>	<b>91%</b>	<b>93%</b>

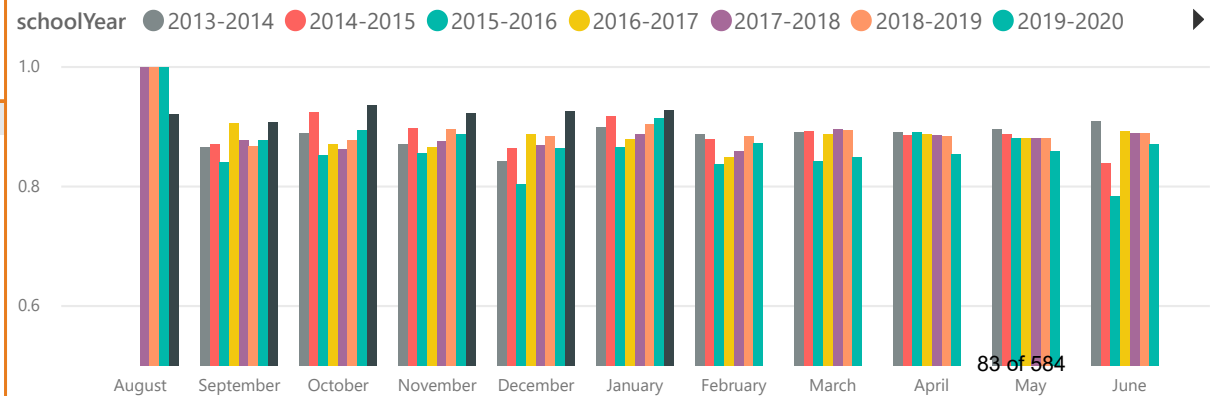
Average Total Participation



Average Total Performance



Average Total Attendance



# MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano ▾

Report Date

January 31, 2021 ▾

Currently Enrolled

4283

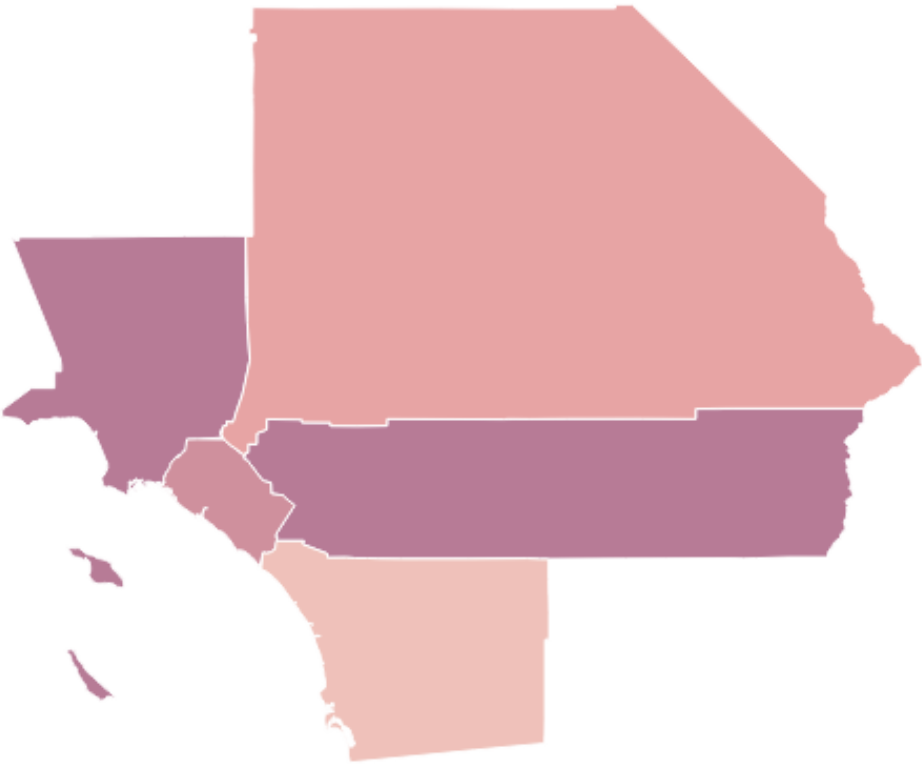
Total YTD Enrolled

4694

Enrollment Services Complete (Stage 4)

4878

Enrolled Students by County





# Capistrano Connections Academy

January 31, 2021

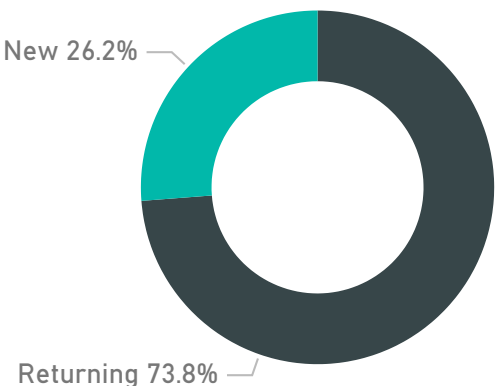
Current Enrollment Month-Over-Month Change

**-1%**

Current Enrollment Year-Over-Year Change

**-2%**

## New and Returning

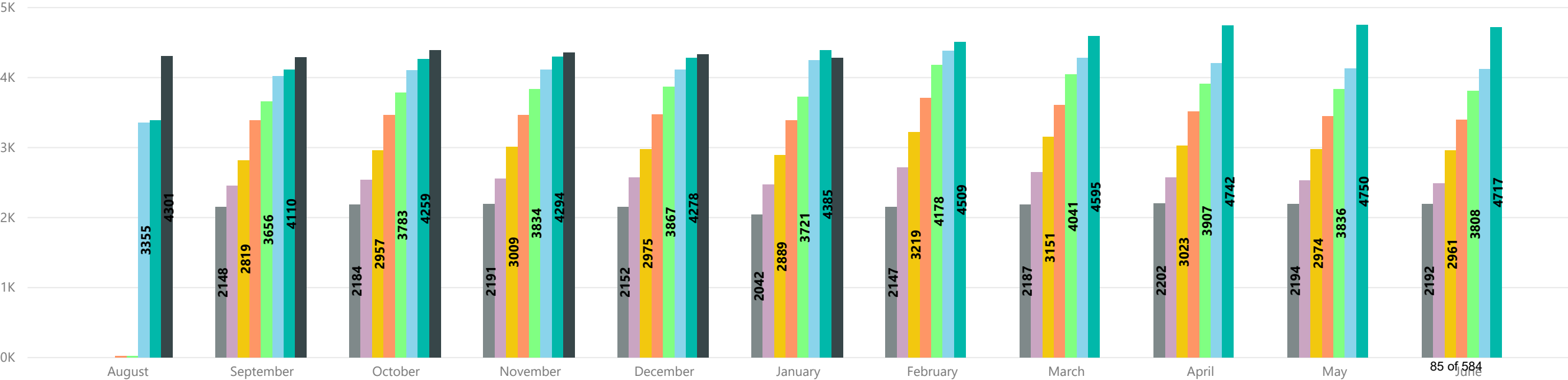


## New and Returning Prior Year



## Monthly Student Current Enrollment Comparison

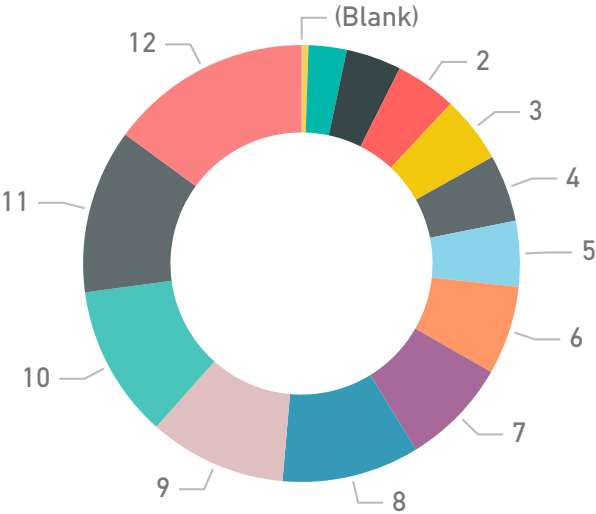
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021



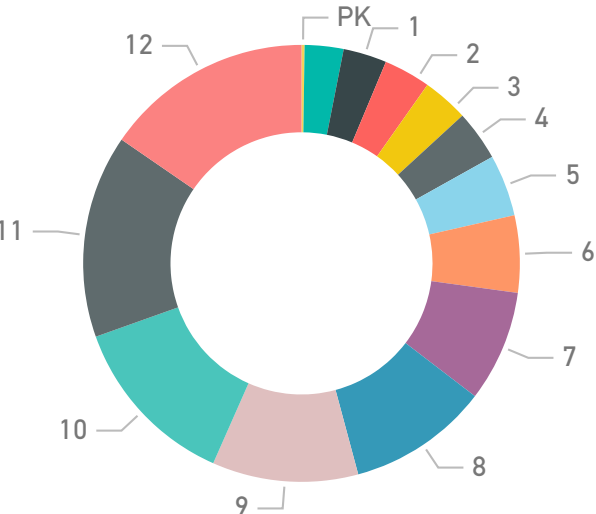
# Capistrano Connections Academy

January 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



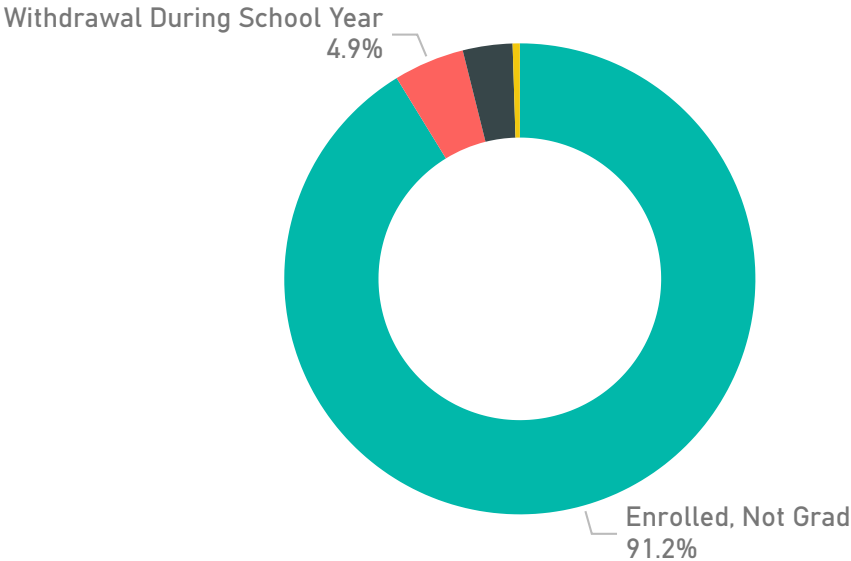
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
<b>PK-2</b>	<b>429</b>	<b>10%</b>	<b>519</b>	<b>11%</b>	<b>517</b>	<b>12%</b>	<b>511</b>	<b>12%</b>
PK	10	0%	19	0%	22	1%	21	0%
KG	126	3%	157	3%	122	3%	121	3%
1	141	3%	161	3%	176	4%	175	4%
2	152	3%	182	4%	197	5%	194	5%
<b>3-5</b>	<b>512</b>	<b>12%</b>	<b>592</b>	<b>13%</b>	<b>643</b>	<b>15%</b>	<b>632</b>	<b>15%</b>
3	149	3%	182	4%	218	5%	212	5%
4	163	4%	187	4%	214	5%	212	5%
5	200	5%	223	5%	211	5%	208	5%
<b>6-8</b>	<b>1068</b>	<b>24%</b>	<b>1189</b>	<b>25%</b>	<b>1064</b>	<b>25%</b>	<b>1057</b>	<b>25%</b>
6	250	6%	306	6%	281	6%	281	7%
7	361	8%	392	8%	344	8%	340	8%
8	457	10%	491	10%	439	10%	436	10%
<b>9-12</b>	<b>2376</b>	<b>54%</b>	<b>2417</b>	<b>51%</b>	<b>2104</b>	<b>49%</b>	<b>2082</b>	<b>49%</b>
9	474	11%	535	11%	439	10%	436	10%
10	567	13%	616	13%	493	11%	485	11%
11	659	15%	668	14%	528	12%	521	12%
12	676	15%	598	13%	644	15%	640	15%
<b>Total</b>	<b>4385</b>	<b>100%</b>	<b>4717</b>	<b>100%</b>	<b>4328</b>	<b>100%</b>	<b>4282</b>	<b>100%</b>

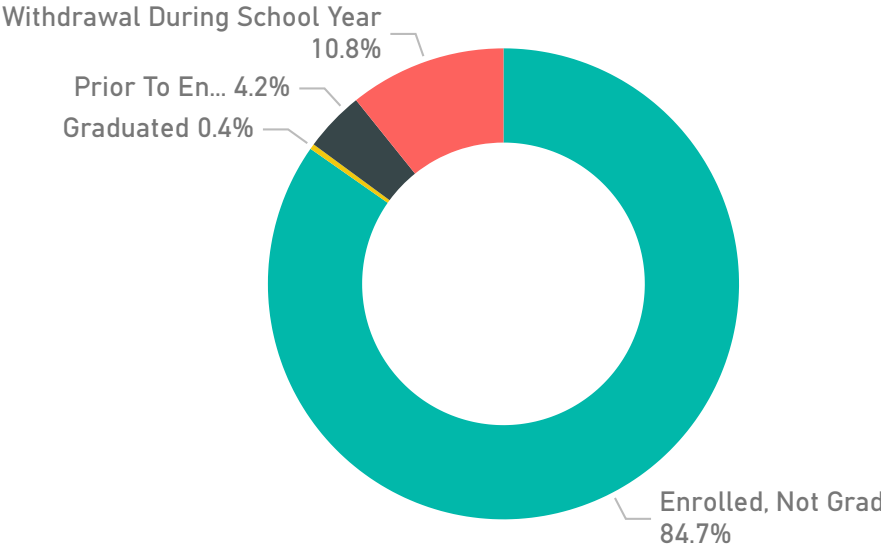
# Capistrano Connections Academy

January 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4385	85%	4717	78%	4329	93%	4283	91%
Graduated	19	0%	76	1%	20	0%	23	0%
Not Returning			3	0%				
Prior To Engagement	215	4%	299	5%	148	3%	160	3%
Withdrawal During School Year	557	11%	928	15%	162	3%	228	5%
Total	5176	100%	6023	100%	4659	100%	4694	100%

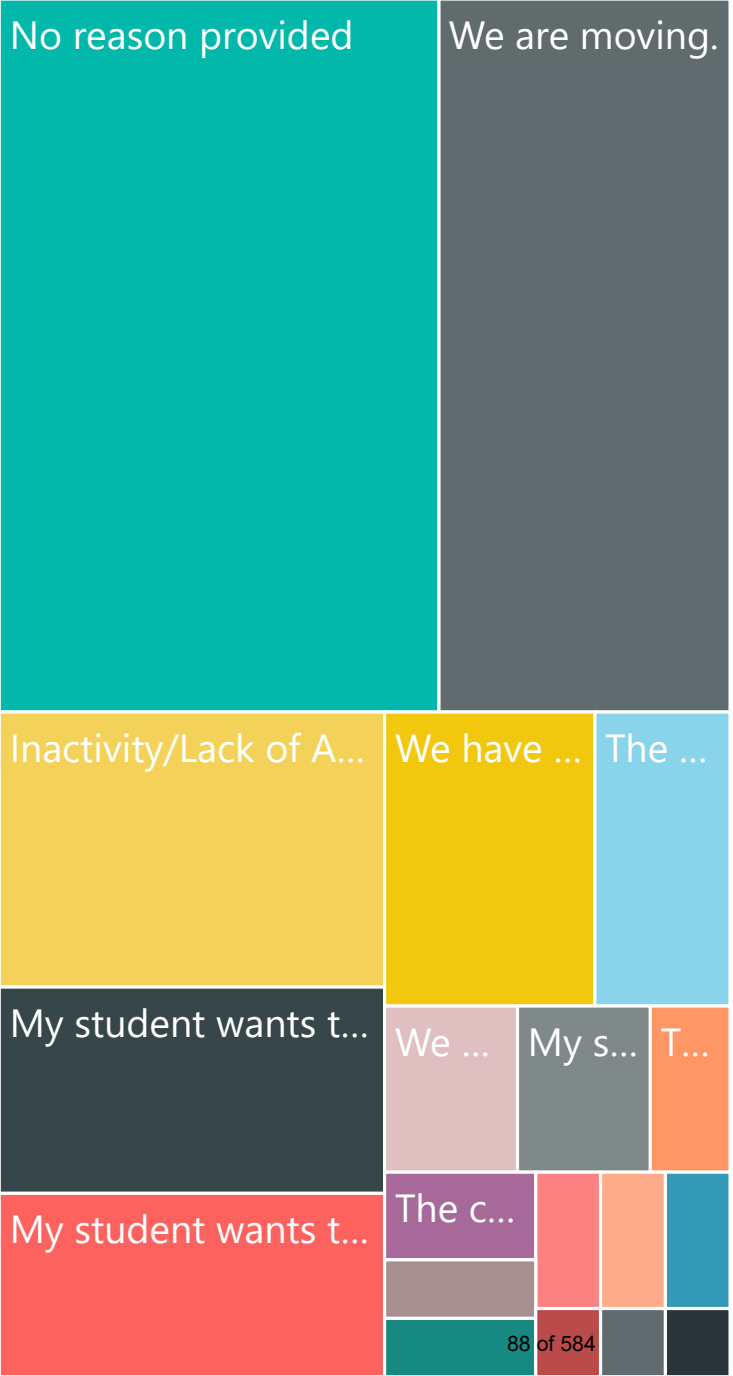
Enrollment Services Complete (Stage 4)

4878

Capistrano Connections Academy

January 31, 2021

Withdrawal Reason				
WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	57	145	5	5
Another Reason	10	10	2	4
Deceased			1	1
Different/Better Schooling Option (Not related to socialization)	90	140	10	18
Generally dissatisfied with curriculum/course options	1	1	1	1
Inactivity	26	28	13	24
Missed Deadline		1		
No longer able to provide a Learning Coach	15	20	2	5
No Reason Given	196	300	57	71
Program not flexible enough	6	9		
Program takes too much of Learning Coach's time	8	12	3	3
Program takes too much of student's time	4	12	2	2
Pursuing GED	6	17	3	5
Student wants more socialization	42	70	13	16
Technical Difficulties	6	6		
The curriculum is too hard	18	22	2	3
Transition to virtual school too difficult	10	26	6	9
Unhappy with the school	4	8		
We are moving	53	93	31	47
We have chosen to home school	5	8	11	14

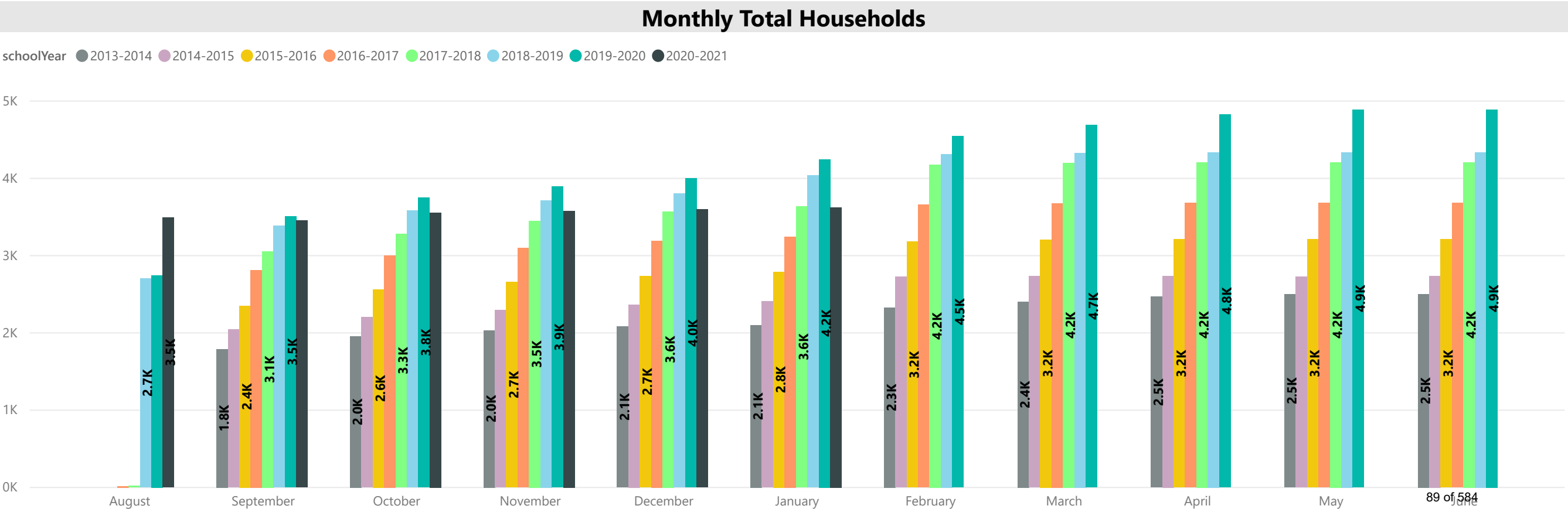


Capistrano Connections Academy

January 31, 2021

Household Data				
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3611	3851	3363	3335
Graduated	19	77	20	23
Not Returning		3		
WD During School Year	479	798	124	174
WD Prior To Engagement	203	275	124	133

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



# Capistrano Connections Academy

January 31, 2021

## Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1654	1770	1632	1621
Not Hispanic or Latino	2730	2946	2682	2648

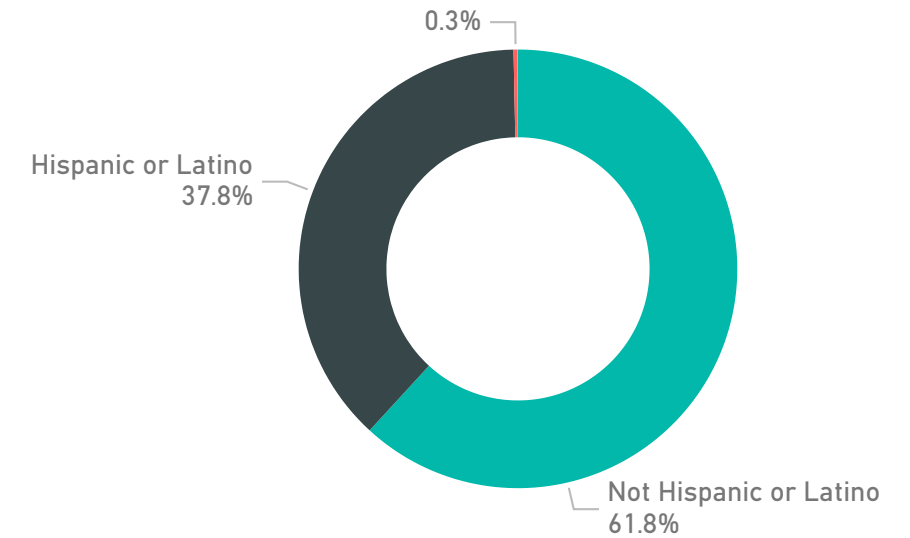
## Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	332	342	290	285
Asian	508	544	559	550
Black/African American	845	936	828	822
Native Hawaiian or Other Pacific Islander	127	138	147	144
White	3095	3314	3036	3004

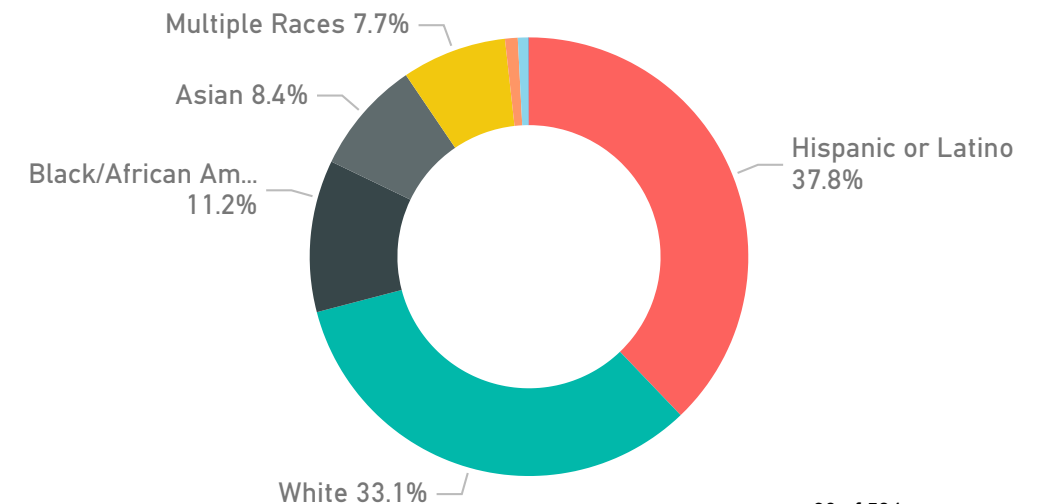
## Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	29	33	33	32
Asian	323	345	366	359
Black/African American	507	560	481	480
Hispanic or Latino	1654	1770	1632	1621
Multiple Races	335	357	335	331
Native Hawaiian or Other Pacific Islander	39	41	41	40
Not Indicated	1	1	2	2
Parent refused to report race	1	1	1	1
White	1496	1609	1438	1417

## Enrolled Students by Ethnicity



## Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy  
January 31, 2021

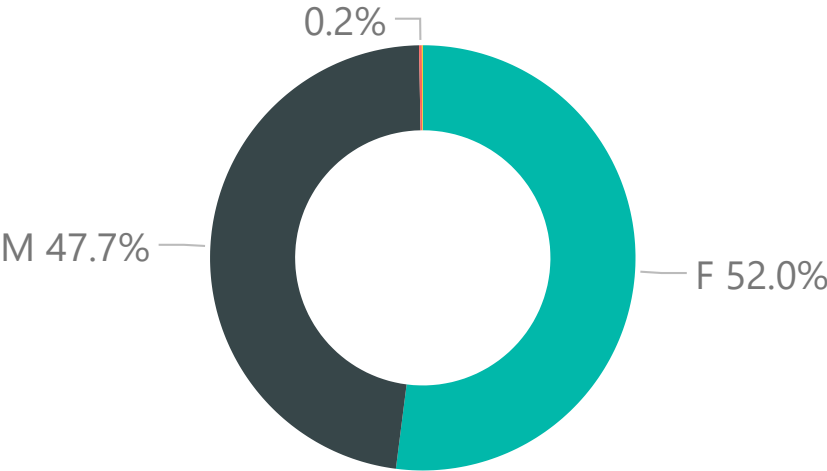
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	8	9
F	2366	2544	2253	2228
M	2018	2172	2064	2043
X			4	3

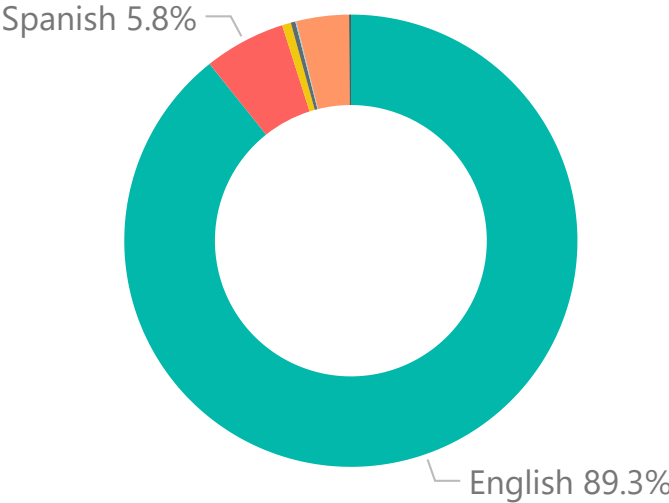
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3897	4211	3866	3824
Spanish	292	302	250	249
Russian	20	20	27	27
Arabic	15	19	14	14
Urdu	2	7	3	3
Another Language	159	158	164	161
No Language Reported			5	5

Enrolled Students by Gender



Enrolled Students by Language



# Capistrano Connections Academy

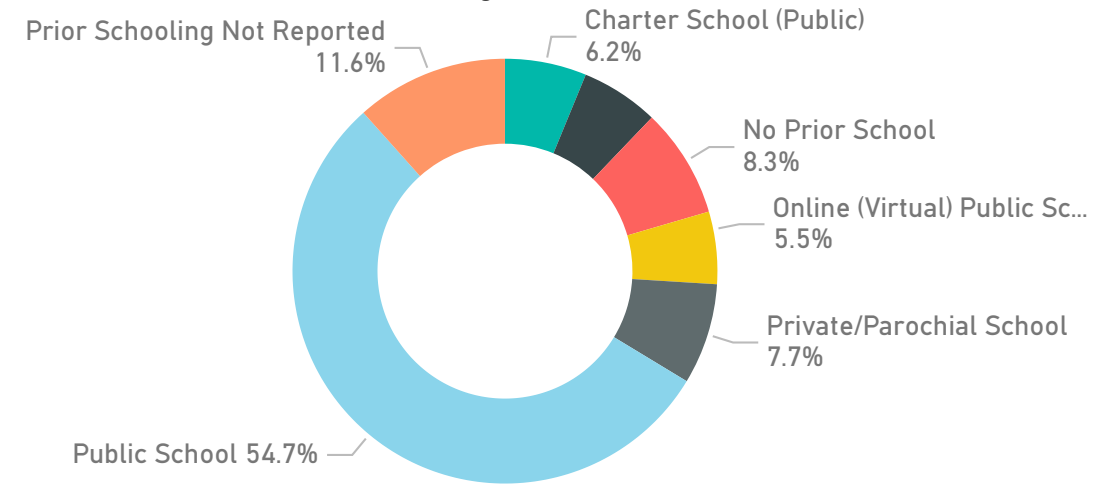
January 31, 2021

## Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	308	333	271	266
Home School	318	325	257	254
No Prior School	503	484	361	357
Online (Virtual) Public School	270	269	238	236
Private/Parochial School	274	330	336	329
Public School	2490	2760	2377	2344
Prior Schooling Not Reported	222	216	489	497

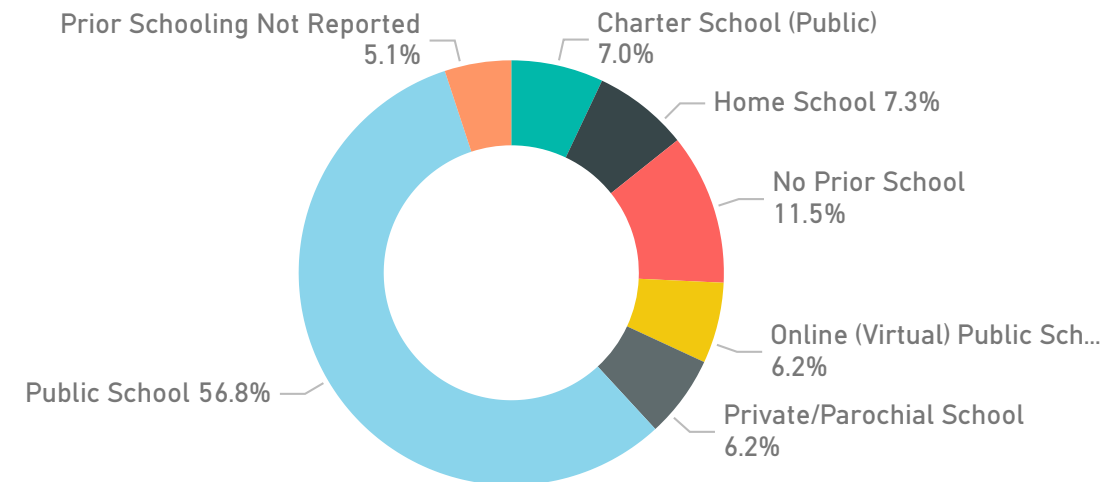
## Prior Schooling

January 31, 2021



## Prior Schooling

January 31, 2020



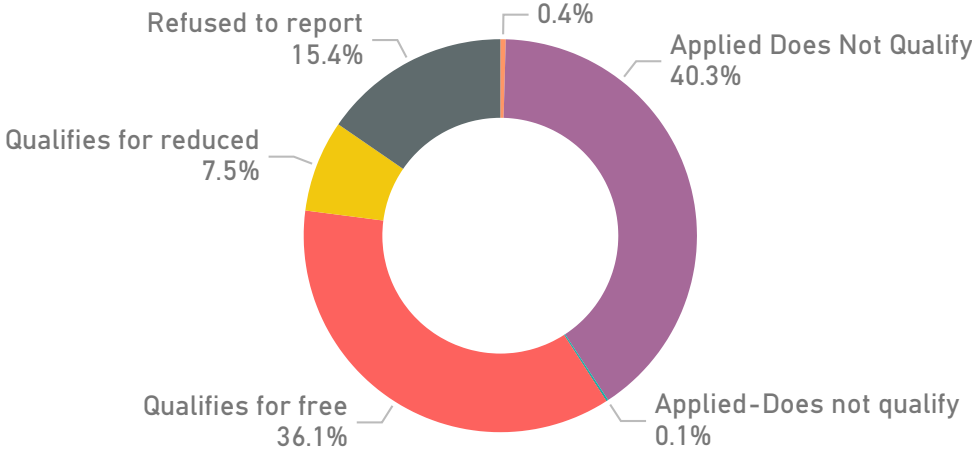


# Capistrano Connections Academy

January 31, 2021

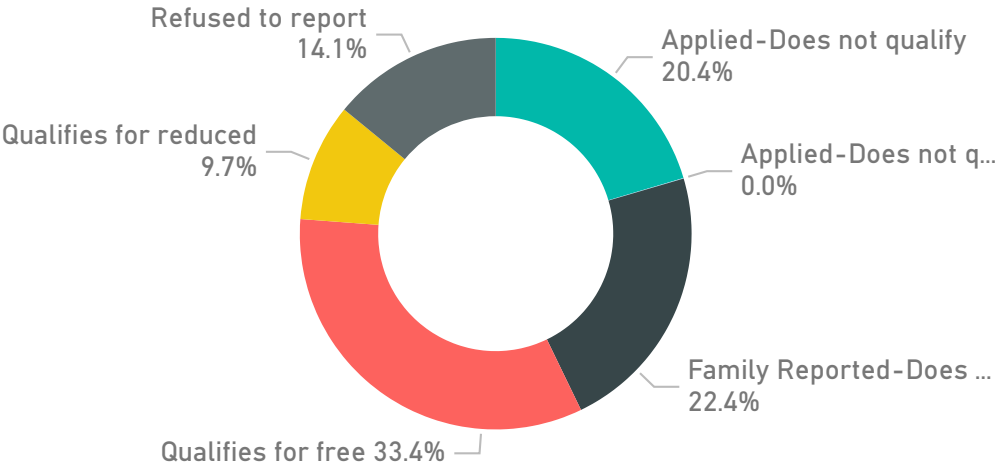
## FARM Eligibility

January 31, 2021



## FARM Eligibility

January 31, 2020



## Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	104	110	98	101
Cognitive Disability	10	11	11	11
Emotionally Impaired	53	50	33	32
Hearing Impaired	4	3	5	5
Other		2		
Other Health Impaired	128	142	123	123
Physical Disability	7	6	2	2
Specific Learning Disability	189	212	190	184
Speech/Language Impaired	56	61	72	71
Traumatic Brain Injury	3	3	1	1
Visually Impaired	4	6	7	7

Specific Learning Disability

Other Health Impaired

Speech/Language...

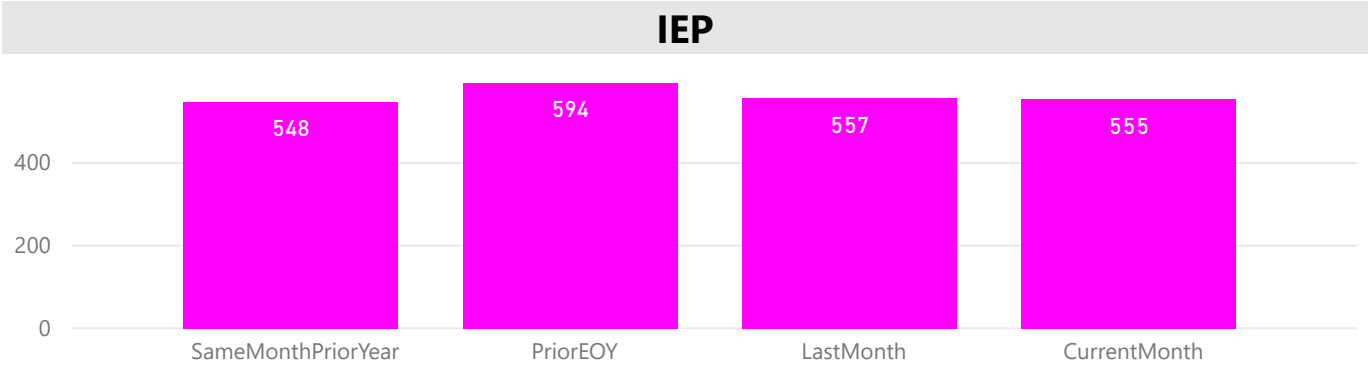
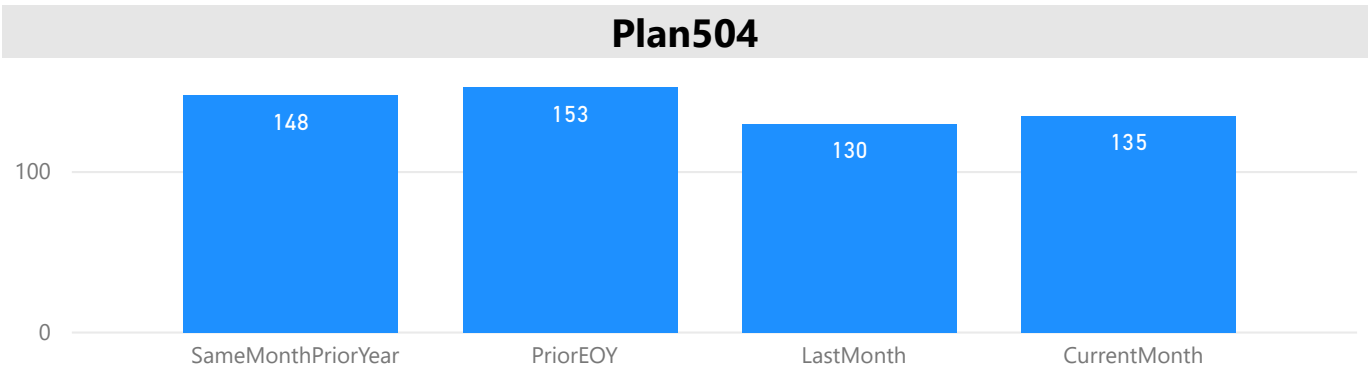
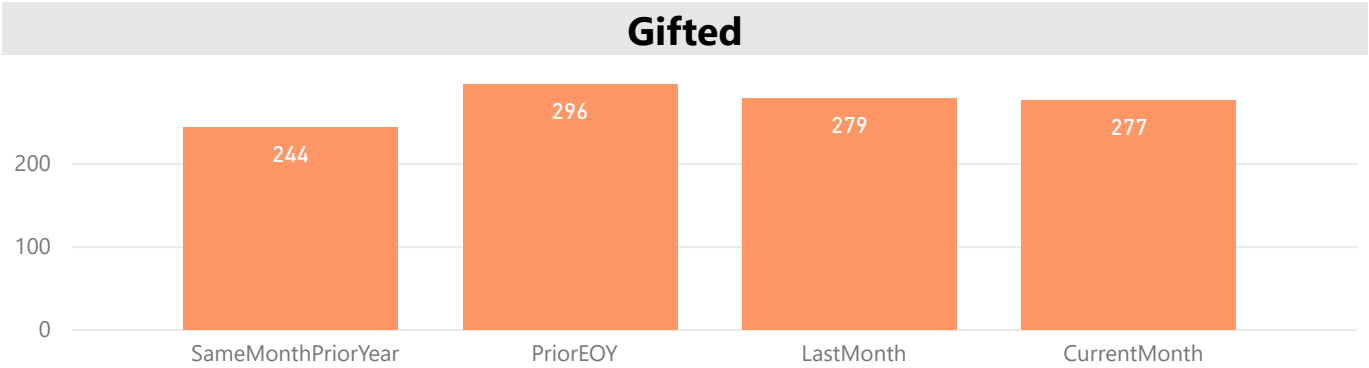
Autism

Emotion...

Co...

He...

Capistrano Connections Academy  
January 31, 2021



**Currently Enrolled**

**4283**

**Gifted**

**6%**

**Plan504**

**3%**

**IEP**

**13%**

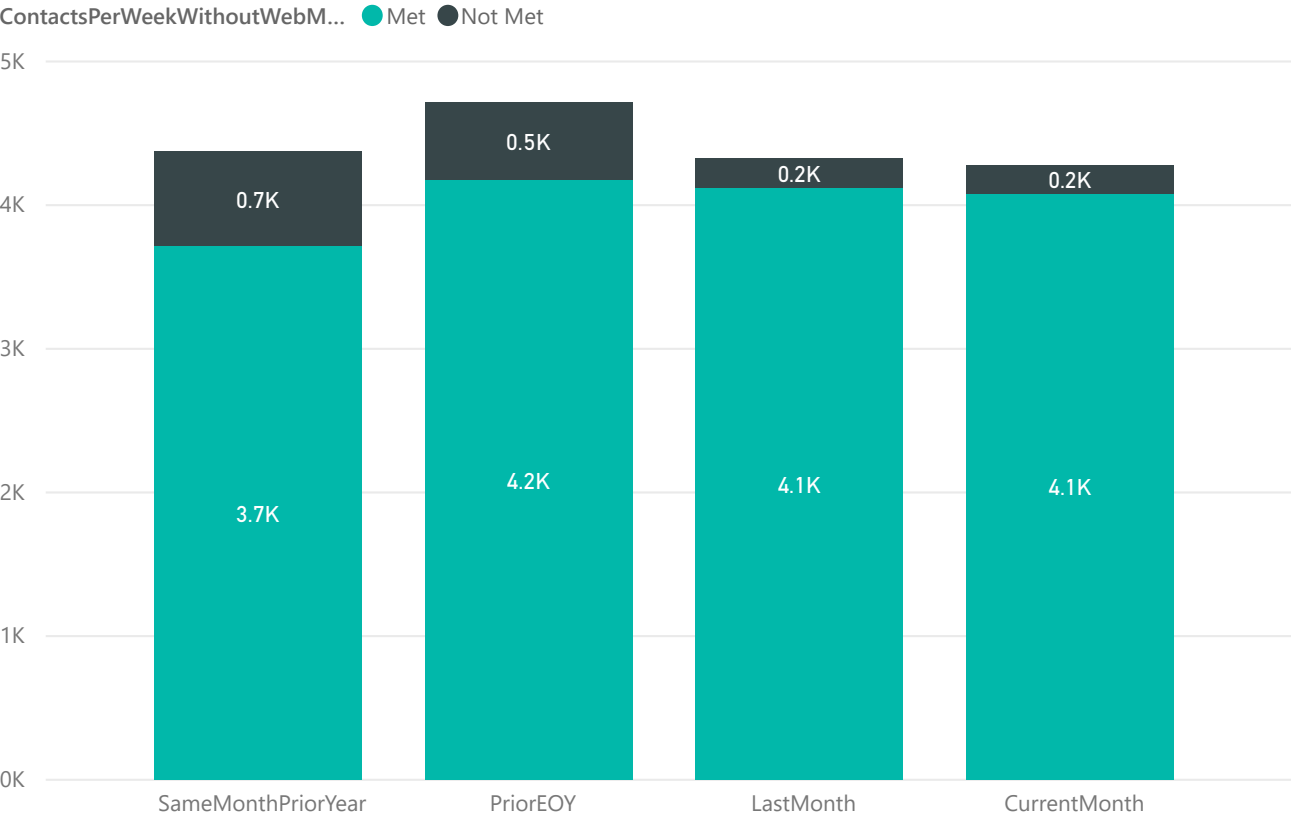
**Not in Special Population**

**78%**

# Capistrano Connections Academy

## January 31, 2021

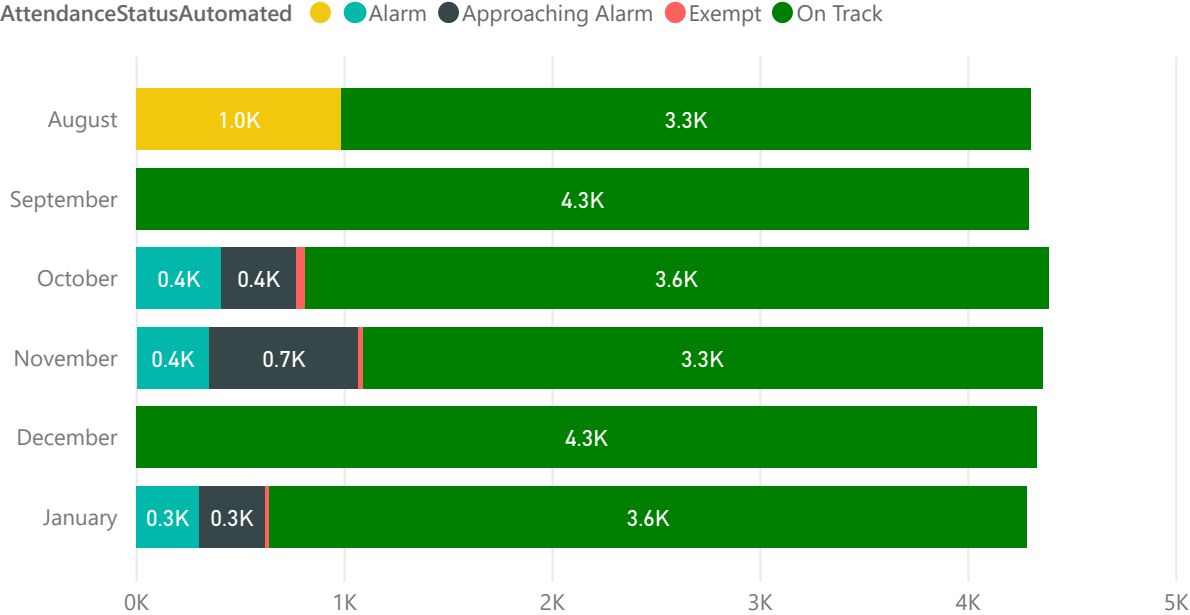
### Contacts Per Week



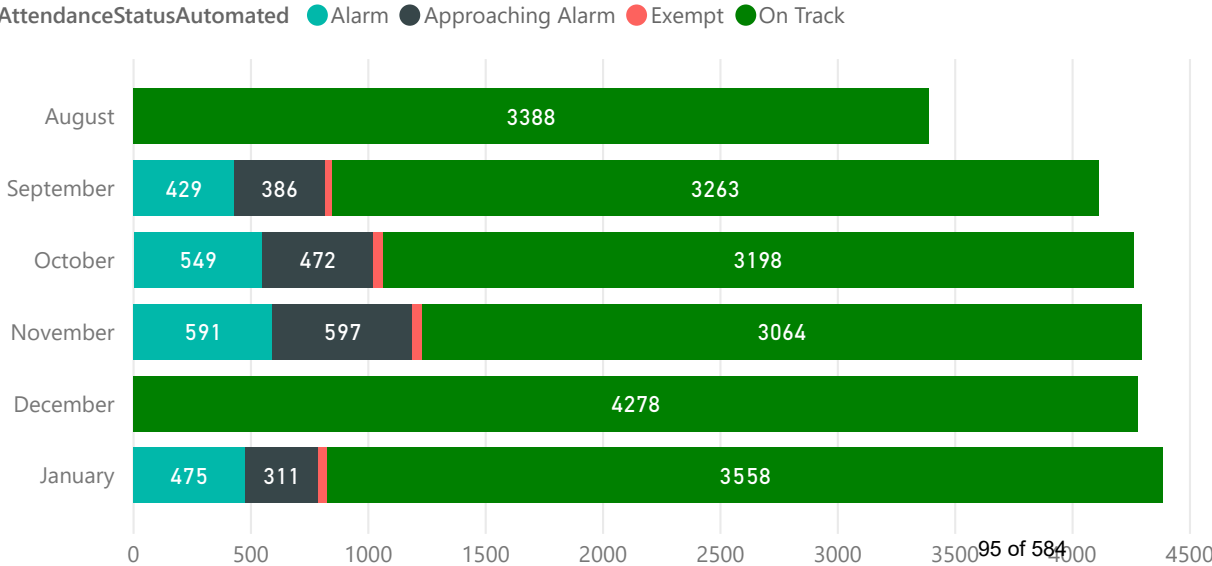
### Currently Enrolled

4283

### School Year: 2020-2021



### School Year: 2019-2020



Capistrano Connections Academy

January 31, 2021

Average Participation

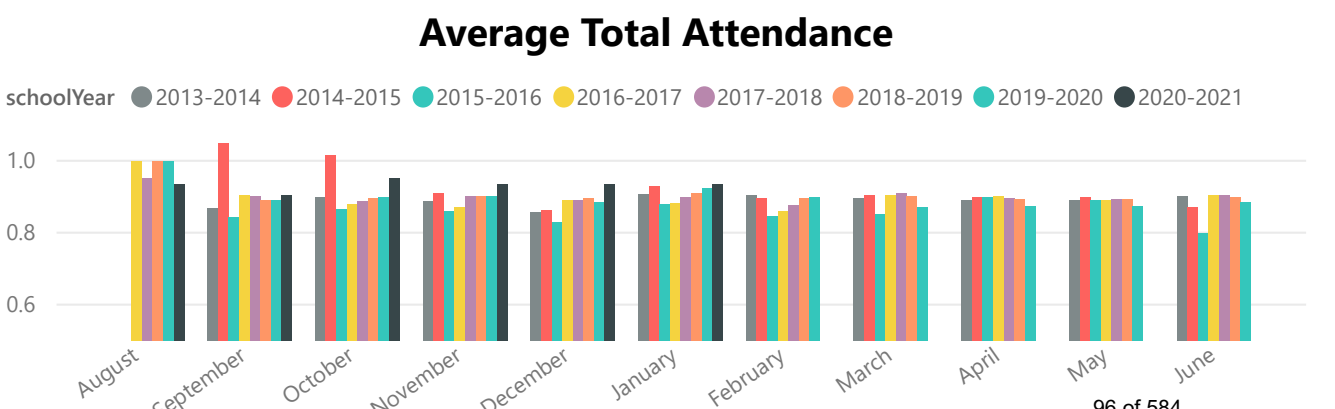
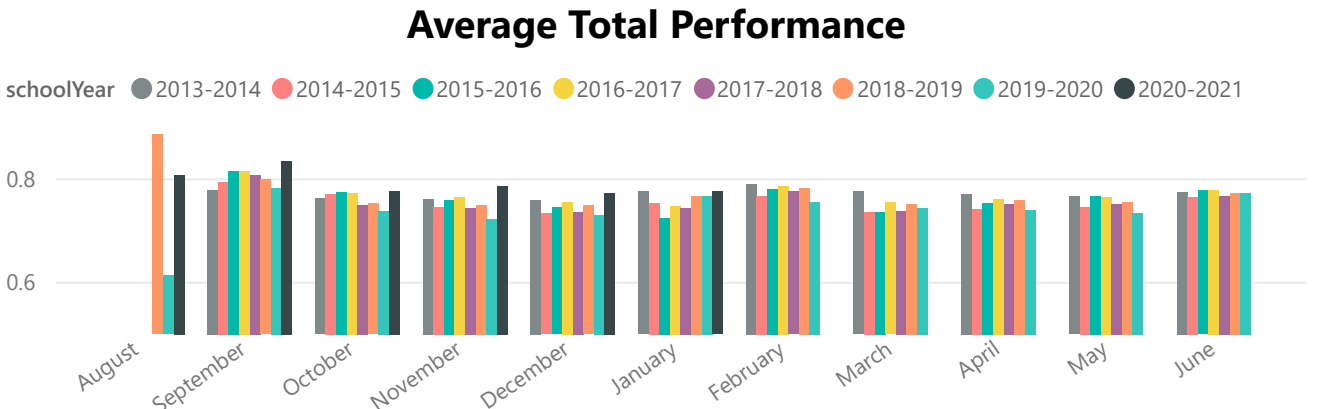
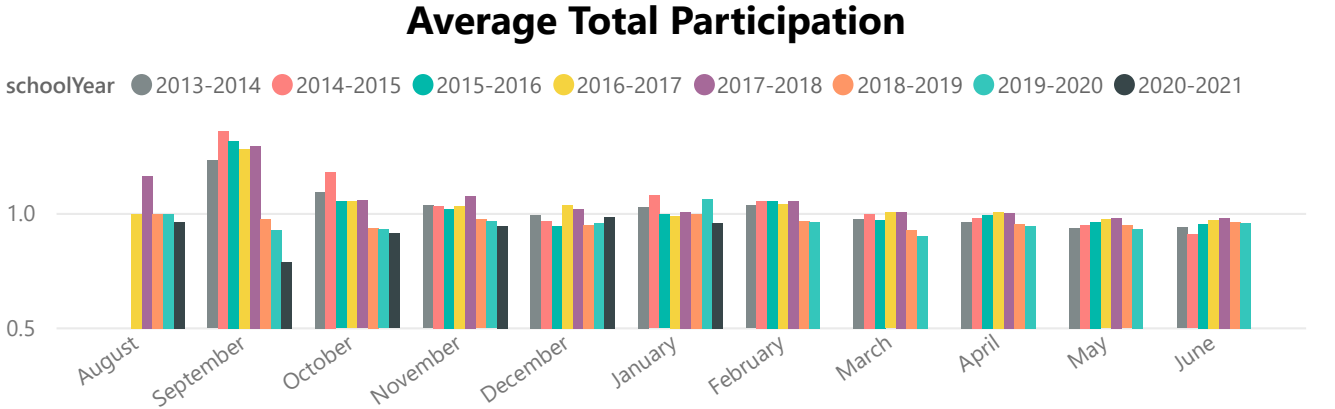
GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	105%	100%	100%	97%
3-5	106%	99%	101%	98%
6-8	117%	95%	108%	101%
9-12	95%	95%	93%	93%
Total	107%	96%	99%	96%

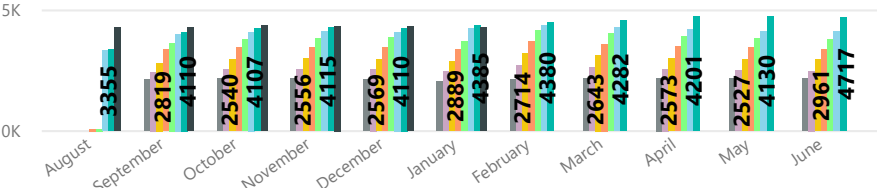
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	89%	88%	92%	92%
3-5	76%	80%	83%	82%
6-8	78%	76%	77%	78%
9-12	74%	75%	72%	72%
Total	77%	77%	77%	78%

Average Attendance

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



Currently Enrolled 4283		Total YTD Enrolled 4694		Capistrano Connections Academy January 31, 2021				Current Enrollment Month-Over-Month Change -1%			
Enrollment Services Complete (Stage 4) 4878				Current Enrollment Year-Over-Year Change -2%							
Monthly Student Current Enrollment Comparison				Total YTD Enrollment							
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018				ReportPeriod		SameMonthPriorYear		CurrentMonth			
				Withdrawal Category		Student Count	%CT Student Count	Student Count	%CT Student Count		
				Enrolled, Not Grad		4385	85%	4283	91%		
				Graduated		19	0%	23	0%		
				Prior To Engagement		215	4%	160	3%		
				Withdrawal During School Year		557	11%	228	5%		
				Total		5176	100%	4694	100%		
New & Returning				Household Data				Students Per Active Household			
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear		CurrentMonth	
New or Returning		Students	%CT Students	Students	%CT Students	Active		1.21		1.28	
New		2059	46.96%	1123	26.22%	Graduated					
Returning		2326	53.04%	3160	73.78%	WD During School Year					
Grade Distribution				WD Prior To Engagement		203		133			
ReportPeriod		SameMonthPriorYear		CurrentMonth		Withdrawal Reason					
GradeDistribution		Students	%CT Students	Students	%CT Students	Withdrawal Reason		SameMonthPriorYear			
PK-2		429	10%	511	12%	Deceased					
PK		10	0%	21	0%	Enrollment was intended to be short term and is no longer needed for my student.					
KG		126	3%	121	3%	Generally dissatisfied with curriculum/course options					
1		141	3%	175	4%	Inactivity/Lack of Attendance					
2		152	3%	194	5%	My student is pursuing GED					
3-5		512	12%	632	15%	My student wants to return to a traditional school setting for other (non-socialization related) reasons.					
3		149	3%	212	5%	My student wants to return to a traditional school setting for socialization reasons.					
4		163	4%	212	5%	No reason provided					
5		200	5%	208	5%	Technical Difficulties					
6-8		1068	24%	1057	25%	The curriculum is too easy.					
6		250	6%	281	7%	The curriculum is too hard.					
7		361	8%	340	8%	The program takes too much of the Learning Coach's time.					
8		457	10%	436	10%	The program takes too much of the student's time.					
9-12		2376	54%	2082	49%	The program/schedule is not flexible enough.					
9		474	11%	436	10%	The transition to virtual school was too difficult.		97 of 584			
10		567	13%	485	11%						
11		659	15%	521	12%						
Total		4385	100%	4282	100%						

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	9
F	2366	2228
M	2018	2043
X		3

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	3897	3824
Spanish	292	249
Russian	20	27
Arabic	15	14
Urdu	2	3
Another Language	159	161
No Language Reported		5

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1654	1621
Not Hispanic or Latino	2730	2648

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	332	285
Asian	508	550
Black/African American	845	822
Native Hawaiian or Other Pacific Islander	127	144
White	3095	3004

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify		1527
Applied-Does not qualify	775	4
Applied-Does not qualify,Refused to report	2	
Family Reported-Does not qualify	867	2
Qualifies for free	1247	1310
Qualifies for reduced	370	291
Refused to report	566	595

Capistrano Connections Academy January 31, 2021		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	104	101
Cognitive Disability	10	11
Emotionally Impaired	53	32
Hearing Impaired	4	5
Other Health Impaired	128	123
Physical Disability	7	2
Specific Learning Disability	189	184
Speech/Language Impaired	56	71
Traumatic Brain Injury	3	1
Visually Impaired	4	7

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	244	277

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	148	135

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	548	555

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

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	29	32
Asian	323	359
Black/African American	507	480
Hispanic or Latino	1654	1621
Multiple Races	335	331
Native Hawaiian or Other Pacific Islander	39	40
Not Indicated	1	2
Parent refused to report race	1	1
White	1496	1417

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	308	266
Home School	318	254
No Prior School	503	357
Online (Virtual) Public School	270	236
Private/Parochial School	274	329
Public School	2490	2344
Prior Schooling Not Reported	222	497

Capistrano Connections Academy  
January 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3716	4082
Not Met	658	200

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	475	299
Approaching Alarm	311	320
Exempt	41	20
On Track	3558	3644

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	105%	97%
3-5	106%	98%
6-8	117%	101%
9-12	95%	93%
<b>Total</b>	<b>107%</b>	<b>96%</b>

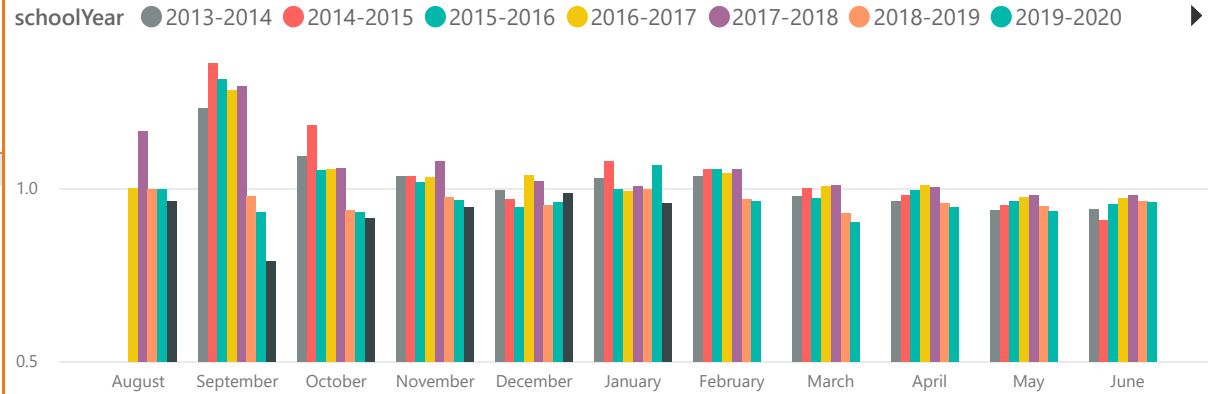
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	89%	92%
3-5	76%	82%
6-8	78%	78%
9-12	74%	72%
<b>Total</b>	<b>77%</b>	<b>78%</b>

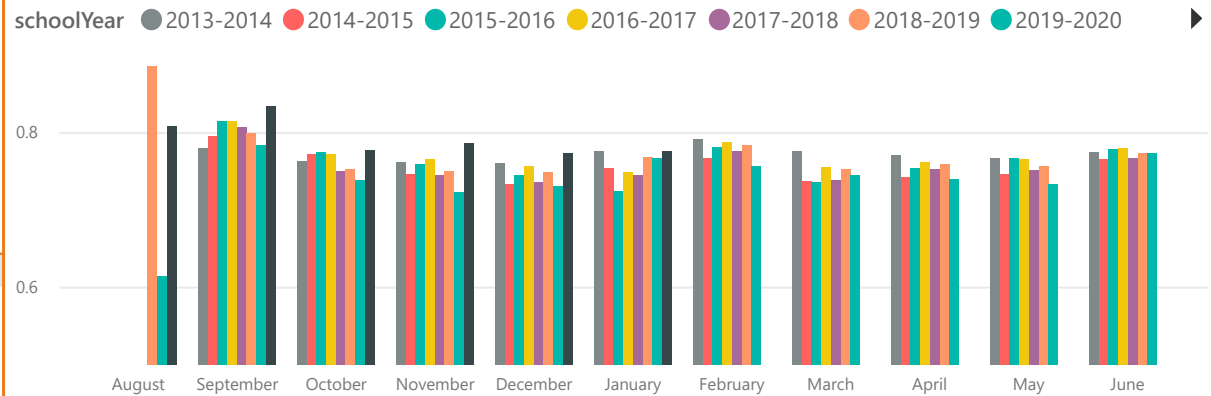
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	96%
3-5	95%	96%
6-8	95%	96%
9-12	90%	91%
<b>Total</b>	<b>92%</b>	<b>94%</b>

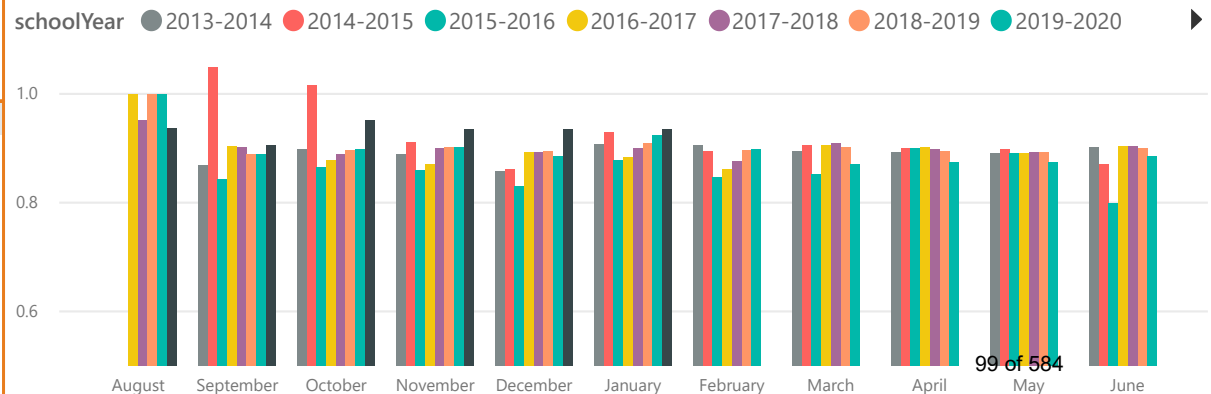
Average Total Participation



Average Total Performance



Average Total Attendance





# **Principals' Report** **California Connections Academy Schools** **2021-22**

**Month for Report: February**

## **Enrollment Update**

DATA as of February 9, 2021							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
<b>Enrolled</b>	4295	1423	595	172	73	394	6952
<b>Waitlisted</b>	246	68	20	8	3	9	476
<b>20-21 Intent to Attend</b>	180	61	8	3	0	10	265
<b>20-21 Tell Us About Your Student</b>	2794	1054	488	167	126	275	5062
<b>20-21 Offer of Enrollment</b>	886	353	171	47	59	112	1659

## **Field Trip Update**

**Total Attendance\* for Recent Field Trips**

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



## Recent Virtual Field Trips

1/14: Dolphins 101: 32  
1/20: Secrets of the Lost Quarry: 24  
2/9: President Lincoln's Legacy: 20  
2/10: From Civil War to Civil Rights: 0  
2/11: Let's Talk Turtles: 42

## Upcoming Virtual Field Trips

2/17: Civil Rights-Children's Books-and ME  
2/23: River Currents

## Outreach Update

California Connections Academy Ripon has earned [The College Board](#) 's AP® Computer Science Female Diversity Award for expanding young women's access to AP Computer Science A (CSA)! 🌟 Our school is one of only 232 schools to be recognized for achieving this important result in Computer Science Female Diversity. Thrilled to have Brittany West overseeing this course!

The marketing team hosted two webinars in January reaching approximately 56 prospective parents; there was heavy attendance by elementary parents. As such, three webinars are planned for February, including one being specifically focused on the elementary school experience on February 23rd.

Director of Counseling, Mia Hardy, initiated a memorable social media presence in honor of National School Counseling Week February 1-5th.

Open enrollment preparation: CalCA website updates are underway as well as efforts to identify standout students for possible promotional purposes this spring.

Brand refresh: OBL is launching a brand refresh and is announcing it to staff on February 10th and families on February 11th in conjunction with their new "ReconnectU" website, a destination that offers "creative resources, inspirational content, and virtual events."

CalCA grads: United States Figure Skating Championships were held in January. Nathan Chen has won his fifth consecutive national championship; he is the first man in 70 years to win that many national championships in a row. Nathan also took part in the “Parade Across America” on January 20th.

Vincent Zhou earned the silver medal. He landed two quadruple jumps in his program, wowing the judges and audience.

Karen Chen took home the bronze medal at the women’s finals, and now she will be headed to [Stockholm 2021](#) to represent the U.S. in the 2021 World Figure Skating Championships!

## **SITE REPORTS**

### **Northern Region:**

**Kara Mannix, High School Principal**

**Site Administrator for Monterey Bay, North Bay, and Ripon**

After a challenging fall semester we are thrilled to see some of our highest pass rates ever! Our families have been hard working and committed, and our staff has gone above and beyond to reach every student and help them succeed. We are ready to continue the hard work into a successful spring semester as well!

**Central Region:**  
**Marcus White, Elementary Principal**  
**Site Administrator for Central and Central Coast**

Greetings from Central! We have just finished up our first semester. It was a whirlwind of calls, grading, and cheerleading from our teachers as our students worked feverishly to complete their coursework. I am so proud of our staff as they tirelessly gave everything they had to support our students during this extremely stressful and busy time. Fortunately, our teachers had a three day weekend to catch their breath and refocus. Bring on second semester!

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

The second semester is off to a solid start. With an enrollment cap in place, teachers have welcomed the opportunity to have a very consistent group of students to work with and get to know. With those circumstances in place, we have seen an increase in how often we are able to connect with our students, and provide them with individualized instruction. First semester data shows some of the highest contact numbers and best grade distribution that we have seen.

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
<b>Forecasted Enrollment</b>					
Forecasted ADM			7,099.24	6,777.00	322
Forecasted Total Enrollment			9,012.00	9,454.41	(442)
Forecasted Funded Enrollment			6,013.10	6,013.10	-
<b>Revenue</b>					
State Funding	3,153,121.96	17,281,178.00	34,291,192.00	34,291,192.00	0
Federal & Other Program Funding	82,342.00	808,856.00	2,677,770.25	2,677,123.25	647
Local Aid	2,851,672.17	15,097,088.00	30,194,176.00	30,194,176.00	0
Other Funding Sources	6,197.33	22,137.92	42,119.29	36,006.04	6,113
<b>Total Revenue</b>	<b>6,093,333.46</b>	<b>33,209,259.92</b>	<b>67,205,257.54</b>	<b>67,198,497</b>	<b>6,760</b>
<b>Program Expenses</b>					
<b>Compensation Expense</b>					
Administration Staff	417,190.42	2,800,685.17	4,828,994.96	4,826,833.39	(2,162)
Instructional Staff	2,265,983.44	12,078,600.88	26,748,441.71	27,032,485.35	284,044
<b>Total Compensation Expense</b>	<b>2,683,173.86</b>	<b>14,879,286.05</b>	<b>31,577,436.67</b>	<b>31,859,319</b>	<b>281,882</b>
<b>Fee Based Expenses</b>					
Enrollment/Unit Based Fees	1,299,853.43	12,516,083.77	22,774,268.26	23,021,817.22	247,549
Revenue Based Fees	443,704.33	3,105,737.97	5,324,152.63	5,321,753.84	(2,399)
<b>Total Fee Based Expenses</b>	<b>1,743,557.76</b>	<b>15,621,821.74</b>	<b>28,098,420.88</b>	<b>28,343,571</b>	<b>245,150</b>
<b>Other School Expenses</b>					
Assessment	-	7,403.54	756,530.47	756,530.47	0
Authorizer Oversight	76,257.73	530,546.17	911,948.91	913,784.19	1,835
Employee Related	(333.94)	(3,114.96)	388,867.88	388,867.88	0
Facilities	46,187.90	346,861.31	941,404.91	941,298.36	(107)
Governance	1,297.51	107,453.57	156,770.49	147,062.58	(9,708)
Internet Service Provider	-	104,712.90	415,133.61	415,133.61	0
Instructional	230.00	48,229.29	170,766.66	170,766.66	0
Professional Services	4,070.62	48,652.70	250,311.08	250,311.08	0
Student Related	311,616.56	1,173,461.60	3,842,808.78	3,842,808.78	0
Other (Income) and Expense	(80,840.00)	(80,840.00)	(80,840.00)	-	80,840
Taxes	21,002.45	238,424.38	419,733.78	421,609.57	1,876
Pending Allocation	8,729.71	9,107.76	-	-	0
<b>Total Other School Expenses</b>	<b>388,218.54</b>	<b>2,530,898.26</b>	<b>8,173,436.56</b>	<b>8,248,173</b>	<b>74,737</b>
<b>Adjustments and Credits</b>					
Discretionary Service Credit	-	(28,916.67)	(1,929,500.00)	(2,089,200.00)	159,700
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>(28,916.67)</b>	<b>(1,929,500.00)</b>	<b>(2,089,200)</b>	<b>159,700</b>
<b>Total Program Expenses</b>	<b>4,814,950.16</b>	<b>33,003,089.39</b>	<b>65,919,794.11</b>	<b>66,361,863</b>	<b>442,069</b>
<b>Net Increase (Decrease)</b>	<b>1,278,383.30</b>	<b>206,170.53</b>	<b>1,285,463.43</b>	<b>836,634.32</b>	
<b>Beginning fund balance</b>	<b>(378,702.10)</b>	<b>693,510.67</b>	<b>693,510.67</b>		
<b>Ending fund balance</b>	<b>899,681.20</b>	<b>899,681.20</b>	<b>1,978,974.09</b>		

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

**ASSETS**

**Cash and Short Term Investments:**

Checking	\$	161,692.24
Payroll		851,213.52
CALOPS - Operation		578,630.94
CALOPS - Holding		9,659,117.08
Savings - CALOPS		1,726,336.87
State Holding Account		423,469.55
OCDE Cash Account		1,588,404.02
Petty Cash		671.65

**Total Cash and Short Term Investments** **14,989,535.87**

**Other Current Assets:**

Pupil Funding	6,788,415.14
SPED Funding State	1,366,601.87
Other State Receivables	36,533.26
Federal Programs	5,660.00
Prepaid Expenses	126,451.87

**Total Other Current Assets** **8,323,662.15**

**Total Current Assets** **23,313,198.02**

**Fixed Assets:**

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

**Net Fixed Assets** **28,546.54**

**Other Assets:**

Deposits	20,387.30
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**Total Other Assets** **20,387.30**

**Total Assets** **\$ 23,362,131.86**

**LIABILITIES**

**Current Liabilities:**

Due to (from) Pearson Online and Blended Learning	\$	20,569,252.63
CalOPS Payroll Liability		(4,348.34)
Pension Payable		527,254.87
Accrued Expenses		95,618.61
Accrued Credit Card Expenses		9,107.76
Deferred Revenue		664,133.17
Accounts Payable		601,431.96

**Total Current Liabilities** **22,462,450.67**

**Total Liabilities** **22,462,450.67**

**FUND BALANCE**

Beginning Fund Balance	693,510.67
Change in Fund Balance	206,170.53

**Ending Fund Balance** **899,681.19**

**Total Liabilities and Fund Balance** **\$ 23,362,131.86**

**California Connections Academy North Bay  
Revenue and Expense Statement  
For the Period Ended January 31, 2021**

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
<b><u>Forecasted Enrollment</u></b>						
Forecasted ADM			181	180	1	0.28%
Forecasted Total Enrollment			240	254	(14)	-5.50%
Forecasted Funded Enrollment			181	181	-	0.00%
<b><u>Revenue</u></b>						
State Funding	122,338.42	662,699.00	1,317,187.00	1,317,187.00	-	0.00%
Federal & Other Program Funding	-	17,942.00	85,047.00	85,047.00	-	0.00%
Local Aid	58,869.11	311,660.00	623,320.00	623,320.00	-	0.00%
Other Funding Sources	11.44	390.05	500.00	500.00	-	-
<b>Total Revenue</b>	<b>181,218.97</b>	<b>992,691.05</b>	<b>2,026,054.00</b>	<b>2,026,054.00</b>	<b>-</b>	<b>-</b>
<b><u>Program Expenses</u></b>						
<b><u>Compensation Expense</u></b>						
Administration Staff	15,519.48	104,185.49	179,638.61	179,558.20	(80.41)	-0.04%
Instructional Staff	57,908.89	333,976.38	703,420.90	806,312.93	102,892.03	12.76%
<b>Total Compensation Expense</b>	<b>73,428.37</b>	<b>438,161.87</b>	<b>883,059.51</b>	<b>985,871.13</b>	<b>102,811.62</b>	<b>11.64%</b>
<b><u>Fee Based Expenses</u></b>						
Enrollment/Unit Based Fees	25,302.48	316,968.90	580,816.60	603,067.44	22,250.84	3.83%
Revenue Based Fees	13,384.19	93,689.38	160,610.39	161,022.87	412.48	0.26%
<b>Total Fee Based Expenses</b>	<b>38,686.67</b>	<b>410,658.28</b>	<b>741,426.99</b>	<b>764,090.31</b>	<b>22,663.32</b>	<b>3.06%</b>
<b><u>Other School Expenses</u></b>						
Assessment	-	1.10	24,928.88	24,928.88	-	0.00%
Authorizer Oversight	2,222.51	15,475.79	26,588.23	26,588.23	-	0.00%
Employee Related	(13.50)	(457.09)	11,588.88	11,588.88	-	0.00%
Facilities	1,329.30	9,909.67	34,045.74	34,045.74	-	0.00%
Governance	6.00	5,151.98	6,852.70	5,470.10	(1,382.60)	-20.18%
Internet Service Provider	2,442.16	2,442.16	6,500.00	6,500.00	-	0.00%
Instructional	5.88	1,533.40	5,024.58	5,024.58	-	0.00%
Professional Services	102.30	2,796.11	14,380.55	14,380.55	-	0.00%
Student Related	2,740.50	13,594.90	77,508.50	77,508.50	-	0.00%
Taxes	384.34	6,472.44	11,121.49	11,731.19	609.69	5.48%
Pending Allocation	-	-	-	-	-	0.00%
<b>Total Other School Expenses</b>	<b>9,219.49</b>	<b>56,920.46</b>	<b>218,539.55</b>	<b>217,766.64</b>	<b>(772.91)</b>	<b>-0.35%</b>
<b><u>Adjustments and Credits</u></b>						
Discretionary Service Credit	-	-	-	-	-	0.00%
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.00%</b>
<b>Total Program Expenses</b>	<b>121,334.53</b>	<b>905,740.60</b>	<b>1,843,026.05</b>	<b>1,967,728.08</b>	<b>124,702.03</b>	<b>6.34%</b>
<b>Net Increase (Decrease)</b>	<b>59,884.44</b>	<b>86,950.45</b>	<b>183,027.95</b>	<b>58,325.92</b>	<b>124,702.03</b>	
<b>Beginning fund balance</b>	<b>62,574.88</b>	<b>35,508.88</b>	<b>35,508.88</b>			
<b>Ending fund balance</b>	<b>122,459.32</b>	<b>122,459.32</b>	<b>218,536.83</b>			

**California Connections Academy @ North Bay**  
**Balance Sheet**  
**January 31, 2021**

**ASSETS**

**Cash and Short Term Investments:**

Checking	\$	89,968.46
Savings		730,593.06

<b>Total Cash and Short Term Investments</b>		<b>820,561.52</b>
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**Other Current Assets:**

Pupil Funding	280,809.44
SPED Funding State	38,907.79
Other State Receivables	17,628.69
Federal Programs	897.00
Due from CalOPS Schools	(3,175.36)
Prepaid Expenses	1,501.09

<b>Total Other Current Assets</b>		<b>336,568.65</b>
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<b>Total Current Assets</b>		<b>1,157,130.17</b>
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<b>Total Assets</b>	<b>\$</b>	<b>1,157,130.17</b>
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**LIABILITIES**

**Current Liabilities:**

Due to (from) Pearson Online and Blended Learning	407,172.13
CalOPS Payroll Liability	530,774.08
CalOPS Pass-Through Expense Liability	22,475.65
Accrued Expenses	56,045.21
Accounts Payable	18,203.78

<b>Total Current Liabilities</b>		<b>1,034,670.85</b>
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<b>Total Liabilities</b>		<b>1,034,670.85</b>
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**FUND BALANCE**

Beginning Fund Balance	35,508.88
Change in Fund Balance	86,950.45

<b>Ending Fund Balance</b>		<b>122,459.32</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>1,157,130.17</b>
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**California Connections Academy North Bay**  
**Schedule of Revenue**  
**For the Period Ended January 31, 2021**

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>Revenue</b>					
<b>State Funding</b>					
LCFF / General Purpose Block Grant - State	104,215.76	551,730.50	1,103,461.00	1,103,461.00	-
LCFF / General Purpose Block Grant - State EPA	3,425.69	18,136.00	36,272.00	36,272.00	-
Learning Loss Mitigation (State)	-	15,025.00	15,025.00	15,025.00	-
Lottery	3,408.59	18,045.50	36,091.00	36,091.00	-
Special Education Pass through funds - State	10,705.28	56,675.00	113,350.00	113,350.00	-
ERMHS	-	-	5,000.00	5,000.00	-
ERMHS - One Time Funds	-	-	1,814.00	1,814.00	-
Mandated Cost Reimbursement	583.10	3,087.00	6,174.00	6,174.00	-
<b>Total State Funding</b>	<b>122,338.42</b>	<b>662,699.00</b>	<b>1,317,187.00</b>	<b>1,317,187.00</b>	<b>-</b>
<b>Federal &amp; Other Programs Funding</b>					
Title I	-	-	27,231.00	27,231.00	-
Title II	-	-	4,699.00	4,699.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	22,670.00	22,670.00	-
Learning Loss Mitigation (Federal)	-	12,240.00	12,240.00	12,240.00	-
CARES Funding	-	5,702.00	7,807.00	7,807.00	-
E-Rate	-	-	400.00	400.00	-
<b>Total Federal &amp; Other Programs Funding</b>	<b>-</b>	<b>17,942.00</b>	<b>85,047.00</b>	<b>85,047.00</b>	<b>-</b>
<b>Local Funding</b>					
LCFF / General Purpose Block Grant - Local	58,869.11	311,660.00	623,320.00	623,320.00	-
Microsoft Voucher Reimbursement Program	-	-	-	-	-
Donations/Tax Credits	-	-	-	-	-
Prior Year Revenue Adjustments	-	-	-	-	-
<b>Total Local Funding</b>	<b>58,869.11</b>	<b>311,660.00</b>	<b>623,320.00</b>	<b>623,320.00</b>	<b>-</b>
<b>Other Funding</b>					
Interest	11.44	390.05	500.00	500.00	-
<b>Total Other Funding</b>	<b>11.44</b>	<b>390.05</b>	<b>500.00</b>	<b>500.00</b>	<b>-</b>
<b>Total Revenue</b>	<b>181,218.97</b>	<b>992,691.05</b>	<b>2,026,054.00</b>	<b>2,026,054.00</b>	<b>-</b>



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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF FEES:</b>					
<b>Enrollment/Unit-Based Fees</b>					
Accounting and Regulatory Reporting	575.00	5,075.01	9,025.00	9,000.00	(25.00)
Connexus Annual License (EMS)	6,900.00	60,900.00	108,300.00	108,000.00	(300.00)
Curriculum Postage	195.25	4,369.75	7,920.00	8,380.59	460.59
Direct Course Instruction Support	1,149.50	5,203.00	10,406.00	7,994.25	(2,411.75)
Educational Resource Center	1,449.00	12,789.00	22,743.00	22,680.00	(63.00)
Enrollment and Records Management	236.67	5,296.66	9,600.00	10,158.29	558.29
Facility Support Services	75.00	525.00	896.10	896.10	-
Hardware/Software - Employees	450.00	3,150.00	5,614.25	6,652.68	1,038.42
Human Resources Support	937.50	6,562.49	11,696.36	13,859.74	2,163.38
ISP Processing Fee	(395.92)	(0.01)	3,221.85	791.84	(2,430.00)
Special Populations Consultative Services	2,700.00	11,550.00	30,900.00	37,275.00	6,375.00
School Curriculum Supplies	333.33	2,333.34	4,111.91	4,871.82	759.91
Short-Term Sub Teaching Services	1,027.30	9,613.59	9,613.59	-	(9,613.59)
Student Technology Assistance- Laptops	2,587.50	38,237.51	69,575.00	80,000.00	10,425.00
Tangible/Intangible Instr. Materials	5,357.35	136,138.56	246,750.00	261,515.53	14,765.53
Technical Support and Repairs	1,725.00	15,225.00	27,075.00	27,000.00	(75.00)
Voice Over IP Services	-	-	3,368.55	3,991.61	623.05
<b>Total Enrollment/Unit Based Fees</b>	<b>25,302.48</b>	<b>316,968.90</b>	<b>580,816.60</b>	<b>603,067.44</b>	<b>22,250.84</b>
<b>Revenue-Based Fees</b>					
Marketing Services	1,574.61	11,022.27	18,895.34	18,943.87	48.53
School Administration	9,447.67	66,133.70	113,372.04	113,663.20	291.16
Treasury Services	2,361.91	16,533.41	28,343.01	28,415.80	72.79
<b>Total Revenue Based Fees</b>	<b>13,384.19</b>	<b>93,689.38</b>	<b>160,610.39</b>	<b>161,022.87</b>	<b>412.48</b>
<b>Total Fee-Based Expenses</b>	<b>38,686.67</b>	<b>410,658.28</b>	<b>741,426.99</b>	<b>764,090.31</b>	<b>22,663.32</b>
<b>SCHEDULE OF COMPENSATION:</b>					
<b>Administrative Compensation</b>					
Salaries	10,913.94	76,086.84	130,418.28	130,728.18	309.90
Benefits	2,673.92	18,641.28	31,952.48	32,028.41	75.93
Pension	1,223.35	6,385.53	11,540.54	10,829.90	(710.64)
Taxes	708.28	3,071.85	5,727.31	5,971.72	244.41
<b>Total Administrative Compensation</b>	<b>15,519.48</b>	<b>104,185.49</b>	<b>179,638.61</b>	<b>179,558.20</b>	<b>(80.41)</b>
<b>Instructional Compensation</b>					
Salaries	39,064.61	231,247.29	494,116.75	566,853.18	72,736.43
Benefits	9,570.83	56,655.58	121,058.59	138,879.02	17,820.42
Pension	7,448.94	41,686.32	78,600.98	89,832.26	11,231.28
Taxes	1,824.51	4,387.19	9,644.58	10,748.48	1,103.90
<b>Total Instructional Compensation</b>	<b>57,908.89</b>	<b>333,976.38</b>	<b>703,420.90</b>	<b>806,312.93</b>	<b>102,892.03</b>
<b>Total Compensation</b>	<b>73,428.37</b>	<b>438,161.87</b>	<b>883,059.51</b>	<b>985,871.13</b>	<b>102,811.62</b>
<b>SCHEDULE OF CREDITS AND ADJUSTMENTS</b>					
Discretionary Service Credit	-	-	-	-	-
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Annual Budget	Forecast vs Budget
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>						
<b>Assessment</b>						
Student Testing & Assessment Facilities & Services	-	-	11,000.00	11,000.00	11,000.00	-
Student Testing & Assessment Travel	-	1.10	8,928.88	8,928.88	8,927.78	-
Student Testing Technology	-	-	5,000.00	5,000.00	5,000.00	-
<b>Total Assessment</b>	<b>-</b>	<b>1.10</b>	<b>24,928.88</b>	<b>24,928.88</b>	<b>24,927.78</b>	<b>-</b>
<b>Authorizer Oversight</b>						
District Oversight	1,469.08	10,285.12	17,630.53	17,630.53	17,070.87	-
SELPA Admin Fee	594.53	4,078.37	7,051.00	7,051.00	30,194.80	-
SELPA One-Time Fee	79.18	554.26	950.10	950.10	950.10	-
STRS Reporting	79.72	558.04	956.60	956.60	956.60	-
<b>Total Authorizer Oversight</b>	<b>2,222.51</b>	<b>15,475.79</b>	<b>26,588.23</b>	<b>26,588.23</b>	<b>49,172.37</b>	<b>-</b>
<b>Employee Related</b>						
Staff Recruiting/Background Checks	10.89	118.06	857.12	857.12	857.12	-
Staff Training/Prof. Dvlpmnt	(24.55)	163.02	5,600.00	5,600.00	5,600.00	-
Team Building	-	-	1,017.96	1,017.96	1,017.96	-
Travel and Conferences - Teachers	-	-	1,565.55	1,565.55	1,565.55	-
Travel and Conferences - Administration	0.16	(738.17)	2,548.25	2,548.25	2,548.25	-
<b>Total Employee Related</b>	<b>(13.50)</b>	<b>(457.09)</b>	<b>11,588.88</b>	<b>11,588.88</b>	<b>11,588.88</b>	<b>-</b>
<b>Facilities</b>						
Copiers/ Reproduction	13.47	221.79	941.30	941.30	941.30	-
Equipment/Supplies	-	-	10,000.00	10,000.00	10,000.00	-
Expensed Furniture and Equipment	-	-	1,338.03	1,338.03	1,338.03	-
High-Speed Internet	46.11	483.78	2,199.36	2,199.36	1,199.36	-
Maintenance & Repairs	62.88	526.58	1,617.74	1,617.74	1,617.74	-
Office Postage	13.25	273.52	1,182.70	1,182.70	1,182.70	-
Office Rent	927.90	6,495.30	11,252.76	11,252.76	11,252.76	-
Office Supplies	62.10	180.65	1,347.90	1,347.90	1,347.90	-
Phone	49.74	522.18	1,080.04	1,080.04	1,080.04	-
Rent Operating Expense	102.51	713.00	1,292.25	1,292.25	1,292.25	-
Rent Storage Unit	-	219.18	450.00	450.00	450.00	-
Utilities	51.34	273.69	1,343.66	1,343.66	1,343.66	-
<b>Total Facilities</b>	<b>1,329.30</b>	<b>9,909.67</b>	<b>34,045.74</b>	<b>34,045.74</b>	<b>33,045.74</b>	<b>-</b>
<b>Governance</b>						
Accreditation	-	1,070.00	1,070.00	1,070.00	1,000.00	-
Banking Fees	-	-	400.00	400.00	400.00	-
Board-Related Expenses	-	0.75	1,043.85	1,043.85	1,043.85	-
Dues - Staff	6.00	217.67	475.29	475.29	475.29	-
Dues - School	-	3,582.60	3,582.60	2,200.00	2,200.00	(1,382.60)
Insurance Expenses	-	280.96	280.96	280.96	185.97	-
<b>Total Governance</b>	<b>6.00</b>	<b>5,151.98</b>	<b>6,852.70</b>	<b>5,470.10</b>	<b>5,305.11</b>	<b>(1,382.60)</b>
<b>Internet Service Provider</b>						
ISP Payment Reimbursement	2,442.16	2,442.16	6,500.00	6,500.00	7,202.60	-
<b>Total Internet Service Provider</b>	<b>2,442.16</b>	<b>2,442.16</b>	<b>6,500.00</b>	<b>6,500.00</b>	<b>7,202.60</b>	<b>-</b>
<b>Instructional</b>						
Other Curriculum	5.88	598.40	4,089.58	4,089.58	2,275.58	-
Summer School	-	935.00	935.00	935.00	1,359.13	-
<b>Total Instructional</b>	<b>5.88</b>	<b>1,533.40</b>	<b>5,024.58</b>	<b>5,024.58</b>	<b>3,634.71</b>	<b>-</b>
<b>Professional Services</b>						
Accounting Services/Audit	-	352.49	9,000.00	9,000.00	9,000.00	-
AERIES	-	1,547.78	1,547.78	1,547.78	1,800.00	-
Legal Services	93.03	430.76	2,310.52	2,310.52	2,310.52	-
Other School Contracted Services	2.56	445.53	1,359.15	1,359.15	1,359.15	-
Other School Expense	6.71	19.55	163.10	163.10	163.10	-
<b>Total Professional Services</b>	<b>102.30</b>	<b>2,796.11</b>	<b>14,380.55</b>	<b>14,380.55</b>	<b>14,632.77</b>	<b>-</b>
<b>Student Related</b>						
Graduation Expense	-	2,124.36	4,000.00	4,000.00	4,000.00	-
SPED Related Services	2,740.50	11,469.79	64,186.00	64,186.00	44,800.00	-
Student Activities	-	0.75	9,322.50	9,322.50	9,322.50	-
<b>Total Student Related</b>	<b>2,740.50</b>	<b>13,594.90</b>	<b>77,508.50</b>	<b>77,508.50</b>	<b>58,122.50</b>	<b>-</b>
<b>Taxes</b>						
Sales Tax And Use	384.34	6,472.44	11,121.49	11,731.19	12,178.27	609.69
<b>Total Taxes</b>	<b>384.34</b>	<b>6,472.44</b>	<b>11,121.49</b>	<b>11,731.19</b>	<b>12,178.27</b>	<b>609.69</b>
<b>Pending Allocation</b>						
Expenses Pending Allocation	-	-	-	-	-	-
<b>Total Pending Allocation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Other Expenses</b>	<b>9,219.49</b>	<b>56,920.46</b>	<b>218,539.55</b>	<b>217,766.64</b>	<b>219,810.73</b>	<b>(772.91)</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
<b>Forecasted Enrollment</b>						
Forecasted ADM			612	601	11	0
Forecasted Total Enrollment			807	863	(56)	(0)
Forecasted Funded Enrollment			506	506	-	-
<b>Revenue</b>						
State Funding	499,349.41	2,688,508.50	5,365,185.00	5,365,185.00	-	0.00%
Federal & Other Program Funding	-	54,982.00	289,925.00	289,925.00	-	0.00%
Local Aid	24,392.92	129,139.00	258,278.00	258,278.00	-	0.00%
Other Funding Sources	358.59	1,466.56	1,200.00	1,200.00	-	0.00%
<b>Total Revenue</b>	<b>524,100.92</b>	<b>2,874,096.06</b>	<b>5,914,588.00</b>	<b>5,914,588.00</b>	<b>-</b>	<b>0.00%</b>
<b>Program Expenses</b>						
<b>Compensation Expense</b>						
Administration Staff	33,875.86	227,415.64	392,114.39	391,938.87	(175.52)	-0.04%
Instructional Staff	201,726.57	1,032,334.71	2,327,466.06	2,263,724.24	(63,741.82)	-2.82%
<b>Total Compensation Expense</b>	<b>235,602.43</b>	<b>1,259,750.35</b>	<b>2,719,580.45</b>	<b>2,655,663.11</b>	<b>(63,917.34)</b>	<b>-2.35%</b>
<b>Fee Based Expenses</b>						
Enrollment/Unit Based Fees	98,952.83	1,118,688.72	2,010,065.69	2,088,875.59	78,809.90	3.92%
Revenue Based Fees	39,197.47	274,382.32	470,369.69	467,060.54	(3,309.14)	-0.70%
<b>Total Fee Based Expenses</b>	<b>138,150.30</b>	<b>1,393,071.04</b>	<b>2,480,435.38</b>	<b>2,555,936.13</b>	<b>75,500.75</b>	<b>3.04%</b>
<b>Other School Expenses</b>						
Assessment	-	(2,504.89)	47,285.47	47,285.47	-	0.00%
Authorizer Oversight	6,410.33	44,442.45	76,608.40	76,608.05	(0.35)	0.00%
Employee Related	(26.33)	(684.87)	27,513.20	27,513.20	-	0.00%
Facilities	3,936.35	28,616.13	77,552.15	77,552.19	0.04	0.00%
Governance	20.88	11,194.35	15,053.32	12,026.22	(3,027.10)	-20.11%
Internet Service Provider	9,750.86	9,750.86	59,486.00	59,486.00	-	0.00%
Instructional	20.47	8,577.83	17,872.00	17,872.00	-	0.00%
Professional Services	356.35	7,638.73	33,347.78	33,347.78	-	0.00%
Student Related	90,197.63	178,946.18	566,516.00	566,516.00	-	0.00%
Taxes	744.78	22,394.94	41,011.75	44,948.15	3,936.40	9.60%
Pending Allocation	-	-	-	-	-	0.00%
<b>Total Other School Expenses</b>	<b>111,411.32</b>	<b>308,371.71</b>	<b>962,246.07</b>	<b>963,155.06</b>	<b>908.99</b>	<b>0.09%</b>
<b>Adjustments and Credits</b>						
Discretionary Service Credit	-	-	(248,000.00)	(260,200.00)	12,200.00	4.92%
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>(248,000.00)</b>	<b>(260,200.00)</b>	<b>12,200.00</b>	<b>4.92%</b>
<b>Total Program Expenses</b>	<b>485,164.05</b>	<b>2,961,193.09</b>	<b>5,914,261.90</b>	<b>5,914,554.30</b>	<b>292.40</b>	<b>0.00%</b>
<b>Net Increase (Decrease)</b>	<b>38,936.87</b>	<b>(87,097.03)</b>	<b>326.10</b>	<b>33.70</b>	<b>292.40</b>	
<b>Beginning fund balance</b>	<b>(115,702.13)</b>	<b>10,331.78</b>	<b>10,331.78</b>			
<b>Ending fund balance</b>	<b>(76,765.25)</b>	<b>(76,765.25)</b>	<b>10,657.88</b>			

**California Connections Academy @ Central**  
**Balance Sheet**  
**January 31, 2021**

**ASSETS**

**Cash and Short Term Investments:**

Checking	\$	71,723.78
Savings		995,743.81

<b>Total Cash and Short Term Investments</b>	<b>1,067,467.59</b>
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**Other Current Assets:**

Pupil Funding	1,743,482.77
SPED Funding State	106,901.60
Other State Receivables	57,480.10
Federal Programs	31,030.00
Due from CalOPS Schools	(10,589.73)
Prepaid Expenses	8,290.18

<b>Total Other Current Assets</b>	<b>1,936,594.92</b>
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<b>Total Current Assets</b>	<b>3,004,062.51</b>
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**Other Assets:**

Utilities Deposit	100.00
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<b>Total Other Assets</b>	<b>100.00</b>
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<b>Total Assets</b>	<b>\$</b>	<b>3,004,162.51</b>
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**LIABILITIES**

**Current Liabilities:**

Due to (from) Pearson Online and Blended Learning	\$	1,304,649.79
CalOPS Payroll Liability		1,538,492.56
CalOPS Pass-Through Expense Liability		70,822.71
Accrued Expenses		39,573.40
Accounts Payable		127,389.29

<b>Total Current Liabilities</b>	<b>3,080,927.76</b>
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<b>Total Liabilities</b>	<b>3,080,927.76</b>
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**FUND BALANCE**

Beginning Fund Balance	10,331.78
Change in Fund Balance	(87,097.03)

<b>Ending Fund Balance</b>	<b>(76,765.25)</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>3,004,162.51</b>
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**California Connections Academy @ Central**  
**Schedule of Revenue**  
**For the Period Ended January 31, 2021**

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>Revenue</b>					
<b>State Funding</b>					
LCFF / General Purpose Block Grant - State	415,247.76	2,198,370.50	4,396,741.00	4,396,741.00	-
LCFF / General Purpose Block Grant - State EPA	43,273.03	229,092.50	458,185.00	458,185.00	-
Learning Loss Mitigation (State)	-	43,576.00	43,576.00	43,576.00	-
Star Testing Reimbursement	-	1,253.00	1,253.00	1,253.00	-
Lottery	9,513.20	50,364.00	100,728.00	100,728.00	-
Special Education Pass through funds - State	29,878.07	158,178.00	316,356.00	316,356.00	-
ERMHS	-	-	28,000.00	28,000.00	-
ERMHS - One Time Funds	-	-	5,062.00	5,062.00	-
Mandated Cost Reimbursement	1,437.35	7,609.50	15,219.00	15,219.00	-
Prior Year Revenue	-	65.00	65.00	65.00	-
<b>Total State Funding</b>	<b>499,349.41</b>	<b>2,688,508.50</b>	<b>5,365,185.00</b>	<b>5,365,185.00</b>	<b>-</b>
<b>Federal &amp; Other Programs Funding</b>					
Title I	-	-	118,909.00	118,909.00	-
Title II	-	-	18,313.00	18,313.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	63,271.00	63,271.00	-
Learning Loss Mitigation (Federal)	-	35,499.00	35,499.00	35,499.00	-
E-Rate	-	-	1,000.00	1,000.00	-
CARES	-	19,483.00	42,933.00	42,933.00	-
<b>Total Federal &amp; Other Programs Funding</b>	<b>-</b>	<b>54,982.00</b>	<b>289,925.00</b>	<b>289,925.00</b>	<b>-</b>
<b>Local Funding</b>					
LCFF / General Purpose Block Grant - Local	24,392.92	129,139.00	258,278.00	258,278.00	-
<b>Total Local Funding</b>	<b>24,392.92</b>	<b>129,139.00</b>	<b>258,278.00</b>	<b>258,278.00</b>	<b>-</b>
<b>Other Funding</b>					
Interest	358.59	1,466.56	1,200.00	1,200.00	-
<b>Total Other Funding</b>	<b>358.59</b>	<b>1,466.56</b>	<b>1,200.00</b>	<b>1,200.00</b>	<b>-</b>
<b>Total Revenue</b>	<b>524,100.92</b>	<b>2,874,096.06</b>	<b>5,914,588.00</b>	<b>5,914,588.00</b>	<b>-</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF FEES:</b>					
<b>Enrollment/Unit-Based Fees</b>					
Accounting and Regulatory Reporting	2,620.83	17,645.83	30,580.50	30,050.00	(530.50)
Community Outreach	2,083.33	14,583.33	25,000.00	25,000.00	-
Connexus Annual License (EMS)	31,450.00	211,750.00	366,966.00	360,600.00	(6,366.00)
Curriculum Postage	891.00	15,130.50	26,631.00	28,486.91	1,855.91
Direct Course Instruction Support	1,463.00	6,404.75	12,809.50	9,677.00	(3,132.50)
Educational Resource Center	6,604.50	44,467.50	77,062.86	75,726.00	(1,336.86)
Enrollment and Records Management	1,080.00	18,340.00	32,280.00	34,529.58	2,249.58
Facility Support Services	200.00	1,400.00	2,532.47	2,532.47	-
Hardware/Software - Employees	1,650.00	11,550.00	19,681.43	18,801.04	(880.38)
Human Resources Support	3,437.50	24,062.50	41,002.97	39,168.83	(1,834.14)
ISP Processing Fee	(6,043.48)	-	12,863.93	12,086.96	(776.97)
Special Populations Consultative Services	15,750.00	62,850.00	159,596.53	184,800.00	25,203.47
School Curriculum Supplies	1,208.33	8,458.33	14,414.77	13,768.18	(646.59)
Short-Term Sub Teaching Services	3,578.60	30,143.39	30,143.39	-	(30,143.38)
Student Technology Assistance- Laptops	(910.42)	132,489.58	235,175.00	272,000.00	36,825.00
Tangible/Intangible Instr. Materials	26,027.14	466,475.51	819,775.00	880,218.00	60,443.00
Technical Support and Repairs	7,862.50	52,937.50	91,741.50	90,150.00	(1,591.50)
Voice Over IP Services	-	-	11,808.86	11,280.62	(528.23)
<b>Total Enrollment/Unit Based Fees</b>	<b>98,952.83</b>	<b>1,118,688.72</b>	<b>2,010,065.69</b>	<b>2,088,875.59</b>	<b>78,809.89</b>
<b>Revenue-Based Fees</b>					
Marketing Services	4,611.46	32,280.27	55,337.61	54,948.30	(389.30)
School Administration	27,668.81	193,681.64	332,025.66	329,689.79	(2,335.87)
Treasury Services	6,917.20	48,420.41	83,006.42	82,422.45	(583.96)
<b>Total Revenue Based Fees</b>	<b>39,197.47</b>	<b>274,382.32</b>	<b>470,369.69</b>	<b>467,060.54</b>	<b>(3,309.14)</b>
<b>Total Fee-Based Expenses</b>	<b>138,150.30</b>	<b>1,393,071.04</b>	<b>2,480,435.38</b>	<b>2,555,936.13</b>	<b>75,500.75</b>
<b>SCHEDULE OF COMPENSATION:</b>					
<b>Administrative Compensation</b>					
Salaries	23,822.90	166,082.02	284,676.46	285,352.90	676.44
Benefits	5,836.61	40,690.10	69,745.74	69,911.47	165.73
Pension	2,670.33	13,938.30	25,190.65	23,639.46	(1,551.19)
Taxes	1,546.02	6,705.22	12,501.54	13,035.04	533.49
<b>Total Administrative Compensation</b>	<b>33,875.86</b>	<b>227,415.64</b>	<b>392,114.39</b>	<b>391,938.87</b>	<b>(175.53)</b>
<b>Instructional Compensation</b>					
Salaries	136,082.20	712,454.76	1,633,974.66	1,590,129.52	(43,845.14)
Benefits	33,340.14	174,551.43	400,323.80	389,581.75	(10,742.05)
Pension	25,948.51	131,316.74	260,725.42	253,873.76	(6,851.66)
Taxes	6,355.71	14,011.78	32,442.18	30,139.21	(2,302.96)
<b>Total Instructional Compensation</b>	<b>201,726.57</b>	<b>1,032,334.71</b>	<b>2,327,466.06</b>	<b>2,263,724.24</b>	<b>(63,741.81)</b>
<b>Total Compensation</b>	<b>235,602.43</b>	<b>1,259,750.35</b>	<b>2,719,580.45</b>	<b>2,655,663.11</b>	<b>(63,917.34)</b>
<b>SCHEDULE OF CREDITS AND ADJUSTMENTS</b>					
Discretionary Service Credit	-	-	(248,000.00)	(260,200.00)	12,200.00
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>(248,000.00)</b>	<b>(260,200.00)</b>	<b>12,200.00</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>					
<b>Assessment</b>					
Student Testing & Assessment Facilities & Services	-	(2,508.00)	19,000.00	19,000.00	-
Student Testing & Assessment Travel	-	3.11	23,285.47	23,285.47	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
<b>Total Assessment</b>	<b>-</b>	<b>(2,504.89)</b>	<b>47,285.47</b>	<b>47,285.47</b>	<b>-</b>
<b>Authorizer Oversight</b>					
District Oversight	4,257.94	29,842.35	51,132.04	51,132.04	-
SELPA One-Time Fee	207.14	1,449.98	2,600.00	2,600.00	-
SELPA Admin Fee	1,737.33	11,694.68	20,381.35	20,381.00	(0.35)
STRS Reporting	207.92	1,455.44	2,495.01	2,495.01	-
<b>Total Authorizer Oversight</b>	<b>6,410.33</b>	<b>44,442.45</b>	<b>76,608.40</b>	<b>76,608.05</b>	<b>(0.35)</b>
<b>Employee Related</b>					
Staff Recruiting/Background Checks	37.93	362.51	2,235.53	2,235.53	-
Staff Training/Prof. Dvlpmt	(64.83)	523.28	11,893.00	11,893.00	-
Team Building	-	-	2,655.04	2,655.04	-
Travel and Conferences - Teachers	-	-	4,083.27	4,083.27	-
Travel and Conferences - Administration	0.57	(1,570.66)	6,646.36	6,646.36	-
<b>Total Employee Related</b>	<b>(26.33)</b>	<b>(684.87)</b>	<b>27,513.20</b>	<b>27,513.20</b>	<b>-</b>
<b>Facilities</b>					
Copiers/ Reproduction	46.91	711.32	2,455.10	2,455.10	-
Equipment/Supplies	-	-	10,000.00	10,000.00	-
Expensed Furniture and Equipment	-	-	3,489.84	3,489.84	-
High-Speed Internet	160.62	1,564.44	5,128.00	5,128.00	-
Maintenance & Repairs	177.72	1,488.17	7,219.00	7,219.00	-
Office Postage	104.36	846.90	3,084.72	3,084.72	-
Office Rent	2,622.33	18,356.31	31,467.96	31,468.00	0.04
Office Supplies	216.32	578.76	3,515.59	3,515.59	-
Rent Operating Expense	289.71	2,015.06	3,370.44	3,370.44	-
Rent Storage Unit	-	619.43	1,500.00	1,500.00	-
Telephone	173.26	1,662.25	2,816.96	2,816.96	-
Utilities	145.12	773.49	3,504.54	3,504.54	-
<b>Total Facilities</b>	<b>3,936.35</b>	<b>28,616.13</b>	<b>77,552.15</b>	<b>77,552.19</b>	<b>0.04</b>
<b>Governance</b>					
Accreditation	-	2,140.00	2,140.00	1,070.00	(1,070.00)
Banking Fees	-	54.00	600.00	600.00	-
Board-Related Expenses	-	2.11	2,722.57	2,722.57	-
Dues - Staff	20.88	647.13	1,239.64	1,239.64	-
Dues - School	-	7,557.10	7,557.10	5,600.00	(1,957.10)
Insurance Expenses	-	794.01	794.01	794.01	-
<b>Total Governance</b>	<b>20.88</b>	<b>11,194.35</b>	<b>15,053.32</b>	<b>12,026.22</b>	<b>(3,027.10)</b>
<b>Internet Service Provider</b>					
ISP Payment Reimbursement	9,750.86	9,750.86	59,486.00	59,486.00	-
<b>Total Internet Service Provider</b>	<b>9,750.86</b>	<b>9,750.86</b>	<b>59,486.00</b>	<b>59,486.00</b>	<b>-</b>
<b>Instructional</b>					
Other Curriculum	20.47	1,702.83	10,997.00	10,997.00	-
Summer School	-	6,875.00	6,875.00	6,875.00	-
<b>Total Instructional</b>	<b>20.47</b>	<b>8,577.83</b>	<b>17,872.00</b>	<b>17,872.00</b>	<b>-</b>
<b>Professional Services</b>					
Accounting Services/Audit	-	1,029.89	9,000.00	9,000.00	-
AERIES	-	4,351.16	4,351.16	4,351.16	-
Legal Services	324.08	1,375.26	16,026.29	16,026.29	-
Other School Contracted Services	8.90	822.76	3,544.95	3,544.95	-
Other School Expense	23.37	59.66	425.38	425.38	-
<b>Total Professional Services</b>	<b>356.35</b>	<b>7,638.73</b>	<b>33,347.78</b>	<b>33,347.78</b>	<b>-</b>
<b>Student Related</b>					
Graduation Expense	-	83.57	5,800.00	5,800.00	-
SPED Related Services	90,197.63	179,195.50	548,266.00	548,266.00	-
Student Activities	-	(332.89)	12,450.00	12,450.00	-
<b>Total Student Related</b>	<b>90,197.63</b>	<b>178,946.18</b>	<b>566,516.00</b>	<b>566,516.00</b>	<b>-</b>
<b>Taxes</b>					
Sales Tax And Use	744.78	22,394.94	41,011.75	44,948.15	3,936.40
<b>Total Taxes</b>	<b>744.78</b>	<b>22,394.94</b>	<b>41,011.75</b>	<b>44,948.15</b>	<b>3,936.40</b>
<b>Pending Allocation</b>					
Expenses Pending Allocation	-	-	-	-	-
<b>Total Pending Allocation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Other Expenses</b>	<b>111,411.32</b>	<b>308,371.71</b>	<b>962,246.07</b>	<b>963,155.06</b>	<b>908.99</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
<b>Forecasted Enrollment</b>						
Forecasted ADM			80	71	9	0
Forecasted Total Enrollment			119	101	18	0
Forecasted Funded Enrollment			39	39	-	-
<b>Revenue</b>						
State Funding	12,259.01	51,576.00	101,439.00	101,439.00	-	-
Federal & Other Program Funding	2,528.00	2,528.00	7,498.00	7,498.00	-	-
Local Aid	28,376.78	150,230.00	300,460.00	300,460.00	-	-
Other Funding Sources	4,758.42	7,546.57	7,546.57	1,791.04	5,755.53	3.21
<b>Total Revenue</b>	<b>47,922.21</b>	<b>211,880.57</b>	<b>416,943.57</b>	<b>411,188.04</b>	<b>5,755.53</b>	<b>0.01</b>
<b>Program Expenses</b>						
<b>Compensation Expense</b>						
Administration Staff	9,720.54	65,255.96	112,515.58	112,465.22	(50.36)	-0.04%
Instructional Staff	25,036.75	145,740.79	301,393.26	323,576.70	22,183.44	6.86%
<b>Total Compensation Expense</b>	<b>34,757.28</b>	<b>210,996.75</b>	<b>413,908.85</b>	<b>436,041.92</b>	<b>22,133.07</b>	<b>5.35%</b>
<b>Fee Based Expenses</b>						
Enrollment/Unit Based Fees	22,765.17	136,699.70	257,410.02	237,177.61	(20,232.41)	-7.86%
Revenue Based Fees	2,692.92	18,850.45	32,315.05	32,317.11	2.06	0.01%
<b>Total Fee Based Expenses</b>	<b>25,458.09</b>	<b>155,550.15</b>	<b>289,725.06</b>	<b>269,494.71</b>	<b>(20,230.35)</b>	<b>-6.98%</b>
<b>Other School Expenses</b>						
Assessment	-	50.43	10,656.95	10,656.95	-	0.00%
Authorizer Oversight	450.99	3,147.42	5,402.31	5,402.31	-	0.00%
Employee Related	0.73	121.02	3,563.35	3,563.35	-	0.00%
Facilities	544.78	4,053.66	8,678.55	8,571.96	(106.59)	-1.23%
Governance	102.84	2,568.16	3,385.58	3,363.45	(22.13)	-0.65%
Internet Service Provider	789.60	789.60	2,999.85	2,999.85	-	0.00%
Instructional	2.55	234.81	984.02	984.02	-	0.00%
Professional Services	44.40	696.66	3,555.79	3,555.79	-	0.00%
Student Related	1,883.12	8,147.89	25,466.09	25,466.09	-	0.00%
Taxes	473.83	2,989.82	5,356.42	4,837.60	(518.82)	-9.69%
Pending Allocation	-	-	-	-	-	0.00%
<b>Total Other School Expenses</b>	<b>4,292.84</b>	<b>22,799.47</b>	<b>70,048.92</b>	<b>69,401.38</b>	<b>(647.54)</b>	<b>-0.92%</b>
<b>Adjustments and Credits</b>						
Discretionary Service Credit	-	-	(357,000.00)	(364,000.00)	7,000.00	0.00%
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>(357,000.00)</b>	<b>(364,000.00)</b>	<b>7,000.00</b>	<b>0.00%</b>
<b>Total Program Expenses</b>	<b>64,508.21</b>	<b>389,346.38</b>	<b>416,682.83</b>	<b>410,938.02</b>	<b>8,255.19</b>	<b>-1.40%</b>
<b>Net Increase (Decrease)</b>	<b>(16,586.00)</b>	<b>(177,465.81)</b>	<b>260.74</b>	<b>250.02</b>	<b>10.72</b>	
<b>Beginning fund balance</b>	<b>(150,671.57)</b>	<b>10,208.23</b>	<b>10,208.23</b>			
<b>Ending fund balance</b>	<b>(167,257.58)</b>	<b>(167,257.58)</b>	<b>10,468.97</b>			



**California Connections Academy Central Coast**  
**Balance Sheet**  
**January 31, 2021**

**ASSETS**

**Cash and Short Term Investments:**

Operating Account	\$	111,528.28
Holding Account		210,606.11
State Holding Account		423,469.55

<b>Total Cash and Short Term Investments</b>	<b>745,603.94</b>
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**Other Current Assets:**

Pupil Funding	27,952.99
SPED Funding State	2,922.48
Other State Receivables	590.27
Due from CalOPS Schools	(2,502.48)

<b>Total Other Current Assets</b>	<b>28,963.26</b>
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<b>Total Current Assets</b>	<b>774,567.20</b>
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<b>Total Assets</b>	<b>\$</b>	<b>774,567.20</b>
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**LIABILITIES**

**Current Liabilities:**

Due to (from) Pearson Online and Blended Learning	\$	307,734.26
CalOPS Payroll Liability		238,083.43
CalOPS Pass Through Expense Liability		8,972.46
Deferred Revenue		380,889.00
Accounts Payable		6,145.63

<b>Total Current Liabilities</b>	<b>941,824.78</b>
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<b>Total Liabilities</b>	<b>941,824.78</b>
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**FUND BALANCE**

Beginning Fund Balance	10,208.23
Change in Fund Balance	(177,465.81)

<b>Ending Fund Balance</b>	<b>(167,257.58)</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>774,567.20</b>
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**California Connections Academy Central Coast**  
**Schedule of Revenue**  
**For the Period Ended January 31, 2021**

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>Revenue</b>					
<b>State Funding</b>					
LCFF / General Purpose Block Grant - State	5,280.20	27,954.00	55,908.00	55,908.00	-
LCFF / General Purpose Block Grant - State EPA	735.91	3,896.00	7,792.00	7,792.00	-
Star Testing Reimbursement	-	-	-	-	-
Lottery	732.23	3,876.50	7,753.00	7,753.00	-
Learning Loss Mitigation (State)	3,103.00	3,103.00	3,103.00	3,103.00	-
Special Education Pass through funds - State	2,299.72	12,175.00	24,350.00	24,350.00	-
ERMHS	-	-	1,000.00	1,000.00	-
ERMHS - One Time Funds	-	-	390.00	390.00	-
Mandated Cost Reimbursement	107.95	571.50	1,143.00	1,143.00	-
Prior Year Revenue	-	-	-	-	-
<b>Total State Funding</b>	<b>12,259.01</b>	<b>51,576.00</b>	<b>101,439.00</b>	<b>101,439.00</b>	<b>-</b>
<b>Federal &amp; Other Programs Funding</b>					
Title I	-	-	-	-	-
Title II	-	-	-	-	-
Title IV	-	-	-	-	-
IDEA	-	-	4,870.00	4,870.00	-
Learning Loss Mitigation (Federal)	2,528.00	2,528.00	2,528.00	2,528.00	-
E-Rate	-	-	100.00	100.00	-
<b>Total Federal &amp; Other Programs Funding</b>	<b>2,528.00</b>	<b>2,528.00</b>	<b>7,498.00</b>	<b>7,498.00</b>	<b>-</b>
<b>Local Funding</b>					
LCFF / General Purpose Block Grant - Local	28,376.78	150,230.00	300,460.00	300,460.00	-
<b>Total Local Funding</b>	<b>28,376.78</b>	<b>150,230.00</b>	<b>300,460.00</b>	<b>300,460.00</b>	<b>-</b>
<b>Other Funding</b>					
Interest	4,758.42	7,546.57	7,546.57	1,791.04	5,755.53
Miscellaneous	-	-	-	-	-
<b>Total Other Funding</b>	<b>4,758.42</b>	<b>7,546.57</b>	<b>7,546.57</b>	<b>1,791.04</b>	<b>5,755.53</b>
<b>Total Revenue</b>	<b>47,922.21</b>	<b>211,880.57</b>	<b>416,943.57</b>	<b>411,188.04</b>	<b>5,755.53</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF FEES:</b>					
<b>Enrollment/Unit-Based Fees</b>					
Accounting and Regulatory Reporting	295.83	2,070.83	3,994.00	3,550.00	(444.00)
Connexus Annual License (EMS)	3,550.00	24,850.00	47,928.00	42,600.00	(5,328.00)
Curriculum Postage	393.25	2,059.75	3,927.00	3,338.78	(588.22)
Direct Course Instruction Support	156.75	624.25	1,248.50	420.70	(827.80)
Educational Resource Center	745.50	5,218.50	10,064.88	8,946.00	(1,118.88)
Enrollment and Records Management	476.67	2,496.67	4,760.00	4,047.00	(713.00)
Facility Support Services	25.00	175.00	350.65	350.65	-
Hardware/Software - Employees	200.00	1,400.00	2,365.56	2,603.22	237.66
Human Resources Support	416.67	2,916.67	4,928.24	5,423.38	495.13
ISP Processing Fee	105.21	736.46	1,262.50	1,262.50	-
Special Populations Consultative Services	750.00	3,000.00	7,350.00	14,746.80	7,396.80
School Curriculum Supplies	125.00	875.00	1,732.54	1,906.36	173.82
Short-Term Sub Teaching Services	445.91	3,971.82	3,971.82	-	(3,971.82)
Student Technology Assistance- Laptops	2,300.00	18,112.50	35,075.00	35,000.00	(75.00)
Tangible/Intangible Instr. Materials	11,891.88	61,979.75	115,050.00	100,770.30	(14,279.70)
Technical Support and Repairs	887.50	6,212.50	11,982.00	10,650.00	(1,332.00)
Voice Over IP Services	-	-	1,419.33	1,561.93	142.60
<b>Total Enrollment/Unit Based Fees</b>	<b>22,765.17</b>	<b>136,699.70</b>	<b>257,410.02</b>	<b>237,177.61</b>	<b>(20,232.41)</b>
<b>Revenue-Based Fees</b>					
Marketing Services	316.81	2,217.70	3,801.77	3,802.01	0.24
School Administration	1,900.89	13,306.20	22,810.62	22,812.07	1.45
Treasury Services	475.22	3,326.55	5,702.66	5,703.02	0.36
<b>Total Revenue Based Fees</b>	<b>2,692.92</b>	<b>18,850.45</b>	<b>32,315.05</b>	<b>32,317.11</b>	<b>2.06</b>
<b>Total Fee-Based Expenses</b>	<b>25,458.09</b>	<b>155,550.15</b>	<b>289,725.06</b>	<b>269,494.71</b>	<b>(20,230.35)</b>
<b>SCHEDULE OF COMPENSATION:</b>					
<b>Administrative Compensation</b>					
Salaries	6,835.88	47,656.54	81,686.72	81,880.82	194.10
Benefits	1,674.79	11,675.85	20,013.25	20,060.80	47.56
Pension	766.24	3,999.54	7,228.35	6,783.24	(445.11)
Taxes	443.62	1,924.04	3,587.27	3,740.35	153.08
<b>Total Administrative Compensation</b>	<b>9,720.54</b>	<b>65,255.96</b>	<b>112,515.58</b>	<b>112,465.22</b>	<b>(50.36)</b>
<b>Instructional Compensation</b>					
Salaries	16,876.67	101,634.48	212,394.08	228,185.97	15,791.89
Benefits	4,134.78	24,900.44	52,036.55	55,905.56	3,869.01
Pension	3,233.33	17,237.55	32,779.13	35,151.75	2,372.62
Taxes	791.96	1,968.31	4,183.50	4,333.42	149.91
<b>Total Instructional Compensation</b>	<b>25,036.75</b>	<b>145,740.79</b>	<b>301,393.26</b>	<b>323,576.70</b>	<b>22,183.44</b>
<b>Total Compensation</b>	<b>34,757.28</b>	<b>210,996.75</b>	<b>413,908.85</b>	<b>436,041.92</b>	<b>22,133.07</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>					
<b>Assessment</b>					
Student Testing & Assessment Facilities & Services	-	50.00	3,326.42	3,326.42	-
Student Testing & Assessment Travel	-	0.43	2,330.53	2,330.53	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
<b>Total Assessment</b>	<b>-</b>	<b>50.43</b>	<b>10,656.95</b>	<b>10,656.95</b>	<b>-</b>
<b>Authorizer Oversight</b>					
District Oversight	302.77	2,127.77	3,641.60	3,641.60	-
SELPA Admin Fee	127.41	873.98	1,511.00	1,511.00	-
STRS Reporting	20.81	145.67	249.71	249.71	-
<b>Total Authorizer Oversight</b>	<b>450.99</b>	<b>3,147.42</b>	<b>5,402.31</b>	<b>5,402.31</b>	<b>-</b>
<b>Employee Related</b>					
Staff Recruiting/Background Checks	4.73	48.02	223.74	223.74	-
Staff Training/Prof. Dvlpmnt	(4.07)	72.86	2,000.00	2,000.00	-
Team Building	-	-	265.73	265.73	-
Travel and Conferences - Teachers	-	-	408.68	408.68	-
Travel and Conferences - Administration	0.07	0.14	665.20	665.20	-
<b>Total Employee Related</b>	<b>0.73</b>	<b>121.02</b>	<b>3,563.35</b>	<b>3,563.35</b>	<b>-</b>
<b>Facilities</b>					
Copiers/ Reproduction	5.85	93.42	245.72	245.72	-
Expensed Furniture and Equipment	-	-	349.28	349.28	-
High-Speed Internet	20.01	201.57	813.08	813.08	-
Maintenance & Repairs	24.61	206.07	922.30	922.30	-
Office Postage	22.48	164.70	308.73	308.73	-
Office Rent	363.09	2,541.63	4,357.08	4,356.99	(0.09)
Office Supplies	26.95	153.62	351.86	351.86	-
Rent Operating Expense	40.11	278.99	479.54	478.55	(0.99)
Rent Storage Unit	-	85.77	112.76	112.76	-
Telephone	21.59	220.80	387.45	281.94	(105.51)
Utilities	20.09	107.09	350.75	350.75	-
<b>Total Facilities</b>	<b>544.78</b>	<b>4,053.66</b>	<b>8,678.55</b>	<b>8,571.96</b>	<b>(106.59)</b>
<b>Governance</b>					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	100.24	716.51	1,223.15	1,223.15	-
Board-Related Expenses	-	0.29	272.49	272.49	-
Dues - Staff	2.60	85.49	124.07	124.07	-
Dues - School	-	585.93	585.93	563.80	(22.13)
Insurance Expenses	-	109.94	109.94	109.94	-
<b>Total Governance</b>	<b>102.84</b>	<b>2,568.16</b>	<b>3,385.58</b>	<b>3,363.45</b>	<b>(22.13)</b>
<b>Internet Service Provider</b>					
ISP Payment Reimbursement	789.60	789.60	2,999.85	2,999.85	-
<b>Total Internet Service Provider</b>	<b>789.60</b>	<b>789.60</b>	<b>2,999.85</b>	<b>2,999.85</b>	<b>-</b>
<b>Instructional</b>					
Other Curriculum	2.55	234.81	984.02	984.02	-
Summer School	-	-	-	-	-
<b>Total Instructional</b>	<b>2.55</b>	<b>234.81</b>	<b>984.02</b>	<b>984.02</b>	<b>-</b>
<b>Professional Services</b>					
Accounting Services/Audit	-	139.36	2,255.20	2,255.20	-
AERIES	-	300.08	300.08	300.08	-
Legal Services	40.38	177.70	603.14	603.14	-
Other School Contracted Services	1.11	71.58	354.80	354.80	-
Other School Expense	2.91	7.94	42.57	42.57	-
<b>Total Professional Services</b>	<b>44.40</b>	<b>696.66</b>	<b>3,555.79</b>	<b>3,555.79</b>	<b>-</b>
<b>Student Related</b>					
Graduation Expense	-	11.57	4,000.00	4,000.00	-
SPED Related Services	1,883.12	8,136.03	12,966.09	12,966.09	-
Student Activities	-	0.29	8,500.00	8,500.00	-
<b>Total Student Related</b>	<b>1,883.12</b>	<b>8,147.89</b>	<b>25,466.09</b>	<b>25,466.09</b>	<b>-</b>
<b>Taxes</b>					
Sales Tax And Use	473.83	2,989.82	5,356.42	4,837.60	(518.82)
<b>Total Taxes</b>	<b>473.83</b>	<b>2,989.82</b>	<b>5,356.42</b>	<b>4,837.60</b>	<b>(518.82)</b>
<b>Pending Allocation</b>					
Expenses Pending Allocation	-	-	-	-	-
<b>Total Pending Allocation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Other Expenses</b>	<b>4,292.84</b>	<b>22,799.47</b>	<b>70,048.92</b>	<b>69,401.38</b>	<b>(647.54)</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget \$	Forecast vs Budget %
<b><u>Forecasted Enrollment</u></b>						
Forecasted ADM			406	385	21	0
Forecasted Total Enrollment			521	546	(25)	(0)
Forecasted Funded Enrollment			260	260	-	-
<b><u>Revenue</u></b>						
State Funding	123,279.56	652,656.50	1,342,736.00	1,342,736.00	-	-
Federal & Other Program Funding	-	-	49,927.00	49,927.00	-	-
Local Aid	128,501.77	680,303.50	1,360,607.00	1,360,607.00	-	-
Other Funding Sources	212.06	432.05	500.00	500.00	-	-
<b>Total Revenue</b>	<b>251,993.39</b>	<b>1,333,392.05</b>	<b>2,753,770.00</b>	<b>2,753,770.00</b>	<b>-</b>	<b>-</b>
<b><u>Program Expenses</u></b>						
<b>Compensation Expense</b>						
Administration Staff	19,482.79	130,792.00	225,514.06	225,413.12	(100.95)	-0.04%
Instructional Staff	130,135.91	705,323.58	1,552,140.24	1,530,065.80	(22,074.44)	-1.44%
<b>Total Compensation Expense</b>	<b>149,618.70</b>	<b>836,115.58</b>	<b>1,777,654.30</b>	<b>1,755,478.92</b>	<b>(22,175.38)</b>	<b>-1.25%</b>
<b>Fee Based Expenses</b>						
Enrollment/Unit Based Fees	38,570.32	657,250.82	1,227,133.26	1,244,745.77	17,612.51	1.44%
Revenue Based Fees	18,005.17	126,036.19	216,062.01	216,236.22	174.21	0.08%
<b>Total Fee Based Expenses</b>	<b>56,575.49</b>	<b>783,287.01</b>	<b>1,443,195.27</b>	<b>1,460,981.99</b>	<b>17,786.72</b>	<b>1.23%</b>
<b>Other School Expenses</b>						
Assessment	-	2.06	43,985.48	43,985.48	-	0.00%
Authorizer Oversight	3,919.39	27,337.73	46,934.72	46,934.72	-	0.00%
Employee Related	(6.40)	588.92	18,893.37	18,893.37	-	0.00%
Facilities	2,620.16	19,487.07	49,907.35	49,907.35	-	0.00%
Governance	127.04	6,684.08	11,410.56	10,925.00	(485.56)	-4.26%
Internet Service Provider	4,518.53	4,518.53	15,983.76	15,983.76	-	0.00%
Instructional	13.21	2,390.23	8,761.06	8,761.06	-	0.00%
Professional Services	229.89	4,116.59	19,399.44	19,399.44	-	0.00%
Student Related	37,088.44	74,559.33	124,794.19	124,794.19	-	0.00%
Taxes	(177.69)	12,775.80	22,479.93	24,524.31	2,044.38	9.09%
Pending Allocation	-	-	-	-	-	0.00%
<b>Total Other School Expenses</b>	<b>48,332.57</b>	<b>152,460.34</b>	<b>362,549.86</b>	<b>364,108.68</b>	<b>1,558.82</b>	<b>0.43%</b>
<b>Adjustments and Credits</b>						
Discretionary Service Credit	-	(28,916.67)	(830,000.00)	(827,000.00)	(3,000.00)	0.00%
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>(28,916.67)</b>	<b>(830,000.00)</b>	<b>(827,000.00)</b>	<b>(3,000.00)</b>	<b>0.00%</b>
<b>Total Program Expenses</b>	<b>254,526.76</b>	<b>1,742,946.26</b>	<b>2,753,399.44</b>	<b>2,753,569.59</b>	<b>(5,829.85)</b>	<b>0.01%</b>
<b>Net Increase (Decrease)</b>	<b>(2,533.37)</b>	<b>(409,554.21)</b>	<b>370.56</b>	<b>200.41</b>	<b>170.15</b>	
<b>Beginning fund balance</b>	<b>(396,963.25)</b>	<b>10,057.59</b>	<b>10,057.59</b>			
<b>Ending fund balance</b>	<b>(399,496.62)</b>	<b>(399,496.62)</b>	<b>10,428.15</b>			

**California Connections Academy Monterey Bay**  
**Balance Sheet**  
**January 31, 2021**

**ASSETS**

**Cash and Short Term Investments:**

Operating Account	\$	76,352.32
Holding		666,681.53

<b>Total Cash and Short Term Investments</b>	<b>743,033.85</b>
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**Other Current Assets:**

Pupil Funding	675,363.58
SPED Funding State	15,678.40
Other State Receivables	3,934.72
Due from CalOPS Schools	(40,735.88)

<b>Total Other Current Assets</b>	<b>654,240.82</b>
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<b>Total Current Assets</b>	<b>1,397,274.67</b>
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<b>Total Assets</b>	<b>\$</b>	<b>1,397,274.67</b>
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**LIABILITIES**

**Current Liabilities:**

Due to (from) Pearson Online and Blended Learning	\$	748,765.79
CalOPS Payroll Liability		983,592.48
CalOPS Pass Through Expense Liability		43,956.56
Accounts Payable		20,456.47

<b>Total Current Liabilities</b>	<b>1,796,771.29</b>
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<b>Total Liabilities</b>	<b>1,796,771.29</b>
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**FUND BALANCE**

Beginning Fund Balance	10,057.59
Change in Fund Balance	(409,554.21)

<b>Ending Fund Balance</b>	<b>(399,496.62)</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>1,397,274.67</b>
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**California Connections Academy Monterey Bay**  
**Schedule of Revenue**  
**For the Period Ended January 31, 2021**

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
<b>Revenue</b>					
<b>State Funding</b>					
LCFF / General Purpose Block Grant - State	97,386.01	515,573.00	1,031,146.00	1,031,146.00	-
LCFF / General Purpose Block Grant - State EPA	4,905.26	25,969.00	51,938.00	51,938.00	-
Learning Loss Mitigation (State)	-	-	20,826.00	20,826.00	-
Star Testing Reimbursement	-	-	-	-	-
Lottery	4,880.70	25,839.00	51,678.00	51,678.00	-
Special Education Pass through funds - State	15,328.90	81,153.00	162,306.00	162,306.00	-
ERMHS	-	-	14,000.00	14,000.00	-
ERMHS - One Time Funds	-	-	2,597.00	2,597.00	-
Mandated Cost Reimbursement	778.69	4,122.50	8,245.00	8,245.00	-
<b>Total State Funding</b>	<b>123,279.56</b>	<b>652,656.50</b>	<b>1,342,736.00</b>	<b>1,342,736.00</b>	<b>-</b>
<b>Federal &amp; Other Programs Funding</b>					
Title I	-	-	-	-	-
Title II	-	-	-	-	-
Title IV	-	-	-	-	-
IDEA	-	-	32,461.00	32,461.00	-
Learning Loss Mitigation (Federal)	-	-	16,966.00	16,966.00	-
E-Rate	-	-	500.00	500.00	-
<b>Total Federal &amp; Other Programs Funding</b>	<b>-</b>	<b>-</b>	<b>49,927.00</b>	<b>49,927.00</b>	<b>-</b>
<b>Local Funding</b>					
LCFF / General Purpose Block Grant - Local	128,501.77	680,303.50	1,360,607.00	1,360,607.00	-
<b>Total Local Funding</b>	<b>128,501.77</b>	<b>680,303.50</b>	<b>1,360,607.00</b>	<b>1,360,607.00</b>	<b>-</b>
<b>Other Funding</b>					
Interest	212.06	432.05	500.00	500.00	-
<b>Total Other Funding</b>	<b>212.06</b>	<b>432.05</b>	<b>500.00</b>	<b>500.00</b>	<b>-</b>
<b>Total Revenue</b>	<b>251,993.39</b>	<b>1,333,392.05</b>	<b>2,753,770.00</b>	<b>2,753,770.00</b>	<b>-</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
<b>SCHEDULE OF FEES:</b>					
<b>Enrollment/Unit-Based Fees</b>					
Accounting and Regulatory Reporting	1,545.83	11,170.83	20,301.00	19,250.00	(1,051.00)
Connexus Annual License (EMS)	18,550.00	134,050.00	243,612.00	231,000.00	(12,612.00)
Curriculum Postage	173.25	9,182.25	17,193.00	18,029.39	836.39
Direct Course Instruction Support	1,410.75	6,184.75	12,369.50	10,518.75	(1,850.75)
Educational Resource Center	3,895.50	28,150.50	51,158.52	48,510.00	(2,648.52)
Enrollment and Records Management	210.00	11,130.01	20,840.00	21,853.80	1,013.80
Facility Support Services	150.00	1,050.00	1,675.32	1,675.32	-
Hardware/Software - Employees	1,050.00	7,350.00	12,868.62	12,437.61	(431.01)
Human Resources Support	2,187.50	15,312.50	26,809.63	25,911.69	(897.95)
ISP Processing Fee	(3,514.46)	(0.01)	5,961.12	7,028.92	1,067.80
School Curriculum Supplies	750.00	5,250.00	9,425.04	9,108.18	(316.86)
Short-Term Sub Teaching Services	2,308.59	19,645.33	19,645.33	-	(19,645.33)
Special Populations Consultative Services	5,400.00	20,850.00	56,850.00	53,700.00	(3,150.00)
Student Technology Assistance- Laptops	(5,702.08)	68,760.43	129,950.00	160,000.00	30,050.00
Tangible/Intangible Instr. Materials	5,517.94	285,651.73	529,850.00	560,509.56	30,659.56
Technical Support and Repairs	4,637.50	33,512.50	60,903.00	57,750.00	(3,153.00)
Voice Over IP Services	-	-	7,721.17	7,462.57	(258.61)
<b>Total Enrollment/Unit Based Fees</b>	<b>38,570.32</b>	<b>657,250.82</b>	<b>1,227,133.26</b>	<b>1,244,745.77</b>	<b>17,612.51</b>
<b>Revenue-Based Fees</b>					
Marketing Services	2,118.26	14,827.78	25,419.06	25,439.56	20.50
School Administration	12,709.53	88,966.72	152,514.36	152,637.33	122.97
Treasury Services	3,177.38	22,241.69	38,128.59	38,159.33	30.74
<b>Total Revenue Based Fees</b>	<b>18,005.17</b>	<b>126,036.19</b>	<b>216,062.01</b>	<b>216,236.22</b>	<b>174.21</b>
<b>Total Fee-Based Expenses</b>	<b>56,575.49</b>	<b>783,287.01</b>	<b>1,443,195.27</b>	<b>1,460,981.99</b>	<b>17,786.72</b>
<b>SCHEDULE OF COMPENSATION:</b>					
<b>Administrative Compensation</b>					
Salaries	13,701.10	95,517.61	163,724.02	164,113.06	389.04
Benefits	3,356.77	23,401.82	40,112.39	40,207.70	95.32
Pension	1,535.77	8,016.24	14,487.73	13,595.60	(892.12)
Taxes	889.15	3,856.33	7,189.93	7,496.75	306.82
<b>Total Administrative Compensation</b>	<b>19,482.79</b>	<b>130,792.00</b>	<b>225,514.06</b>	<b>225,413.12</b>	<b>(100.95)</b>
<b>Instructional Compensation</b>					
Salaries	87,788.04	490,092.47	1,092,624.71	1,077,643.41	(14,981.30)
Benefits	21,508.07	120,072.66	267,693.06	264,022.64	(3,670.42)
Pension	16,739.66	85,546.98	170,160.35	167,947.26	(2,213.09)
Taxes	4,100.14	9,611.47	21,662.12	20,452.49	(1,209.63)
<b>Total Instructional Compensation</b>	<b>130,135.91</b>	<b>705,323.58</b>	<b>1,552,140.24</b>	<b>1,530,065.80</b>	<b>(22,074.44)</b>
<b>Total Compensation</b>	<b>149,618.70</b>	<b>836,115.58</b>	<b>1,777,654.30</b>	<b>1,755,478.92</b>	<b>(22,175.38)</b>
<b>SCHEDULE OF CREDITS AND ADJUSTMENTS</b>					
Discretionary Service Credit	-	(28,916.67)	(830,000.00)	(827,000.00)	(3,000.00)
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>(28,916.67)</b>	<b>(830,000.00)</b>	<b>(827,000.00)</b>	<b>(3,000.00)</b>



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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/20	Forecast vs Budget
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>					
<b>Assessment</b>					
Student Testing & Assessment Facilities & Services	-	-	19,765.00	19,765.00	-
Student Testing & Assessment Travel	-	2.06	19,220.48	19,220.48	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
<b>Total Assessment</b>	<b>-</b>	<b>2.06</b>	<b>43,985.48</b>	<b>43,985.48</b>	<b>-</b>
<b>Authorizer Oversight</b>					
District Administrative Fees	833.33	5,833.31	10,000.00	10,000.00	-
District Oversight	2,025.13	14,311.25	24,436.91	24,436.91	-
STRS Reporting	171.62	1,201.34	2,059.46	2,059.46	-
SELPA Admin Fee	889.31	5,991.83	10,438.35	10,438.35	-
<b>Total Authorizer Oversight</b>	<b>3,919.39</b>	<b>27,337.73</b>	<b>46,934.72</b>	<b>46,934.72</b>	<b>-</b>
<b>Employee Related</b>					
Staff Recruiting/Background Checks	24.47	236.82	1,845.27	1,845.27	-
Staff Training/Prof. Dvlpmnt	(31.24)	351.37	6,000.00	6,000.00	-
Team Building	-	-	2,191.55	2,191.55	-
Travel and Conferences - Teachers	-	0.36	3,370.45	3,370.45	-
Travel and Conferences - Administration	0.37	0.37	5,486.10	5,486.10	-
<b>Total Employee Related</b>	<b>(6.40)</b>	<b>588.92</b>	<b>18,893.37</b>	<b>18,893.37</b>	<b>-</b>
<b>Facilities</b>					
Copiers/ Reproduction	30.26	462.42	2,026.51	2,026.51	-
Expensed Furniture and Equipment	-	-	2,880.62	2,880.62	-
High-Speed Internet	103.62	1,013.87	4,082.08	4,082.08	-
Maintenance & Repairs	117.57	984.50	5,982.80	5,982.80	-
Office Postage	94.96	780.18	2,546.21	2,546.21	-
Office Rent	1,734.77	12,143.39	20,817.24	20,817.24	-
Office Supplies	139.55	764.93	2,901.87	2,901.87	-
Rent Operating Expense	191.66	1,333.07	2,782.06	2,782.06	-
Rent Storage Unit	-	409.78	670.00	670.00	-
Telephone	111.77	1,083.24	2,325.20	2,325.20	-
Utilities	96.00	511.69	2,892.75	2,892.75	-
<b>Total Facilities</b>	<b>2,620.16</b>	<b>19,487.07</b>	<b>49,907.35</b>	<b>49,907.35</b>	<b>-</b>
<b>Governance</b>					
Accreditation	-	1,070.00	2,345.00	2,345.00	-
Banking Fees	113.57	841.82	1,434.20	1,434.20	-
Board-Related Expenses	-	1.40	2,247.29	2,247.29	-
Dues - Staff	13.47	410.03	1,023.24	1,023.24	-
Dues - School	-	3,835.56	3,835.56	3,350.00	(485.56)
Insurance Expenses	-	525.27	525.27	525.27	-
<b>Total Governance</b>	<b>127.04</b>	<b>6,684.08</b>	<b>11,410.56</b>	<b>10,925.00</b>	<b>(485.56)</b>
<b>Internet Service Provider</b>					
ISP Payment Reimbursement	4,518.53	4,518.53	15,983.76	15,983.76	-
<b>Total Internet Service Provider</b>	<b>4,518.53</b>	<b>4,518.53</b>	<b>15,983.76</b>	<b>15,983.76</b>	<b>-</b>
<b>Instructional</b>					
Other Curriculum	13.21	1,125.23	7,496.06	7,496.06	-
Summer School	-	1,265.00	1,265.00	1,265.00	-
<b>Total Instructional</b>	<b>13.21</b>	<b>2,390.23</b>	<b>8,761.06</b>	<b>8,761.06</b>	<b>-</b>
<b>Professional Services</b>					
Accounting Services/Audit	-	677.13	9,000.00	9,000.00	-
AERIS	-	2,147.94	2,147.94	2,147.94	-
Legal Services	209.07	893.19	4,974.27	4,974.27	-
Other School Contracted Services	5.74	359.24	2,926.10	2,926.10	-
Other School Expense	15.08	39.09	351.13	351.13	-
<b>Total Professional Services</b>	<b>229.89</b>	<b>4,116.59</b>	<b>19,399.44</b>	<b>19,399.44</b>	<b>-</b>
<b>Student Related</b>					
Graduation Expense	-	55.29	8,710.00	8,710.00	-
SPED Related Services	37,088.44	74,502.65	110,459.19	110,459.19	-
Student Activities	-	1.39	5,625.00	5,625.00	-
<b>Total Student Related</b>	<b>37,088.44</b>	<b>74,559.33</b>	<b>124,794.19</b>	<b>124,794.19</b>	<b>-</b>
<b>Taxes</b>					
Sales Tax And Use	(177.69)	12,775.80	22,479.93	24,524.31	2,044.38
<b>Total Taxes</b>	<b>(177.69)</b>	<b>12,775.80</b>	<b>22,479.93</b>	<b>24,524.31</b>	<b>2,044.38</b>
<b>Pending Allocation</b>					
Expenses Pending Allocation	-	-	-	-	-
<b>Total Pending Allocation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Other Expenses</b>	<b>48,332.57</b>	<b>152,460.34</b>	<b>362,549.86</b>	<b>364,108.68</b>	<b>1,558.82</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
<b>Forecasted Enrollment</b>						
Forecasted ADM			1,443	1,369	74	0
Forecasted Total Enrollment			1,904	1,969	(65)	(0)
Forecasted Funded Enrollment			1,204	1,204	-	-
<b>Revenue</b>						
State Funding	1,042,356.60	5,618,102.50	11,205,505.00	11,205,505.00	-	-
Federal & Other Program Funding	53,277.00	173,799.00	550,482.00	550,482.00	-	-
Local Aid	160,477.54	849,587.00	1,699,174.00	1,699,174.00	-	-
Other Funding Sources	-	3,859.00	8,000.00	8,000.00	-	-
<b>Total Revenue</b>	<b>1,256,111.14</b>	<b>6,645,347.50</b>	<b>13,463,161.00</b>	<b>13,463,161.00</b>	<b>-</b>	<b>-</b>
<b>Program Expenses</b>						
<b>Compensation Expense</b>						
Administration Staff	80,893.22	543,052.85	936,342.12	935,923.00	(419.12)	-0.04%
Instructional Staff	462,634.74	2,480,162.30	5,495,908.86	5,623,763.56	127,854.70	2.27%
<b>Total Compensation Expense</b>	<b>543,527.97</b>	<b>3,023,215.16</b>	<b>6,432,250.98</b>	<b>6,559,686.56</b>	<b>127,435.58</b>	<b>1.98%</b>
<b>Fee Based Expenses</b>						
Enrollment/Unit Based Fees	229,699.95	2,551,920.83	4,673,410.10	4,685,847.98	12,437.88	0.27%
Revenue Based Fees	88,908.85	622,361.96	1,066,906.23	1,064,524.47	(2,381.76)	-0.22%
<b>Total Fee Based Expenses</b>	<b>318,608.80</b>	<b>3,174,282.79</b>	<b>5,740,316.33</b>	<b>5,750,372.45</b>	<b>10,056.12</b>	<b>0.18%</b>
<b>Other School Expenses</b>						
Assessment	-	(910.82)	171,136.09	171,136.09	-	0.00%
Authorizer Oversight	15,845.04	110,213.42	189,438.59	189,438.58	(0.01)	0.00%
Employee Related	(65.98)	(2,825.32)	77,014.86	77,014.86	-	0.00%
Facilities	9,564.15	72,908.49	192,858.54	192,858.54	-	0.00%
Governance	297.16	11,052.14	29,015.84	29,015.84	-	0.00%
Internet Service Provider	21,575.29	21,575.29	80,164.00	80,164.00	-	0.00%
Instructional	46.96	6,794.08	32,071.00	32,071.00	-	0.00%
Professional Services	817.26	16,811.83	48,430.00	48,430.00	-	0.00%
Student Related	49,800.18	230,483.45	877,134.00	877,134.00	-	0.00%
Taxes	1,400.92	50,597.58	87,681.01	93,651.32	5,970.31	6.81%
Pending Allocation	-	-	-	-	-	0.00%
<b>Total Other School Expenses</b>	<b>99,280.98</b>	<b>516,700.14</b>	<b>1,784,943.93</b>	<b>1,790,914.23</b>	<b>5,970.30</b>	<b>0.33%</b>
<b>Adjustments and Credits</b>						
Discretionary Service Credit	-	-	(494,500.00)	(638,000.00)	143,500.00	0.00%
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>(494,500.00)</b>	<b>(638,000.00)</b>	<b>143,500.00</b>	<b>0.00%</b>
<b>Total Program Expenses</b>	<b>961,417.74</b>	<b>6,714,198.09</b>	<b>13,463,011.25</b>	<b>13,462,973.24</b>	<b>(38.00)</b>	<b>0.00%</b>
<b>Net Increase (Decrease)</b>	<b>294,693.40</b>	<b>(68,850.59)</b>	<b>149.75</b>	<b>187.76</b>	<b>38.00</b>	
<b>Beginning fund balance</b>	<b>(353,225.69)</b>	<b>10,318.29</b>	<b>10,318.29</b>			
<b>Ending fund balance</b>	<b>(58,532.30)</b>	<b>(58,532.30)</b>	<b>10,468.05</b>			

**California Connections Academy @ Ripon**  
**Balance Sheet**  
**January 31, 2021**

**ASSETS**

**Cash and Short Term Investments:**

Operating	46,634.15
Holding	4,214,467.41
Petty Cash	250.85

<b>Total Cash and Short Term Investments</b>	<b>4,261,352.41</b>
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**Other Current Assets:**

Pupil Funding	2,891,043.51
SPED Funding State	261,472.80
Other State Receivables	(80,664.40)
Federal Programs	(26,267.00)
Due from CalOPS Schools	(19,578.40)
Prepaid Expenses	19,916.45

<b>Total Other Current Assets</b>	<b>3,045,922.96</b>
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<b>Total Current Assets</b>	<b>7,307,275.37</b>
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<b>Total Assets</b>	<b>\$</b>	<b>7,307,275.37</b>
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**LIABILITIES**

**Current Liabilities:**

Due to (from) Pearson Online and Blended Learning	\$	3,156,969.69
CalOPS Payroll Liability		3,650,866.24
CalOPS Pass Through Expense Liability		166,134.45
Deferred Revenue		73,925.75
Accounts Payable		317,911.53

<b>Total Current Liabilities</b>	<b>7,365,807.66</b>
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<b>Total Liabilities</b>	<b>7,365,807.66</b>
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**FUND BALANCE**

Beginning Fund Balance	10,318.29
Change in Fund Balance	(68,850.59)

<b>Ending Fund Balance</b>	<b>(58,532.30)</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>7,307,275.37</b>
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**California Connections Academy @ Ripon**  
**Schedule of Revenue**  
**For the Period Ended January 31, 2021**

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>Revenue</b>					
<b>State Funding</b>					
LCFF / General Purpose Block Grant - State	842,588.47	4,460,762.50	8,921,525.00	8,921,525.00	-
LCFF / General Purpose Block Grant - State EPA	102,296.74	541,571.00	1,083,142.00	1,083,142.00	-
Learning Loss Mitigation (State)	-	99,744.00	99,744.00	99,744.00	-
Lottery	22,636.63	119,841.00	239,682.00	239,682.00	-
ERMHS	-	-	57,000.00	57,000.00	-
ERMHS - One Time Funds	-	-	12,044.00	12,044.00	-
Special Education Pass through funds - State	71,094.85	376,384.50	752,769.00	752,769.00	-
Mandated Cost Reimbursement	3,739.91	19,799.50	39,599.00	39,599.00	-
<b>Total State Funding</b>	<b>1,042,356.60</b>	<b>5,618,102.50</b>	<b>11,205,505.00</b>	<b>11,205,505.00</b>	<b>-</b>
<b>Federal &amp; Other Programs Funding</b>					
Title I	46,621.00	46,621.00	187,540.00	187,540.00	-
Title II	-	-	32,208.00	32,208.00	-
Title IV	6,656.00	6,656.00	14,058.00	14,058.00	-
IDEA	-	-	150,554.00	150,554.00	-
Learning Loss Mitigation (Federal)	-	81,255.00	81,255.00	81,255.00	-
E-Rate	-	-	2,800.00	2,800.00	-
CARES Funding	-	39,267.00	82,067.00	82,067.00	-
<b>Total Federal &amp; Other Programs Funding</b>	<b>53,277.00</b>	<b>173,799.00</b>	<b>550,482.00</b>	<b>550,482.00</b>	<b>-</b>
<b>Local Funding</b>					
LCFF / General Purpose Block Grant - Local	160,477.54	849,587.00	1,699,174.00	1,699,174.00	-
<b>Total Local Funding</b>	<b>160,477.54</b>	<b>849,587.00</b>	<b>1,699,174.00</b>	<b>1,699,174.00</b>	<b>-</b>
<b>Other Funding</b>					
Interest	-	3,859.00	8,000.00	8,000.00	-
<b>Total Other Funding</b>	<b>-</b>	<b>3,859.00</b>	<b>8,000.00</b>	<b>8,000.00</b>	<b>-</b>
<b>Total Revenue</b>	<b>1,256,111.14</b>	<b>6,645,347.50</b>	<b>13,463,161.00</b>	<b>13,463,161.00</b>	<b>-</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF FEES:</b>					
<b>Enrollment/Unit-Based Fees</b>					
Accounting and Regulatory Reporting	5,675.00	39,900.01	72,129.00	68,450.00	(3,679.00)
Community Outreach	4,166.67	29,166.68	50,000.00	50,000.00	-
Connexus Annual License (EMS)	68,100.00	478,800.00	865,548.00	821,400.00	(44,148.00)
Curriculum Postage	2,004.75	34,476.75	62,832.00	64,975.79	2,143.79
Direct Course Instruction Support	5,747.50	24,345.75	41,348.57	41,348.57	-
Educational Resource Center	14,301.00	100,548.00	181,765.08	172,494.00	(9,271.08)
Enrollment and Records Management	2,430.00	41,790.00	76,160.00	78,758.53	2,598.53
Facility Support Services	525.00	3,675.00	6,233.77	6,233.77	-
Hardware/Software - Employees	4,050.00	26,250.00	45,828.71	46,279.48	450.77
Human Resources Support	8,437.50	54,687.49	95,476.47	96,415.58	939.11
ISP Processing Fee	2,655.54	18,588.80	28,463.44	31,866.51	3,403.06
Special Populations Consultative Services	29,100.00	118,500.00	294,150.00	278,232.00	(15,918.00)
School Curriculum Supplies	3,000.00	19,249.99	33,565.16	33,890.91	325.74
Short-Term Sub Teaching Services	8,207.08	70,825.69	70,825.69	-	(70,825.68)
Student Technology Assistance- Laptops	(6,852.08)	292,147.92	541,075.00	625,000.00	83,925.00
Tangible/Intangible Instr. Materials	61,126.99	1,079,268.75	1,964,125.00	2,037,385.16	73,260.15
Technical Support and Repairs	17,025.00	119,700.00	216,387.00	205,350.00	(11,037.00)
Voice Over IP Services	-	-	27,497.22	27,767.69	270.46
<b>Total Enrollment/Unit Based Fees</b>	<b>229,699.95</b>	<b>2,551,920.83</b>	<b>4,673,410.10</b>	<b>4,685,847.98</b>	<b>12,437.88</b>
<b>Revenue-Based Fees</b>					
Marketing Services	10,459.87	73,219.06	125,518.38	125,238.17	(280.21)
School Administration	62,759.19	439,314.33	753,110.28	751,429.04	(1,681.23)
Treasury Services	15,689.79	109,828.57	188,277.57	187,857.26	(420.30)
<b>Total Revenue Based Fees</b>	<b>88,908.85</b>	<b>622,361.96</b>	<b>1,066,906.23</b>	<b>1,064,524.47</b>	<b>(2,381.75)</b>
<b>Total Fee-Based Expenses</b>	<b>318,608.80</b>	<b>3,174,282.79</b>	<b>5,740,316.33</b>	<b>5,750,372.45</b>	<b>10,056.12</b>
<b>SCHEDULE OF COMPENSATION:</b>					
<b>Administrative Compensation</b>					
Salaries	56,887.45	396,592.40	679,787.75	681,403.06	1,615.30
Benefits	13,937.43	97,165.14	166,548.01	166,943.77	395.75
Pension	6,376.56	33,283.71	60,153.53	56,449.40	(3,704.13)
Taxes	3,691.79	16,011.60	29,852.83	31,126.77	1,273.94
<b>Total Administrative Compensation</b>	<b>80,893.22</b>	<b>543,052.85</b>	<b>936,342.12</b>	<b>935,923.00</b>	<b>(419.14)</b>
<b>Instructional Compensation</b>					
Salaries	312,087.57	1,717,407.44	3,863,190.14	3,954,891.72	91,701.57
Benefits	76,461.46	420,764.82	946,481.58	968,948.46	22,466.87
Pension	59,509.68	308,535.81	609,867.25	624,920.04	15,052.79
Taxes	14,576.04	33,454.23	76,369.89	75,003.34	(1,366.54)
<b>Total Instructional Compensation</b>	<b>462,634.74</b>	<b>2,480,162.30</b>	<b>5,495,908.86</b>	<b>5,623,763.56</b>	<b>127,854.69</b>
<b>Total Compensation</b>	<b>543,527.97</b>	<b>3,023,215.16</b>	<b>6,432,250.99</b>	<b>6,559,686.56</b>	<b>127,435.56</b>
<b>SCHEDULE OF CREDITS AND ADJUSTMENTS</b>					
Discretionary Service Credit	-	-	(494,500.00)	(274,000.00)	220,500.00
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>(494,500.00)</b>	<b>(274,000.00)</b>	<b>220,500.00</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>					
<b>Assessment</b>					
Student Testing & Assessment Facilities & Services	-	(918.47)	99,000.00	99,000.00	-
Student Testing & Assessment Travel	-	7.65	67,136.09	67,136.09	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
<b>Total Assessment</b>	<b>-</b>	<b>(910.82)</b>	<b>171,136.09</b>	<b>171,136.09</b>	<b>-</b>
<b>Authorizer Oversight</b>					
District Administrative Fees	833.33	5,833.31	10,000.00	10,000.00	-
District Oversight	9,732.52	68,375.84	117,038.41	117,038.41	-
SELPA One-Time Fee	599.21	4,194.47	7,190.46	7,190.46	-
SELPA Admin Fee	4,080.52	27,613.58	48,016.15	48,016.14	-
STRS Reporting	599.46	4,196.22	7,193.57	7,193.57	-
<b>Total Authorizer Oversight</b>	<b>15,845.04</b>	<b>110,213.42</b>	<b>189,438.59</b>	<b>189,438.58</b>	<b>-</b>
<b>Employee Related</b>					
Staff Recruiting/Background Checks	86.97	835.32	6,445.44	6,445.44	-
Staff Training/Prof. Dvlpmt	(154.25)	1,225.19	31,979.00	31,979.00	-
Team Building	-	-	7,654.96	7,654.96	-
Travel and Conferences - Teachers	-	-	11,772.81	11,772.81	-
Travel and Conferences - Administration	1.30	(4,885.83)	19,162.65	19,162.65	-
<b>Total Employee Related</b>	<b>(65.98)</b>	<b>(2,825.32)</b>	<b>77,014.86</b>	<b>77,014.86</b>	<b>-</b>
<b>Facilities</b>					
Copiers/ Reproduction	107.59	1,650.33	7,078.50	7,078.50	-
Equipment/Supplies	-	-	11,941.00	11,941.00	-
Expensed Furniture and Equipment	-	-	10,061.84	10,061.84	-
High-Speed Internet	368.37	3,627.15	11,019.00	11,019.00	-
Maintenance & Repairs	437.47	6,289.17	17,165.00	17,165.00	-
Office Postage	231.97	2,131.32	8,893.79	8,893.79	-
Office Rent	6,454.96	45,184.72	84,619.72	84,619.72	-
Office Supplies	496.10	1,767.97	10,136.08	10,136.08	-
Rent Operating Expense	713.14	4,960.19	9,717.59	9,717.59	-
Rent Storage Unit	-	1,524.76	4,000.00	4,000.00	-
Telephone	397.34	3,868.87	8,121.81	8,121.81	-
Utilities	357.21	1,904.01	10,104.21	10,104.21	-
<b>Total Facilities</b>	<b>9,564.15</b>	<b>72,908.49</b>	<b>192,858.54</b>	<b>192,858.54</b>	<b>-</b>
<b>Governance</b>					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	249.26	1,780.36	3,217.24	3,217.24	-
Board-Related Expenses	-	5.19	3,000.00	3,000.00	-
Dues - Staff	47.90	1,610.10	3,574.11	3,574.11	-
Dues - School	-	4,632.00	16,200.00	16,200.00	-
Insurance Expenses	-	1,954.49	1,954.49	1,954.49	-
<b>Total Governance</b>	<b>297.16</b>	<b>11,052.14</b>	<b>29,015.84</b>	<b>29,015.84</b>	<b>-</b>
<b>Internet Service Provider</b>					
ISP Payment Reimbursement	21,575.29	21,575.29	80,164.00	80,164.00	-
<b>Total Internet Service Provider</b>	<b>21,575.29</b>	<b>21,575.29</b>	<b>80,164.00</b>	<b>80,164.00</b>	<b>-</b>
<b>Instructional</b>					
Other Curriculum	46.96	3,879.08	29,156.00	29,156.00	-
Summer School	-	2,915.00	2,915.00	2,915.00	-
<b>Total Instructional</b>	<b>46.96</b>	<b>6,794.08</b>	<b>32,071.00</b>	<b>32,071.00</b>	<b>-</b>
<b>Professional Services</b>					
Accounting Services/Audit	-	2,497.02	9,500.00	9,500.00	-
AERIES	-	10,107.95	10,107.95	10,107.95	-
Legal Services	743.23	3,218.78	17,374.87	17,374.87	-
Other School Contracted Services	20.42	1,567.50	10,220.72	10,220.72	-
Other School Expense	53.61	(579.42)	1,226.46	1,226.46	-
<b>Total Professional Services</b>	<b>817.26</b>	<b>16,811.83</b>	<b>48,430.00</b>	<b>48,430.00</b>	<b>-</b>
<b>Student Related</b>					
Graduation Expense	-	205.71	9,000.00	9,000.00	-
SPED Related Services	49,800.18	230,078.60	844,209.00	844,209.00	-
Student Activities	-	199.14	23,925.00	23,925.00	-
<b>Total Student Related</b>	<b>49,800.18</b>	<b>230,483.45</b>	<b>877,134.00</b>	<b>877,134.00</b>	<b>-</b>
<b>Taxes</b>					
Sales Tax And Use	1,400.92	50,597.58	87,681.01	93,651.32	5,970.31
<b>Total Taxes</b>	<b>1,400.92</b>	<b>50,597.58</b>	<b>87,681.01</b>	<b>93,651.32</b>	<b>5,970.31</b>
<b>Pending Allocation</b>					
Expenses Pending Allocation	-	-	-	-	-
<b>Total Pending Allocation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Other Expenses</b>	<b>99,280.98</b>	<b>516,700.14</b>	<b>1,784,943.93</b>	<b>1,790,914.23</b>	<b>5,970.30</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget \$	Forecast vs Budget %
<b>Forecasted Enrollment</b>						
Forecasted ADM			4,379	4,171	208	0
Forecasted Total Enrollment			5,421	5,721	(300)	(0)
Forecasted Funded Enrollment			3,822	3,822	-	-
<b>Revenue</b>						
State Funding	1,353,538.96	7,607,635.50	14,959,140.00	14,959,140.00	-	-
Federal & Other Program Funding	26,537.00	559,605.00	1,694,891.25	1,694,244.25	647.00	0.00
Local Aid	2,451,054.05	12,976,168.50	25,952,337.00	25,952,337.00	-	-
Other Funding Sources	856.82	8,443.69	24,030.00	24,015.00	15.00	0.00
<b>Total Revenue</b>	<b>3,831,986.83</b>	<b>21,151,852.69</b>	<b>42,630,398.25</b>	<b>42,629,736.25</b>	<b>662.00</b>	<b>0.00</b>
<b>Program Expenses</b>						
<b>Compensation Expense</b>						
Administration Staff	257,698.52	1,729,983.23	2,982,870.19	2,981,534.98	(1,335.21)	-0.04%
Instructional Staff	1,388,540.59	7,381,063.12	16,368,112.39	16,485,042.12	116,929.73	0.71%
<b>Total Compensation Expense</b>	<b>1,646,239.11</b>	<b>9,111,046.35</b>	<b>19,350,982.58</b>	<b>19,466,577.10</b>	<b>115,594.52</b>	<b>0.60%</b>
<b>Fee Based Expenses</b>						
Enrollment/Unit Based Fees	884,562.68	7,734,554.81	14,025,432.58	14,162,102.83	136,670.25	0.97%
Revenue Based Fees	281,515.73	1,970,417.67	3,377,860.14	3,380,592.64	2,732.50	0.08%
<b>Total Fee Based Expenses</b>	<b>1,166,078.41</b>	<b>9,704,972.48</b>	<b>17,403,292.72</b>	<b>17,542,695.47</b>	<b>139,402.75</b>	<b>0.80%</b>
<b>Other School Expenses</b>						
Assessment	-	10,765.66	458,537.60	458,537.60	-	0.00%
Authorizer Oversight	47,409.47	329,929.36	566,976.66	568,812.30	1,835.64	0.32%
Employee Related	(222.46)	142.38	250,294.21	250,294.21	-	0.00%
Facilities	28,193.16	211,886.29	578,362.57	578,362.57	-	0.00%
Governance	743.59	70,802.86	91,052.49	86,261.97	(4,790.52)	-5.26%
Internet Service Provider	(39,076.44)	65,636.46	250,000.00	250,000.00	-	0.00%
Instructional	140.93	28,698.94	106,054.00	106,054.00	-	0.00%
Professional Services	2,520.42	16,592.78	131,197.52	131,197.52	-	0.00%
Student Related	129,906.69	667,729.85	2,171,390.00	2,171,390.00	-	0.00%
Other (Income) and Expense	(80,840.00)	(80,840.00)	(80,840.00)	-	80,840.00	0.00%
Taxes	18,176.27	143,193.80	252,083.17	241,917.00	(10,166.17)	-4.03%
Pending Allocation	8,729.71	9,107.76	-	-	-	0.00%
<b>Total Other School Expenses</b>	<b>115,681.34</b>	<b>1,473,646.14</b>	<b>4,775,108.22</b>	<b>4,842,827.17</b>	<b>67,718.95</b>	<b>1.42%</b>
<b>Total Program Expenses</b>	<b>2,927,998.86</b>	<b>20,289,664.97</b>	<b>41,529,383.52</b>	<b>41,852,099.74</b>	<b>322,716.22</b>	<b>0.77%</b>
<b>Net Increase (Decrease)</b>	<b>903,987.97</b>	<b>862,187.72</b>	<b>1,101,014.73</b>	<b>777,636.51</b>	<b>323,378.22</b>	
<b>Beginning fund balance</b>	<b>575,285.66</b>	<b>617,085.90</b>	<b>617,085.90</b>			
<b>Ending fund balance</b>	<b>1,479,273.62</b>	<b>1,479,273.62</b>	<b>1,718,100.63</b>			

**California Connections Academy Southern California**  
**Balance Sheet**  
**January 31, 2021**

**ASSETS**

**Cash and Short Term Investments:**

Payroll	\$ 851,213.52
Operating Account	344,116.19
Holding	4,567,362.03
OCDE Cash Account	1,588,404.02
Petty Cash	420.80

<b>Total Cash and Short Term Investments</b>	<b>7,351,516.56</b>
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**Other Current Assets:**

Pupil Funding	1,169,762.85
SPED Funding State	940,718.80
Other State Receivables	37,563.88
Due from CalOPS Schools	76,581.86
Prepaid Expenses	96,744.15

<b>Total Other Current Assets</b>	<b>2,321,371.54</b>
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<b>Total Current Assets</b>	<b>9,672,888.10</b>
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**Fixed Assets:**

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

<b>Net Fixed Assets</b>	<b>28,546.54</b>
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**Other Assets:**

Rent Deposit InterPres Corporation	20,287.30
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<b>Total Other Assets</b>	<b>20,287.30</b>
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<b>Total Assets</b>	<b>\$ 9,721,721.94</b>
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**LIABILITIES**

**Current Liabilities:**

Due to (from) Pearson Online and Blended Learning	\$ 14,643,960.97
CalOPS Payroll Liability	(6,946,044.35)
CalOPS Pass Through Expense Liability	(312,474.62)
Pension Payable	527,254.87
Accrued Credit Card Expenses	9,107.76
Deferred Revenue	209,318.42
Accounts Payable	111,325.26

<b>Total Current Liabilities</b>	<b>8,242,448.32</b>
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<b>Total Liabilities</b>	<b>8,242,448.32</b>
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**FUND BALANCE**

Beginning Fund Balance	617,085.90
Change in Fund Balance	862,187.72

<b>Ending Fund Balance</b>	<b>1,479,273.62</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$ 9,721,721.94</b>
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**California Connections Academy Southern California**  
**Schedule of Revenue**  
**For the Period Ended January 31, 2021**

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>Revenue</b>					
<b>State Funding</b>					
LCFF / General Purpose Block Grant - State	983,861.68	5,208,679.50	10,417,359.00	10,417,359.00	-
LCFF / General Purpose Block Grant - State EPA	72,202.59	382,249.00	764,498.00	764,498.00	-
Learning Loss Mitigation (State)	-	316,470.00	316,470.00	316,470.00	-
Lottery	71,841.62	380,338.00	760,676.00	760,676.00	-
Special Education Pass through funds - State	225,633.07	1,194,528.00	2,389,056.00	2,389,056.00	-
ERMHS	-	-	149,000.00	149,000.00	-
ERMHS - One Time Funds	-	-	36,710.00	36,710.00	-
Mandated Cost Reimbursement	-	125,371.00	125,371.00	125,371.00	-
<b>Total State Funding</b>	<b>1,353,538.96</b>	<b>7,607,635.50</b>	<b>14,959,140.00</b>	<b>14,959,140.00</b>	<b>-</b>
<b>Federal &amp; Other Programs Funding</b>					
Title I	-	143,116.00	575,287.00	575,287.00	-
Title II	25,843.00	25,843.00	100,006.00	100,006.00	-
Title IV	-	11,044.00	43,123.00	43,123.00	-
IDEA	-	-	477,811.25	477,811.25	-
Learning Loss Mitigation (Federal)	-	257,809.00	257,809.00	257,809.00	-
E-Rate	-	-	8,400.00	8,400.00	-
CARES-ESSER Funds	694.00	121,146.00	231,808.00	231,808.00	-
Federal Prior Year Revenue	-	647.00	647.00	-	647.00
<b>Total Federal &amp; Other Programs Funding</b>	<b>26,537.00</b>	<b>559,605.00</b>	<b>1,694,891.25</b>	<b>1,694,244.25</b>	<b>647.00</b>
<b>Local Funding</b>					
LCFF / General Purpose Block Grant - Local	2,451,054.05	12,976,168.50	25,952,337.00	25,952,337.00	-
<b>Total Local Funding</b>	<b>2,451,054.05</b>	<b>12,976,168.50</b>	<b>25,952,337.00</b>	<b>25,952,337.00</b>	<b>-</b>
<b>Other Funding</b>					
Interest	841.82	8,413.69	24,000.00	24,000.00	-
Miscellaneous	15.00	30.00	30.00	15.00	15.00
<b>Total Other Funding</b>	<b>856.82</b>	<b>8,443.69</b>	<b>24,030.00</b>	<b>24,015.00</b>	<b>15.00</b>
<b>Total Revenue</b>	<b>3,831,986.83</b>	<b>21,151,852.69</b>	<b>42,630,398.25</b>	<b>42,629,736.25</b>	<b>662.00</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF FEES:</b>					
<b>Enrollment/Unit-Based Fees</b>					
Accounting and Regulatory Reporting	16,562.50	120,837.50	218,932.50	208,550.00	(10,382.50)
Community Outreach	45,833.33	320,833.33	550,000.00	550,000.00	-
Connexus Annual License (EMS)	198,750.00	1,450,050.00	2,627,190.00	2,502,600.00	(124,590.00)
Curriculum Postage	5,065.50	99,445.50	178,893.00	188,783.98	9,890.98
Direct Course Instruction Support	17,085.75	74,335.25	148,670.50	116,127.00	(32,543.50)
Educational Resource Center	41,737.50	304,510.50	551,709.90	525,546.00	(26,163.90)
Enrollment and Records Management	6,140.00	120,540.00	216,840.00	228,829.06	11,989.06
Facility Support Services	1,525.00	10,675.00	18,311.69	18,311.69	-
Hardware/Software - Employees	10,750.00	79,450.00	136,571.43	135,945.97	(625.46)
Human Resources Support	22,395.83	165,520.83	284,523.82	283,220.78	(1,303.04)
ISP Processing Fee	31,955.19	80,583.81	86,591.64	97,257.23	10,665.60
Special Populations Consultative Services	83,550.00	330,000.00	825,132.00	810,894.00	(14,238.00)
School Curriculum Supplies	8,083.33	58,333.33	100,025.57	99,554.55	(471.03)
Short-Term Sub Teaching Services	24,632.52	212,150.18	212,150.18	76,500.00	(135,650.18)
Student Technology Assistance- Laptops	175,470.83	851,958.33	1,569,175.00	1,720,000.00	150,825.00
Tangible/Intangible Instr. Materials	145,337.90	3,092,818.75	5,561,975.00	5,892,765.00	330,790.00
Technical Support and Repairs	49,687.50	362,512.50	656,797.50	625,650.00	(31,147.50)
Voice Over IP Services	-	-	81,942.86	81,567.58	(375.28)
<b>Total Enrollment/Unit Based Fees</b>	<b>884,562.68</b>	<b>7,734,554.81</b>	<b>14,025,432.58</b>	<b>14,162,102.83</b>	<b>136,670.25</b>
<b>Revenue-Based Fees</b>					
Marketing Services	33,119.49	231,813.84	397,395.31	397,716.78	321.47
School Administration	198,716.99	1,390,883.06	2,384,371.86	2,386,300.69	1,928.82
Treasury Services	49,679.25	347,720.77	596,092.97	596,575.17	482.20
<b>Total Revenue Based Fees</b>	<b>281,515.73</b>	<b>1,970,417.67</b>	<b>3,377,860.14</b>	<b>3,380,592.64</b>	<b>2,732.50</b>
<b>Total Fee-Based Expenses</b>	<b>1,166,078.41</b>	<b>9,704,972.48</b>	<b>17,403,292.72</b>	<b>17,542,695.47</b>	<b>139,402.75</b>
<b>SCHEDULE OF COMPENSATION:</b>					
<b>Administrative Compensation</b>					
Salaries	181,224.23	1,263,409.63	2,165,574.49	2,170,720.31	5,145.82
Benefits	44,399.94	309,535.37	530,565.79	531,826.53	1,260.74
Pension	20,313.56	106,030.66	191,628.87	179,828.76	(11,800.11)
Taxes	11,760.80	51,007.57	95,101.04	99,159.38	4,058.34
<b>Total Administrative Compensation</b>	<b>257,698.52</b>	<b>1,729,983.23</b>	<b>2,982,870.19</b>	<b>2,981,534.98</b>	<b>(1,335.21)</b>
<b>Instructional Compensation</b>					
Salaries	936,692.00	5,106,839.22	11,501,360.29	11,590,013.50	88,653.20
Benefits	229,489.54	1,251,175.62	2,817,833.27	2,839,553.30	21,720.02
Pension	178,610.89	923,390.81	1,821,370.93	1,835,702.60	14,331.66
Taxes	43,748.16	99,657.47	227,547.89	219,772.72	(7,775.17)
<b>Total Instructional Compensation</b>	<b>1,388,540.59</b>	<b>7,381,063.12</b>	<b>16,368,112.39</b>	<b>16,485,042.12</b>	<b>116,929.71</b>
<b>Total Compensation</b>	<b>1,646,239.11</b>	<b>9,111,046.35</b>	<b>19,350,982.58</b>	<b>19,466,577.10</b>	<b>115,594.52</b>

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

	January-21 Actual	YTD Actual	Annual Forecast	Revised Budget 10/27/2020	Forecast vs Budget
<b>SCHEDULE OF OTHER SCHOOL EXPENSES:</b>					
<b>Assessment</b>					
Student Testing & Assessment Facilities & Services	-	10,782.95	246,000.00	246,000.00	-
Student Testing & Assessment Travel	-	(17.29)	207,537.60	207,537.60	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
<b>Total Assessment</b>	<b>-</b>	<b>10,765.66</b>	<b>458,537.60</b>	<b>458,537.60</b>	<b>-</b>
<b>Authorizer Oversight</b>					
District Oversight	30,899.63	216,843.82	371,341.94	371,341.94	-
SELPA Admin Fee	12,773.06	86,928.08	150,793.36	152,629.00	1,835.64
SELPA One-Time Fee	1,883.66	13,185.62	22,603.89	22,603.89	-
STRS Reporting	1,853.12	12,971.84	22,237.47	22,237.47	-
<b>Total Authorizer Oversight</b>	<b>47,409.47</b>	<b>329,929.36</b>	<b>566,976.66</b>	<b>568,812.30</b>	<b>1,835.64</b>
<b>Employee Related</b>					
Staff Recruiting/Background Checks	261.03	2,489.74	19,924.78	19,924.78	-
Staff Training/Prof. Dvlpmt	(487.40)	(2,243.71)	111,075.00	111,075.00	-
Team Building	-	-	23,663.76	23,663.76	-
Travel and Conferences - Teachers	-	-	59,237.43	59,237.43	-
Travel and Conferences - Administration	3.91	(103.65)	36,393.24	36,393.24	-
<b>Total Employee Related</b>	<b>(222.46)</b>	<b>142.38</b>	<b>250,294.21</b>	<b>250,294.21</b>	<b>-</b>
<b>Facilities</b>					
Copiers/ Reproduction	322.92	4,977.38	21,881.74	21,881.74	-
Depreciation	-	-	2,000.00	2,000.00	-
Equipment/Supplies	-	-	26,430.00	26,430.00	-
Expensed Furniture and Equipment	-	-	31,104.13	31,104.13	-
High-Speed Internet	1,105.63	10,923.33	27,880.64	27,880.64	-
Maintenance & Repairs	1,285.07	15,266.41	47,606.00	47,606.00	-
Office Postage	692.38	6,627.36	27,493.34	27,493.34	-
Office Rent	18,961.45	132,730.15	261,584.69	261,584.69	-
Office Supplies	1,488.97	5,062.69	37,000.00	37,000.00	-
Rent Operating Expense	2,094.86	14,570.63	30,039.97	30,039.97	-
Rent Storage Unit	-	4,478.98	9,000.00	9,000.00	-
Telephone	1,192.57	11,656.36	25,106.94	25,106.94	-
Utilities	1,049.31	5,593.00	31,235.12	31,235.12	-
<b>Total Facilities</b>	<b>28,193.16</b>	<b>211,886.29</b>	<b>578,362.57</b>	<b>578,362.57</b>	<b>-</b>
<b>Governance</b>					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	599.84	4,508.56	8,202.00	8,202.00	-
Board-Related Expenses	-	15.26	10,000.00	10,000.00	-
Dues - Staff	143.75	4,477.20	11,048.65	11,048.65	-
Dues - School	-	54,990.52	54,990.52	50,200.00	(4,790.52)
Insurance Expenses	-	5,741.32	5,741.32	5,741.32	-
<b>Total Governance</b>	<b>743.59</b>	<b>70,802.86</b>	<b>91,052.49</b>	<b>86,261.97</b>	<b>(4,790.52)</b>
<b>Internet Service Provider</b>					
ISP Payment Reimbursement	(39,076.44)	65,636.46	250,000.00	250,000.00	-
<b>Total Internet Service Provider</b>	<b>(39,076.44)</b>	<b>65,636.46</b>	<b>250,000.00</b>	<b>250,000.00</b>	<b>-</b>
<b>Instructional</b>					
Other Curriculum	140.93	12,253.94	89,609.00	89,609.00	-
Summer School	-	16,445.00	16,445.00	16,445.00	-
<b>Total Instructional</b>	<b>140.93</b>	<b>28,698.94</b>	<b>106,054.00</b>	<b>106,054.00</b>	<b>-</b>
<b>Professional Services</b>					
Accounting Services/Audit	-	7,379.09	9,500.00	9,500.00	-
AERIES	-	-	32,600.00	32,600.00	-
Legal Services	2,230.71	9,637.83	53,710.89	53,710.89	-
Other School Contracted Services	61.27	(1,127.54)	31,595.27	31,595.27	-
Other School Expense	228.44	703.40	3,791.36	3,791.36	-
<b>Total Professional Services</b>	<b>2,520.42</b>	<b>16,592.78</b>	<b>131,197.52</b>	<b>131,197.52</b>	<b>-</b>
<b>Student Related</b>					
Graduation Expense	130.25	1,386.18	42,700.00	42,700.00	-
SPED Related Services	129,776.44	670,247.47	2,065,000.00	2,065,000.00	-
Student Activities	-	(3,903.80)	63,690.00	63,690.00	-
<b>Total Student Related</b>	<b>129,906.69</b>	<b>667,729.85</b>	<b>2,171,390.00</b>	<b>2,171,390.00</b>	<b>-</b>
<b>Other (Income) and Expense</b>					
Gain from Insurance Claims	(80,840.00)	(80,840.00)	(80,840.00)	-	80,840.00
<b>Total Other (Income) and Expense</b>	<b>(80,840.00)</b>	<b>(80,840.00)</b>	<b>(80,840.00)</b>	<b>-</b>	<b>80,840.00</b>
<b>Taxes</b>					
Sales Tax And Use	18,176.27	143,193.80	252,083.17	241,917.00	(10,166.17)
<b>Total Taxes</b>	<b>18,176.27</b>	<b>143,193.80</b>	<b>252,083.17</b>	<b>241,917.00</b>	<b>(10,166.17)</b>
<b>Pending Allocation</b>					
Expenses Pending Allocation	8,729.71	9,107.76	-	-	-
<b>Total Pending Allocation</b>	<b>8,729.71</b>	<b>9,107.76</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Other Expenses</b>	<b>115,681.34</b>	<b>1,473,646.14</b>	<b>4,775,108.22</b>	<b>4,842,827.17</b>	<b>67,718.95</b>



**California Online Public Schools (CalOPS)  
MINUTES OF THE BOARD OF DIRECTORS MEETING**

GOVERNING BOARD for:

**CalCA North Bay  
CalCA Central  
CalCA Central Coast  
CalCA Monterey Bay  
CalCA Ripon  
CalCA Southern California**

Tuesday, January 26, 2021 at 3:30 p.m. PT

**Telephone Conference Call Location:**

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

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

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**I. Call to Order**

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

[Ms. Watkins and Ms. Tamayo joined the meeting at 3:35 p.m.]

**II. Roll Call**

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

Board Members Absent: Mike Henjum and Dave Souza;

Guests Present: Richard Savage, Executive Director; Marcus White, Kara Mannix, Heather Tamayo, Richie Romero, Franci Sassan and Ally Ireland, School staff; Alfonso Gamino, Cuyama Joint Unified School District Superintendent; Melissa Brown, Eileen Sigmund, Donna Kozub, Laura Sitler, Jolie Rotar, and Laura Coleman, Online & Blended Learning (OBL) staff (via phone).

**III. Public Comment**

There were no public comments at this time.

#### **IV. Routine Business**

##### **a. Approval of Agenda**

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting and posted by January 22, 2021 in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the January 26, 2021 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

#### **V. Public Hearing on the Independent Study Policy**

Dr. Sassin announced the commencement of the public hearing at 3:37 p.m. on the Independent Study Policy included in the Board meeting materials.

Dr. Sassin reviewed the proposed revisions to the Independent Study Policy, including clarification to the definition of an existing pupil. There being no questions and no members of the public in attendance, the Board closed the public hearing at 3:40 p.m. and resumed the regular session meeting of the Board.

#### **VI. Oral Reports**

##### **a. Executive Director's Report**

###### **i. State Testing Process during COVID Precautions**

Dr. Savage provided the Board with an update on the preparations for state testing, including how the school is pursuing state testing in an online format. The Board discussed academic integrity assurances for virtual testing in detail with Dr. Savage and Dr. Romero.

###### **ii. Quarterly Metrics Report Out**

Dr. Savage reviewed the positive quarterly metric data in detail with the Board, including high student engagement numbers.

##### **b. Principal's Reports**

###### **i. Elementary School**

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

###### **ii. Middle School**

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

iii. High School

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

c. CalCA Financial Report

Ms. Carter reviewed the financial report and items with the Board.

i. Special Education Service Contracts Update

Ms. Carter provided the Board with an update on the contracts for Special Education service providers.

ii. 1099 Update

Ms. Carter provided the Board with an update on the annual review and filing process for the Form 1099.

iii. Consolidated Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written consolidated financial report, as included in the Board meeting materials. She further updated the Board on the new electronic banking process and funding deferrals. There were no questions from the Board at this time.

iv. CalCA North Bay Financial Report

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

v. CalCA Central Financial Report

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

vi. CalCA Central Coast Financial Report

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

vii. CalCA Monterey Bay Financial Report

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

viii. CalCA Ripon Financial Report

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

ix. CalCA Southern California Financial Report

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

d. Policy and Compliance Report

Dr. Sassin reviewed with the Board highlights from her written report, including state budget implications, federal COVID relief funding, and an audit report update.

i. P1 Attendance Reporting Update

Dr. Sassin provided the Board with an update on the P1 attendance reporting freeze and the state's plans to fund at the Average Daily Attendance (ADA) numbers from last school year. She further noted that the school continues to track attendance closely.

ii. Enrollment Update

Dr. Sassin provided the Board with an enrollment update and predicted trends for the start of the second semester.

iii. Form 700 Reminders

Dr. Sassin provided the Board with a reminder on their annual filing process for the Form 700.

iv. Funding Determination Request

Dr. Sassin provided the Board with an update on the funding determination request for any non-classroom-based schools.

## **VII. Consent Items**

Ms. Pavlich asked Board Members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion. The Board requested to table Consent Item (k) Approval of 2021-2022 School Year State Specific School Handbook as that document was not yet available for consideration. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the December 1, 2020 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Online & Blended Learning (OBL) Invoice(s) (# 91000006756, 91000006916, 91000006768, 91000006923, 91000006754, 91000006914, 91000006752, 91000006915, 91000006759, 91000006922, 91000006770, 91000006924)
- d. Ratification of the First Interim Financial Reports;
- e. Approval of School Accountability Report Cards (SARC);

- f. Approval of 2021-2022 Master Agreement;
- g. Approval of Revision(s) to the Independent Study Policy;
- h. Ratification of Revision(s) to the 2020-2021 School Year Parent/ Legal Guardian (Caretaker) Acknowledgement (PLCA);
- i. Approval of Revision(s) to 2020-2021 School Year State Specific School Handbook: Various Updates; and
- j. Approval of 2021-2022 School Year General School Handbook; are hereby approved.

The motion passed unanimously.

## **VIII. Action Items**

### **a. Approval of Lottery Policy and Procedures**

Dr. Sassin reviewed with the Board the proposed Lottery and Wait List Policy and Procedures, as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Lottery and Waitlist Policy and Procedures, as presented, are hereby approved.

The motion passed unanimously.

### **b. Approval of Audit Firm and Tax Form Engagements for the 2020-2021 School Year**

Dr. Sassin reviewed the audit firm's proposed engagement letter for the audit and tax forms, as included in the Board materials. She noted that the proposed audit firm is the same firm the school had engaged for the previous school year's audit, but that a different partner would be conducting the audit as a best practice. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Audit Firm and Tax Form Engagements for the 2020-2021 School Year, as presented, are hereby approved.

The motion passed unanimously.

### **c. Approval of Teaching Assignment Policy**

Dr. Sassin reviewed with the Board the proposed Teacher Assignment Policy, as included in the Board meeting materials. She reviewed the efforts by teachers, with support of the school's administration, to maintain current and appropriate credentials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Teaching Assessment Policy, as presented, is hereby approved.

The motion passed unanimously.

### **d. Approval of Memorandum of Understanding (MOU) with Saddleback Community College**

Dr. Romero reviewed the college and career access pathways dual enrollment partnership agreement with Saddleback Community College in detail with the Board. The Board discussed the advantages of such programs in detail with Dr. Romero. Dr. Sassin advised the Board that the agreement is for discussion for this meeting and would be brought to the Board for consideration at a future meeting.



[Ms. Tamayo left the meeting at 4:44 p.m.]

## **IX. Information Items**

### **a. State Accountability Update**

Dr. Romero provided the Board with an update on various state and federal accountability measures, as well as the timeline for future Board consideration. Dr. Sassin updated the Board on the new Local Control and Accountability Plan (LCAP) template.

### **b. California State Budget Update.**

Dr. Sassin reminded the Board of the discussion earlier in the meeting relating to the state budget.

[Mr. Gamino left the meeting at 4:50 p.m.]

### **c. State Account Relations (STAR) Update**

Ms. Sigmund presented to the Board on behalf of Online & Blended Learning's (OBL) State Account Relations team.

#### **i. 2021 California Legislative Session Preview**

Ms. Sigmund provided the Board with an update on legislative activities in the state, which may impact the school.

#### **ii. Media Request**

Ms. Sigmund discussed with the Board local media CalOPS spokesperson opportunities. The Board discussed the process in detail and confirmed their support with Ms. Sigmund.

#### **iii. Brand Refresh Update**

Ms. Sigmund provided an update on the history of Connections Academy schools, and noted the 20<sup>th</sup> anniversary of the brand in 2021. She advised of the branding updates to be made as the enrollment process begins for the 2021-2022 school year, including a brighter color palate and the transformation of messaging outreach.

[Dr. Savage left the meeting at 4:55 p.m.]

#### **iv. Marketing Services Overview**

Ms. Sitler reviewed the Marketing Overview document, as included in the Board meeting materials, in detail. She highlighted the key roles and responsibilities of OBL's Marketing team.

### **d. Partner School Leadership Team (PSLT) Update**

Ms. Brown presented to the Board on behalf of OBL's Partner School Leadership Team.

i. School Operations Metrics

Ms. Brown presented the quarterly School Operations Metrics to the Board. She reviewed the data included in the Board materials, highlighting the school's performance as compared with other OBL partnering schools of similar size and years in operation. The Board discussed the metrics in detail with Ms. Brown.

e. Sponsoring District(s) Update

Dr. Sassin reviewed with the Board upcoming meetings with Sponsoring Districts and the expected timeline for the CalCA Central Charter Renewal.

**X. CLOSED SESSION – Brown Act; Cal. Gov't Code §54957(b) – to consider appointment, employment, evaluation of performance, discipline of an employee, Title: Executive Director of California Connections Academies**

The Board entered into closed session at 5:17 p.m. upon a motion being made, seconded and confirmed via a roll call vote of all Board members present pursuant to Brown Act § 54957(b)(1) to consider appointment, employment, evaluation of performance, discipline or dismissal of an employee; Title: Executive Director of California Connections Academies. Board members in attendance were: Elaine Pavlich, Diana Rivas, Adam Pulsipher, Paul Hedrick, and Brooke Watkins. Guests invited by the Board to attend were: Melissa Brown and Laura Coleman. All closed session participants either used headsets or were alone in a room for privacy purposes. All others left the meeting at this time.

The Board ended closed session and entered into open session at 5:28 p.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. No action was taken during closed session.

**XI. Adjournment and Confirmation of the Next Meeting on Tuesday, February 23, 2021 at 3:30 p.m. PT**

There being no further business to discuss, the meeting was adjourned at 5:28 p.m. The next meeting is scheduled for Tuesday, February 23, 2021 at 3:30 p.m. PT.

**CalCA Staffing Report**

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
N/a				

Departing Employees

Name	Area	Last Day Worked	Reason
Brown, Marlin	Teacher - Special Ed	1/26/2021	No Reason Given
Saletta, Ryan	Teacher - Special Ed	2/7/2021	Transferred Out

Promotions/Transfers

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



## INVOICE

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

**Attention:**  
Accounts Payable

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

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

**Invoice Number :** 91000007097  
**Date :** 09-FEB-2021  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3903212  
**Project Number :** 82043201  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CALCAN  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 1				<b>REMITTANCE INFORMATION</b>			
<b>Net Amount :</b>	USD	\$37,659.37		<b>Make Checks Payable to:</b>		<b>Bank Wire to:</b>	
<b>Tax Total :</b>	USD	\$384.34		Pearson Online & Blended Learning		<b>Bank Name</b>	: Bank of America N A
<b>Invoice Total :</b>	USD	\$38,043.71		32369 Collection Center Drive		<b>Bank Address</b>	:
<b>Amount Due :</b>	USD	\$38,043.71		Chicago, IL 60693-0323		<b>ABA ACH No</b>	: 071000039
						<b>ABA Wire No</b>	: 026009593
						<b>SWIFT Code</b>	: BOFAUS3N
						<b>A/C No</b>	: 8188290225
						<b>Bank Account Name</b>	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA

Invoice Number: 91000007097							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043201	CALCAN	Direct Charges	21		37,659.37	384.34	38,043.71

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$37,659.37	\$384.34	\$38,043.71



Charges for the Following Period:

January 2021

**Compensation Expenses**

Benefits - Administration

Benefits - Instructional

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting 575.00

Connexus™ Annual License (EMS) 6,900.00

Curriculum Postage 195.25

Direct Course Instruction Support 1,149.50

Educational Resource Center 1,449.00

Enrollment and Records Management 236.67

Facility Support Services 75.00

Hardware/Software - Employees 450.00

Human Resources Support 937.50

Internet Subsidy Payment Processing (395.92)

Monthly Fee per Student on an IEP 2,700.00

School Curriculum Supplies 333.33

Student Technology Assistance 2,587.50

Tangible and Intangible Instructional Materials 5,357.35

Technical Support and Repairs 1,725.00

**24,275.18**

**Revenue Based Charges**

Marketing Services 1,574.61

School Administration 9,447.67

Treasury Services 2,361.91

**13,384.19**

**Additional Services**

**Pass Through Expenses**

**Total Amount Due**

**37,659.37**



## INVOICE

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

**Attention:**  
Accounts Payable

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

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

**Invoice Number :** 91000007107  
**Date :** 09-FEB-2021  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3922001  
**Project Number :** 82043199  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CENCA  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 1				<b>REMITTANCE INFORMATION</b>			
<b>Net Amount :</b> USD \$134,571.70				<b>Make Checks Payable to:</b>		<b>Bank Wire to:</b>	
<b>Tax Total :</b> USD \$744.78				Pearson Online & Blended Learning		<b>Bank Name</b>	: Bank of America N A
<b>Invoice Total :</b> USD \$135,316.48				32369 Collection Center Drive		<b>Bank Address</b>	:
<b>Amount Due :</b> USD \$135,316.48				Chicago, IL 60693-0323		<b>ABA ACH No</b>	: 071000039
						<b>ABA Wire No</b>	: 026009593
						<b>SWIFT Code</b>	: BOFAUS3N
						<b>A/C No</b>	: 8188290225
						<b>Bank Account Name</b>	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007107							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043199	CENCA	Direct Charges	20		134,571.70	744.78	135,316.48

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$134,571.70	\$744.78	\$135,316.48





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Charges for the Following Period:

January 2021

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**Compensation Expenses**

Benefits - Administration

Benefits - Instructional

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting 2,620.83

Community Outreach 2,083.33

Connexus™ Annual License (EMS) 31,450.00

Curriculum Postage 891.00

Direct Course Instruction Support 1,463.00

Educational Resource Center 6,604.50

Enrollment and Records Management 1,080.00

Facility Support Services 200.00

Hardware/Software - Employees 1,650.00

Human Resources Support 3,437.50

Internet Subsidy Payment Processing (6,043.48)

Monthly Fee per Student on an IEP 15,750.00

School Curriculum Supplies 1,208.33

Student Technology Assistance (910.42)

Tangible and Intangible Instructional Materials 26,027.14

Technical Support and Repairs 7,862.50

---

95,374.23

**Revenue Based Charges**

Marketing Services 4,611.46

School Administration 27,668.81

Treasury Services 6,917.20

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39,197.47

**Additional Services**

**Pass Through Expenses**

**Total Amount Due**

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134,571.70



## INVOICE

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

**Attention:**  
Accounts Payable

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

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

**Invoice Number :** 91000007095  
**Date :** 08-FEB-2021  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 4235156  
**Project Number :** 82043240  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CalCACC  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 1				<b>REMITTANCE INFORMATION</b>			
<b>Net Amount :</b> USD \$25,012.18				<b>Make Checks Payable to:</b>		<b>Bank Wire to:</b>	
<b>Tax Total :</b> USD \$473.83				Pearson Online & Blended Learning		<b>Bank Name</b>	: Bank of America N A
<b>Invoice Total :</b> USD \$25,486.01				32369 Collection Center Drive		<b>Bank Address</b>	:
<b>Amount Due :</b> USD \$25,486.01				Chicago, IL 60693-0323		<b>ABA ACH No</b>	: 071000039
						<b>ABA Wire No</b>	: 026009593
						<b>SWIFT Code</b>	: BOFAUS3N
						<b>A/C No</b>	: 8188290225
						<b>Bank Account Name</b>	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007095							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043240	CalCACC	Direct Charges	23		25,012.18	473.83	25,486.01

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$25,012.18	\$473.83	\$25,486.01



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Charges for the Following Period:

January 2021

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**Compensation Expenses**

Benefits - Administration

Benefits - Instructional

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting	295.83
Connexus™ Annual License (EMS)	3,550.00
Curriculum Postage	393.25
Direct Course Instruction Support	156.75
Educational Resource Center	745.50
Enrollment and Records Management	476.67
Facility Support Services	25.00
Hardware/Software - Employees	200.00
Human Resources Support	416.67
Internet Subsidy Payment Processing	105.21
Monthly Fee per Student on an IEP	750.00
School Curriculum Supplies	125.00
Student Technology Assistance	2,300.00
Tangible and Intangible Instructional Materials	11,891.88
Technical Support and Repairs	887.50
	<b>22,319.26</b>

**Revenue Based Charges**

Marketing Services	316.81
School Administration	1,900.89
Treasury Services	475.22
	<b>2,692.92</b>

**Additional Services**

**Pass Through Expenses**

**Total Amount Due**

---

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**25,012.18**



## INVOICE

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

**Attention:**  
Accounts Payable

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

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

**Invoice Number :** 91000007094  
**Date :** 08-FEB-2021  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3973052  
**Project Number :** 82043234  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CALCAMB  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 1				<b>REMITTANCE INFORMATION</b>			
<b>Net Amount :</b> USD \$54,266.90				<b>Make Checks Payable to:</b>		<b>Bank Wire to:</b>	
<b>Tax Total :</b> USD \$-177.69				Pearson Online & Blended Learning		<b>Bank Name</b>	: Bank of America N A
<b>Invoice Total :</b> USD \$54,089.21				32369 Collection Center Drive		<b>Bank Address</b>	:
<b>Amount Due :</b> USD \$54,089.21				Chicago, IL 60693-0323		<b>ABA ACH No</b>	: 071000039
						<b>ABA Wire No</b>	: 026009593
						<b>SWIFT Code</b>	: BOFAUS3N
						<b>A/C No</b>	: 8188290225
						<b>Bank Account Name</b>	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA

Invoice Number: 91000007094							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043234	CALCAMB	Direct Charges	15		54,266.90	-177.69	54,089.21

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$54,266.90	\$-177.69	\$54,089.21



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Charges for the Following Period:

January 2021

---

**Compensation Expenses**

Benefits - Administration

Benefits - Instructional

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting 1,545.83

Connexus™ Annual License (EMS) 18,550.00

Curriculum Postage 173.25

Direct Course Instruction Support 1,410.75

Educational Resource Center 3,895.50

Enrollment and Records Management 210.00

Facility Support Services 150.00

Hardware/Software - Employees 1,050.00

Human Resources Support 2,187.50

Internet Subsidy Payment Processing (3,514.46)

Monthly Fee per Student on an IEP 5,400.00

School Curriculum Supplies 750.00

Student Technology Assistance (5,702.08)

Tangible and Intangible Instructional Materials 5,517.94

Technical Support and Repairs 4,637.50

---

36,261.73

**Revenue Based Charges**

Marketing Services 2,118.26

School Administration 12,709.53

Treasury Services 3,177.38

---

18,005.17

**Additional Services**

**Pass Through Expenses**

**Total Amount Due**

---

---

54,266.90



## INVOICE

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

**Attention:**  
Accounts Payable

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

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

**Invoice Number :** 91000007111  
**Date :** 10-FEB-2021  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3922560  
**Project Number :** 82043200  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CALCAR  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 1				<b>REMITTANCE INFORMATION</b>			
<b>Net Amount :</b>	USD	\$310,401.72		<b>Make Checks Payable to:</b>		<b>Bank Wire to:</b>	
<b>Tax Total :</b>	USD	\$1,400.92		Pearson Online & Blended Learning		<b>Bank Name</b>	: Bank of America N A
<b>Invoice Total :</b>	USD	\$311,802.64		32369 Collection Center Drive		<b>Bank Address</b>	:
<b>Amount Due :</b>	USD	\$311,802.64		Chicago, IL 60693-0323		<b>ABA ACH No</b>	: 071000039
						<b>ABA Wire No</b>	: 026009593
						<b>SWIFT Code</b>	: BOFAUS3N
						<b>A/C No</b>	: 8188290225
						<b>Bank Account Name</b>	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000007111							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043200	CALCAR	Direct Charges	18		310,401.72	1,400.92	311,802.64

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$310,401.72	\$1,400.92	\$311,802.64



Charges for the Following Period:

January 2021

**Compensation Expenses**

Benefits - Administration

Benefits - Instructional

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting 5,675.00

Community Outreach 4,166.67

Connexus™ Annual License (EMS) 68,100.00

Curriculum Postage 2,004.75

Direct Course Instruction Support 5,747.50

Educational Resource Center 14,301.00

Enrollment and Records Management 2,430.00

Facility Support Services 525.00

Hardware/Software - Employees 4,050.00

Human Resources Support 8,437.50

Internet Subsidy Payment Processing 2,655.54

Monthly Fee per Student on an IEP 29,100.00

School Curriculum Supplies 3,000.00

Student Technology Assistance (6,852.08)

Tangible and Intangible Instructional Materials 61,126.99

Technical Support and Repairs 17,025.00

221,492.87

**Revenue Based Charges**

Marketing Services 10,459.87

School Administration 62,759.19

Treasury Services 15,689.79

88,908.85

**Additional Services**

**Pass Through Expenses**

**Total Amount Due**

**310,401.72**



## INVOICE

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

**Attention:**  
Accounts Payable

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

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

**Invoice Number :** 91000007113  
**Date :** 10-FEB-2021  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3921999  
**Project Number :** 82043198  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CAPOCA  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items) :</b> 2				<b>REMITTANCE INFORMATION</b>			
<b>Net Amount :</b>	USD	\$1,831,623.81		<b>Make Checks Payable to:</b>		<b>Bank Wire to:</b>	
<b>Tax Total :</b>	USD	\$18,176.27		Pearson Online & Blended Learning		<b>Bank Name</b>	: Bank of America N A
<b>Invoice Total :</b>	USD	\$1,849,800.08		32369 Collection Center Drive		<b>Bank Address</b>	:
<b>Amount Due :</b>	USD	\$1,849,800.08		Chicago, IL 60693-0323		<b>ABA ACH No</b>	: 071000039
						<b>ABA Wire No</b>	: 026009593
						<b>SWIFT Code</b>	: BOFAUS3N
						<b>A/C No</b>	: 8188290225
						<b>Bank Account Name</b>	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA

Invoice Number: 91000007113							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043198	CAPOCA	Direct Charges	26		1,628,049.74	18,176.27	1,646,226.01
82043198	CAPOCA	Pass Through	10		203,574.07	0.00	203,574.07

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

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$1,831,623.81	\$18,176.27	\$1,849,800.08



# Pearson

Charges for the Following Period:

January 2021

---

**Compensation Expenses**

Benefits - Administration	71,879.45
Benefits - Instructional	374,524.40
Credit for Nonbillable Earnings Paid by the School	(30,065.93)
Withholdings	193,495.53
	<b>609,833.45</b>

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting	16,562.50
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	198,750.00
Curriculum Postage	5,065.50
Direct Course Instruction Support	17,085.75
Educational Resource Center	41,737.50
Enrollment and Records Management	6,140.00
Facility Support Services	1,525.00
Hardware/Software - Employees	10,750.00
Human Resources Support	22,395.83
Internet Subsidy Payment Processing	31,955.19
Monthly Fee per Student on an IEP	83,550.00
School Curriculum Supplies	8,083.33
Short Term Substitute Teaching Services	40,200.00
Student Technology Assistance	175,470.83
Tangible and Intangible Instructional Materials	145,337.90
Technical Support and Repairs	49,687.50
	<b>900,130.16</b>

**Revenue Based Charges**

Marketing Services	33,119.49
School Administration	198,716.99
Treasury Services	49,679.25
	<b>281,515.73</b>

**Special Education**

**Additional Services**

**Pass Through Expenses**

Miscellaneous	40,144.47
	<b>40,144.47</b>

**Total Amount Due**

---

---

**1,831,623.81**

California Schools Attendance Calendar: 2021-22 DRAFT										
INTERNAL STAFF USE ONLY: DO NOT POST OR DISTRIBUTE										
Attendance Month		Calendar Month	M	T	W	TH	F	Teacher Days	Student Days	Student and Teacher Holidays
		Aug	9	10	11	12	13	0	0	Teacher Calendar**
			16	17	18	19	20	3	0	Teacher Only Work Days**
			23	24	25	26	27	5	0	No School for students
		Sept	30	31	1	2	3	4	0	Labor Day
			6	7	8	9	10	4	4	1st day of school Sept 7
			13	14	15	16	17	5	5	
			20	21	22	23	24	5	5	
Month 1	19	Oct	27	28	29	30	1	5	5	End of attend Month
			4	5	6	7	8	5	5	
			11	12	13	14	15	5	5	
			18	19	20	21	22	5	5	
Month 2	20		25	26	27	28	29	5	5	
		Nov	1	2	3	4	5	5	5	
			8	9	10	11	12	4	4	Veterans' Day
			15	16	17	18	19	5	5	11/8: PS Q1 ends and Q2 starts
Month 3	14		22	23	24	25	26	0	0	Fall Break
		Dec	29	30	1	2	3	5	5	End of P1/M3=11/26
			6	7	8	9	10	5	5	
			13	14	15	16	17	5	5	
			20	21	22	23	24	0	0	Winter Break
			27	28	29	30	31	0	0	
Month 4	20	Jan	3	4	5	6	7	5	5	P1 due to districts 1/5
			10	11	12	13	14	5	5	
			17	18	19	20	21	4	4	Martin L. King Day
			24	25	26	27	28	5	5	1st sem ends 2/2, 2nd sem starts 2/7
Month 5	17	Feb	31	1	2	3	4	4	3	# days in first semester 90
			7	8	9	10	11	5	5	2/2: PS Q2 ends
			14	15	16	17	18	4	4	2/7: Ps Q3 starts
			21	22	23	24	25	4	4	
Month 6	18	March	28	1	2	3	4	5	5	
			7	8	9	10	11	5	5	
			14	15	16	17	18	5	5	
			21	22	23	24	25	5	5	
Month 7	20	April	28	29	30	31	1	5	5	End of P2/M7= 4/1
			4	5	6	7	8	5	5	P2 due to districts 4/15
			11	12	13	14	15	0	0	Spring Break
			18	19	20	21	22	5	5	Easter is 4/17/22
Month 8	15		25	26	27	28	29	5	5	4/18: PS Q3 ends and Q4 starts
		May	2	3	4	5	6	5	5	Testing window April 25 through May 27 (final TBD)
			9	10	11	12	13	5	5	
			16	17	18	19	20	5	5	
Month 9	20		23	24	25	26	27	5	5	
		June	30	31	1	2	3	4	4	Memorial Day
			6	7	8	9	10	5	5	Last day of school, 2nd Sem ends June 22
			13	14	15	16	17	5	5	
Month 10	17		20	21	22	23	24	5	3	# days in 2nd semester 90
		July	27	28	29	30	1	0	0	6/15 (seniors) or 6/22: PS Q4 ends
		180			Total Teacher Days			195	180	Total Student Days
Teacher only work days:**			Aug. 18-Sept 2, Feb. 3, June 23-24							
Student Holidays:			Sept. 6 (Labor Day); Nov. 11 (Veterans Day); Nov. 22-26 (Fall Break); Dec. 20- Dec. 31 (Winter Break); Jan. 17 (Martin Luther King); Feb 3-4 (Mid year Semester break); Feb. 18&21 (Presidents' Day); April 11-15 (Spring Break); May 30 (Memorial Day).							
Work Sample Cut Off Dates			Oct 1, Oct 29, Nov 26, Jan 7, Feb 2, Mar 4, Apr 1, Apr 29, May 27, June 22							
End of attendance months:			Oct 1, Oct 29, Nov 26, Jan 7, Feb 4, Mar 4, Apr 1, Apr 29, May 27, June 22							
First/Last Days of School for the Students:				Sept. 7 and June 22			First/Last Days of School for the Teachers:**		Aug. 18 and June 24	
FOR INTERNAL USE ONLY. Only distribute to STAFF MEMBERS!										Submitted to Board on 2/23/21



To: California Online Public Schools Board  
From: Katie Senft  
Re: 2021-2022 School Calendar  
Date: February 12, 2021

Attached is a draft calendar for the 2021-2022 school year. This calendar has been carefully reviewed by your Executive Director and the Director of Schools, and represents 180 student days. Once board-approved, this calendar will become the official school calendar for 2021-2022 and will be added to the California Connections Academy School Handbook Supplement.

## CalCA School Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
<i>First Day of School</i>	School and Office Open	September 7, 2021
<b>Veterans' Day</b>	School and Office Closed	November 11, 2021
<b>Fall Break</b>	School Closed/Office Open	November 22-24, 2021
	School and Office Closed	November 25-26, 2021
<b>Winter Break</b>	School Closed/Office Open	December 20-23, 2021
	School and Office Closed	December 24-31, 2021
<b>Martin Luther King, Jr. Day</b>	School and Office Closed	January 17, 2022
<i>First Semester End Date</i>	NA	February 2, 2022
<b>Teacher Work Day</b>	Staff Work Day	February 3, 2022
<b>Mid Semester Recess</b>	School Closed/Office Open	February 4, 2022
<i>Second Semester Start Date</i>	NA	February 7, 2022
<b>Presidents' Day</b>	School Closed/Office Open	February 18, 2022
	School and Office Closed	February 21, 2022
<b>Spring Break</b>	School Closed/Office Open	April 11-15, 2022
<b>Memorial Day</b>	School and Office Closed	May 30, 2022
<i>Last Day of School</i>	School and Office Open	June 22, 2022

**School Closed - Additional Administrator/12 Month Employee Days:** July 6-9, 2021; November 11, 2021

### School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty



# CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

A network of California Public Charter Schools

Operated by California Online Public Schools

## 2021-22 ADMINISTRATIVE WORK CALENDAR

Administrative employees of California Online Public Schools work 12 months per year. The work calendar includes all regular weekdays with the exception of the following paid holidays. The school offices are closed on the following holidays and all administrative 12 month employees have paid holidays.

### PAID HOLIDAYS FOR 12 MONTH CalOPS EMPLOYEES

HOLIDAY DESCRIPTION	DAY OF THE WEEK	DATE(S)	YEAR	Number of paid days
Summer Break (includes Fourth of July)	M-F	July 5-9	2021	5
Labor Day	M	September 6	2021	1
Veterans' Day	Th	November 11	2021	1
Fall Break	Th-F	November 25 and 26	2021	2
Winter Break	F plus M-F	December 24 through 31	2021	6
Martin Luther King Day	M	January 17	2022	1
Presidents' Day	M	February 21	2022	1
Memorial Day	M	May 30	2022	1

Submitted to Board of Directors on February 23, 2021

**California Connections Academy Schools  
UNIFORM COMPLAINT PROCEDURE**

**Initially approved by the Board of Directors on November 19, 2013**

**Revisions approved August 23, 2016**

**Revisions approved August 22, 2017**

**Revision approved August 28, 2018**

**Revision approved August 25, 2020**

**Revision considered on February 23, 2021**

**California Online Public Schools non-profit Board of Directors operates the following charter schools to which this Uniform Complaint Procedure applies:**

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

The California Connections Academy Schools (“the schools”) Board of Directors (“the Board”) is committed to complying with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the Board strongly encourages the early resolution of complaints by direct communication between the family and the school leadership whenever possible. (Information about the schools’ communication protocols are found in the School Handbook and Supplement). If you have a concern, you can always talk to a staff member or school leadership. If you find that this informal resolution is not adequate to address your concerns related to the items described in Paragraphs 1 and/or 2 below, please follow our Uniform Complaint Procedure set out in this document. All other concerns will follow the protocols provided in the School Handbook and Supplement.

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The Board prohibits any form of retaliation against any person for making a complaint. Additionally, participation in the complaint process shall not in any way affect the status, grades or work assignments of any student. In investigating complaints, the school will protect the confidentiality of the parties involved to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law. Finally, the schools will investigate all complaints in a timely manner.

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Complaints related to the issues described below should be filed using this Uniform Complaint Procedure:

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1. **Any complaints alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying in the schools’ programs and/or activities based on:**
  - a. actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, medical condition,

- genetic information, sex or sexual orientation, gender, gender identity, or gender expression;
- b. the perception of one or more of such characteristics; or
- c. association with a person or group with one or more of these actual or perceived characteristics.

2. **Complaints regarding certain federal and state programs and requirements, such as:**

- a. accommodations for pregnant or parenting pupils.
- b. the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities,
- c. any requirements for the development and adoption of a school safety plan;
- d. the requirements for the development and adoption of a Local Control and Accountability Plan, Annual Update, LCAP Addendum, or other LCAP compliance requirements,
- e. course periods without educational content (grades 9-12)
- f. applicable consolidated categorical aid programs (e.g., federal Title I funds)
- g. migrant education,
- h. applicable career technical and technical education training programs,
- i. certain federal Title IX requirements which prohibit discrimination based on sex or sexual orientation, gender, gender identity, or gender expression. Complaints of sexual harassment as defined under Title IX regulations (e.g., sexual assault, dating violence) are addressed pursuant to the CalCA TITLE IX POLICY found in the School Handbook Supplement.
- j. lactation accommodations for students,
- k. enrollment, placement, transfer and educational rights and services to foster youth, homeless youth,
- l. any other state or federal educational program deemed appropriate by the State Superintendent of Public Instruction and applicable to charter schools.

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<#>federally funded programs such as Title I,

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<#>discrimination against LGBTQIA youth,

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<#>discrimination against LGBTQIA youth,

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<#>student free speech and

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other legal requirements for

## PROCEDURAL REQUIREMENTS for the Uniform Complaint Procedures

### **Compliance Officer(s)**

Complaints must be in writing and should be directed to the schools' designated "Compliance Officer(s)", listed below:

Executive Director  
c/o California Connections Academy Schools  
33272 Valle Rd.  
San Juan Capistrano, CA 92675

949-461-1667

The Compliance Officer will receive and investigate complaints and ensure the schools' compliance with laws applicable to the complaint(s). The Compliance Officer or designee will ensure that any employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible; these employees may also have access to legal counsel as determined appropriate by the Compliance Officer or designee.

If the complaint alleges wrongdoing by the Compliance Officer, the Compliance Officer will immediately notify the Board President to appoint a substitute Compliance Officer to investigate the complaint. The person filing the complaint may, alternatively, submit their complaint to the Compliance Officer's supervisor or a member of the Board.

### **Notifications**

The Compliance Officer or designee will provide annual written notification of the schools' Uniform Complaint Procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties by posting it on the schools' public web site. If 15% (fifteen percent) or more of the students enrolled at the school speak a single primary language other than English, this policy and the notice will be translated into that language.

The Uniform Complaint Procedure notice will:

1. Identify the person(s) and position(s) responsible for receiving complaints;
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5 of Title 2 of the Education Code (Section 49010 through 49013);
3. Include information about complaints that may be related to the Local Control and Accountability Plan, Annual Updates, or other Plan compliance requirements, pursuant to Education Code section 52075;
4. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, and of the appeal process, if applicable;
5. Advise the complainant of the opportunity to appeal the Investigation Report to the CDE, except when the schools have used this uniform complaint procedure to address a complaint not described in section 4610(b); or to pursue remedies before civil courts or other public agencies; and
6. Include statements that:
  - a. The school is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;

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- b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
- c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying must be filed not later than six months from the date it occurred or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying;
- d. The complainant has a right to appeal the schools' decision to the CDE by filing a written appeal within 30 calendar days of receiving the schools' decision;
- e. The appeal to the CDE must include a copy of the complaint filed with the school and a copy of the schools' decision; and
- f. Copies of the schools' Uniform Complaint Procedures are available free of charge.

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### **Procedures**

All complaints will be investigated and resolved within 60 calendar days of the schools' receipt of the complaint, unless extended upon mutual agreement.

The Compliance Officer or designee will maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

## **UNIFORM COMPLAINT PROCEDURES**

### **1. Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the schools. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying/cyberbullying; or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying/cyberbullying. The complaint shall be initiated no later than six (6) months from the date when the

alleged discrimination, harassment, intimidation or bullying/cyberbullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying. Upon written request by the complainant, the Compliance Officer or designee may choose to extend the filing period for up to ninety (90) calendar days.

All other complaints (except complaints regarding the education rights of foster youth) must be filed within one (1) year from the date of the alleged violation. For complaints regarding LCAP, the date of the alleged violation is the date when the Board approves the LCAP or Annual Update.

The complaint will be presented to the Compliance Officer, who will maintain a log of complaints received, and who will stamp each complaint with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the schools' Site Administrator or Principal, if that person is not the Compliance Officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 *et seq.* (Pupil Fees).

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the schools will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated.

Anonymous complaints related to Local Control and Accountability Plan compliance are acceptable so long as such complaints provide evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code section 47606.5.

**Deleted:** If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, school staff shall assist him/her with filing the complaint. ¶

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## **2. Step 2: Mediation**

Within fourteen (14) days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer will make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying/cyberbullying, the Compliance Officer will ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer will proceed with his/her investigation of the complaint.

The use of mediation does not extend the schools' 60-day timeline for investigating and resolving the complaint, unless the complainant agrees in writing to such an extension of time.

### **3. Step 3: Investigation of Complaint**

Within fourteen (14) days of receiving the complaint, the Compliance Officer will provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also will collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the schools' investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engaging in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegation. Note, however, that complaints permissibly made anonymously will be investigated by the schools to the extent possible without participation by the complainant.

In accordance with law, the schools will provide the investigator with access to records and other information related to the allegation in the complaint and will not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

### **4. Step 4: Response**

Within thirty (30) days of receiving the complaint, the Compliance Officer will prepare and send to the complainant a written response of the schools' investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five (5) days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision will be final.

If the Board hears the complaint, the Compliance Officer will send the Board's decision to the complainant within sixty (60) calendar days of the school initially receiving the complaint, or within the time period that has been specified in a written agreement with the complainant.

### **5. Step 5: Final Written Decision (Investigation Report)**

The schools' final written decision will be in writing and sent to the complainant within sixty (60) days of receipt of a complaint ("the Investigation Report").

The schools' Investigation Report will be written in English and in the primary language of the complainant whenever required by law.

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For all complaints, the Investigation Report will include:

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1. The finding(s) of fact based on the evidence gathered;
2. Conclusion providing a clear determination as to each allegation as to whether the school is in compliance with the relevant law;
3. If the school finds merit in the complaint, the corrective actions required by law;
4. Notice of the complainant's right to appeal the school's Investigation Report to the CDE, except when the school has used its UCP to address a non-UCP complaint; and
5. Procedures to be followed for initiating an appeal to the CDE;

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<#>Any legal analysis;¶  
<#>The schools' decision about the complaint;¶  
<#>The reason for the decision; ¶  
<#>Corrective actions, if any are warranted; and¶  
Notice of the complainant's right to appeal the schools' decision within fifteen (15) calendar days to the California Department of Education (CDE), and procedures to be followed for initiating such an appeal. ¶

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In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation, or bullying/cyberbullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges or LCAP is found to have merit, the schools shall provide a remedy to all affected students and parents/guardians. The school, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

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Deleted: With respect to pupil fees complaints, corrective actions shall include reasonable efforts to ensure full reimbursement to themall affected students and parents/guardians. ...

If a complaint alleging noncompliance with the laws regarding foster and homeless youth, or regarding lactation accommodations for students, is found to have merit, the schools shall provide a remedy to any affected student.

Deleted: If a complaint alleging noncompliance with the laws regarding Local Control and Accountability Plans is found to have merit, the schools shall provide a remedy to all affected students and parents/guardians. ¶

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## 6. Appeals to the California Department of Education (CDE)

If the complainant is dissatisfied with the schools' decision, s/he may appeal in writing to the California Department of Education (CDE). The complainant shall file his/her appeal within thirty (30) calendar days of receiving the schools' Investigation Report. This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

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Deleted: decision; the appeal shall specify the basis for the appeal of the schools' decision and whether the complainant believes the facts are incorrect and/or the law has been misapplied.

1. The school failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;



3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
5. In a case in which the school found noncompliance, the corrective actions fail to provide a proper remedy.

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The appeal shall be accompanied by a copy of the locally filed complaint and the Investigation Report.

**Deleted:** schools' decision

Upon notification by the CDE that the complainant has appealed the school's decision, the Compliance Officer or designee shall forward the following documents to the CDE within ten (10) calendar days:

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1. A copy of the original complaint;
2. A copy of the Investigation Report;
3. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
4. A report of any action taken to resolve the complaint;
5. A copy of the school's complaint procedures; and
6. Other relevant information requested by CDE.

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The CDE may directly intervene in the complaint without waiting for action by the schools when one of the conditions listed in 5 CCR 4650 exists, including when the schools have not taken action within sixty (60) calendar days of the date the complaint was filed with the school. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

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The CDE must issue a written decision regarding an appeal to the appellant within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended. If the CDE finds merit in an appeal, it must issue corrective actions as appropriate and including a remedy to the affected student, or in the case of complaints involving pupil fees or LCAP, a remedy to all affected students and parents/guardians.

**Deleted:** An individual filing an appeal related to Local Control and Accountability Plan compliance requirements shall receive a written appeal decision within 60 days of receipt of the appeal. If the appeal is found to have merit, the CDE shall provide a remedy to all affected students and parents/guardians.¶

## 7. Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

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For complaints alleging discrimination, the complainant must wait at least sixty (60) calendar days after filing an appeal to the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the school has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint.

**Deleted:** For complaints alleging unlawful discrimination, harassment, intimidation, or bullying/cyberbullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the school has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.¶

## California Connections Academy Schools

### Governed by California Online Public Schools

Operating as:

California Connections Academy Southern California  
(formerly known as Capistrano Connections Academy)

California Connections Academy @ Central

California Connections Academy @ Ripon

California Connections Academy North Bay

California Connections Academy Central Coast

California Connections Academy Monterey Bay

### ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

2020-2021

*As revised February, 2021*

California Connections Academy Schools annually notifies our students, employees, parents/guardians, Learning Coaches, school advisory committee members, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP).

California Connections Academy Schools have the primary responsibility to ensure compliance with applicable state and federal laws and regulations and the Board of Directors has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying/cyberbullying, and complaints alleging violation of state or federal laws governing educational programs that are subject to the UCP and the charging of unlawful pupil fees.

California Connections Academy Schools shall investigate and seek to resolve complaints using policies and procedures known as the UCP adopted by our Board of Directors. Unlawful discrimination, harassment, intimidation, or bullying/cyberbullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, medical condition, genetic information, marital status, nationality, national origin, immigration status, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints regarding certain federal and state programs and requirements, such as:

- Accommodations for pregnant and parenting pupils
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- School Safety Plans
- Local Control and Accountability Plans, Annual Updates, LCAP Addendum, or other LCAP compliance requirements
- Lactation accommodations for pupils
- Enrollment, placement, transfer, and educational services to foster and homeless youth

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- Any other state or federal educational program deemed appropriate by the State Superintendent of Public Instruction and applicable to charter schools.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the school's UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints must be filed in writing with the following compliance officer:

Dr. Richard Savage, Executive Director  
c/o California Connections Academy Schools  
33272 Valle Rd.  
San Juan Capistrano, CA 92675  
949-461-1667

Complaints of noncompliance with laws relating to pupil fees may also be filed with the Site Administrator or a Principal of the school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Anonymous complaints related to LCAP compliance are acceptable so long as such complaints provide evidence or information leading to evidence to support an allegation of noncompliance with Education Code section 47606.5. If a complaint alleging noncompliance with the laws regarding LCAPs is found to have merit, California Connections Academy Schools shall provide a remedy to all affected students and parents/guardians.

Complaints alleging discrimination, harassment, intimidation, or bullying/cyberbullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying/cyberbullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying/cyberbullying, unless the time for filing is extended by the Executive Director or his or her designee.

All other complaints (except complaints regarding the education rights of foster youth) must be filed within one (1) year from the date of the alleged violation. For complaints regarding LCAP, the date of the alleged violation is the date when the Board approves the LCAP or Annual Update.

If a complaint alleging noncompliance with the laws regarding foster and homeless youth, or regarding lactation accommodations for students, is found to have merit, California Connections Academy Schools shall provide a remedy to any affected student. If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges or LCAP is found to have merit, the schools shall provide a remedy to all affected students and

**Deleted:** <#>Enrollment or dis-enrollment practices of the charter schools  
<#>Discrimination against LGBTQIA youth, pursuant to Section 234.1(b) of the Education Code  
<#>Discrimination which is in violation of federal Title IX requirements pursuant to Section 221.61 of the Education Code  
<#>Adult Education Programs  
<#>Child Care and Development Programs  
<#>Preschool Health and Safety Issues

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parents/guardians. The school, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

Complaints will be investigated and a written decision ("the Investigation Report") will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Investigation Report of California Connections Academy Schools to the California Department of Education (CDE) by filing a written appeal within 30 days of receiving the Investigation Report. The appeal must include a copy of the complaint filed with California Connections Academy Schools and a copy of the Investigation Report.

An individual filing an appeal with CDE shall receive a written appeal decision within 60 calendar days, unless extended.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying/cyberbullying laws, if applicable. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of California Connections Academy School's UCP is available free of charge. The UCP can be found on the school's web site and is also available via a link in the School Handbook Supplement.

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**Deleted:** The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 ...and in accordance and in accordance with local procedures adopted under section 4621. ¶

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**Deleted:** If the appeal is found to have merit, the CDE shall provide a remedy to all affected students and parents/guardians. ¶

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**Deleted:** In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CapoCA's complaint procedures. Com

**Deleted:** policy and complaint procedures shall be



# **Comprehensive School Safety Plan**

*To comply with AB 1747  
And including elements from  
Ed.Code Section 32282 (a)(2)(A) through (H)*

Richard Savage, Ed.D.,  
Executive Director  
California Connections Academy Schools  
33727 Valle Road  
San Juan Capistrano, CA 92675  
And  
580 N. Wilma, Suite G  
Ripon, CA 95366

Approved by Board of Directors on February 26, 2019

Reviewed by School Safety Committee on February 10, 2020  
with no changes recommended

Reviewed and ratified by Board of Directors on \_\_\_\_\_

## Introduction

California Connections Academy Schools are online public charter schools. This plan will apply to all of the California Connections Academy Schools operated by the California Online Public Schools governing board.

We have two business offices and do not have any physical school locations or classroom facilities. We do host in person state testing, field trips, and other such face to face socialization events at venues we contract with throughout the state. This plan is written to provide a safe environment at both of the offices and at any off-site event.

## Child Abuse Reporting Procedures

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact children have passed appropriate background screening measures. (see also the CalCA Employee Handbook)

### **AWARENESS OF POSSIBLE ABUSE/NEGLECT**

All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.

### **Non-Imminent Danger Reporting Protocols**

School staff of California Connections Academy schools should follow reporting protocols for non-imminent danger if there are concerns for students and there are not immediate risks for personal safety for them or their family members.

**Non-imminent danger** situations are concerning, but the student is **not in immediate danger or in a life-threatening situation** that would require a call to emergency services.

Non-imminent danger situations could be discovered through submitted assignments, WebMail messages, or phone calls with students, or it may be second-hand or hearsay. Concerns of non-imminent danger require a follow-up from the counselor or school leader.

*School Staff Responsibilities:*

1. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
2. Inform the school leader or counselor from a separate phone or via instant message.
  - a. If the school leader or counselor is not available, contact Tisha Rinker (614-595-3543). If you are unable to reach her, contact any member of the Counseling Team.
3. Create a Child Welfare IssueAware ticket with the following fields:
  - a. Name: School Name: Student ID First Initial Last Name, Student Concern
  - b. System: Schools
  - c. Component: Child Welfare
  - d. Type: Select your school
  - e. Urgency: Important
  - f. Mark the ticket as Private
4. The school leader and/or counselor will determine if the reporting staff member should make a report to children's services.
  - a. If so, the reporting staff member should contact children's services as the person who initiated the student concern.
  - b. Search online for "children's services in city/county" where the student lives.
  - c. In the Child Welfare IA, note the incident number and the agency actions, e.g. if they will open an investigation.
5. Make the School Leader and/or lead Counselor ticket owner to follow through on next steps. He or she will contact you if any further actions or details are needed.

(see also Non-Imminent Danger Handout in the Virtual Library)

### **Imminent Danger Reporting Protocols**

School Staff associated with California Connections Academy schools should follow reporting protocols for imminent danger if a student or family member has an immediate risk to their personal safety.

**Imminent danger** refers to first-hand, real-time reported information versus second-hand/ hearsay, and is an **immediate threat of harm**.

It is considered imminent danger when a student's apparent perpetrator intends to cause harm, or such danger exists which could reasonably be expected to cause death or serious physical harm.

Students can also engage in imminent danger towards themselves or others. The term imminent or its equivalent (e.g., immediate, threatening, emergent, crisis) is short-term, rather than long-term, danger to self or others. When deciding if a situation is imminent, consider the specific nature or conduct, magnitude, probability, or frequency of harm.

### School Staff Responsibilities

1. Upon receipt of the concern, the staff member will do one or both of the following:
    - a. Make a report with local children's services.
      - i. Search online for "children's services in city/county" where the student lives.
      - ii. Note the incident number and the agency actions, e.g. if they will open an investigation. You will add this information to a Child Welfare IA in the subsequent steps of the process.
    - b. Contact 911 if it is recommended by the agency or if the student requires immediate medical attention.
      - i. Call 911, either locally or in the city and state, in which the situation is occurring. Have the student's name and address ready.
      - ii. Keep the student engaged in conversation and confirm his or her address or other information that will assist emergency services in locating them.
      - iii. Remain on the line with 911 until emergency personnel arrives at the student's location or as otherwise instructed by the 911 operator.
  2. Inform the school leader from a separate phone or via instant message.
    - a. If the school leader is not available, contact Tisha Rinker (614-595-3543). If you are unable to reach her, contact any member of the Counseling Team.
  3. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
  4. Create a Child Welfare IssueAware ticket with the following fields:
    - a. Name: School Name: Student ID First Initial Last Name, Student Concern
    - b. System: Schools
    - c. Component: Child Welfare
    - d. Type: Select your school
    - e. Urgency: Urgent
    - f. Mark the ticket as Private
  5. Your School Leader and/or Counseling team will follow through on next steps. They will contact you if any further actions or details are needed.
- (see also the Imminent Danger Handout in the Virtual Library)

### Disaster and Criminal Incident Procedures

The welfare of the students and staff will always be the priority in any given emergency. Whatever action might need to be taken should put the health and safety of students and staff first.

### **Preparation/Preventative Measures:**



- Upon booking the event staff will request a copy of the evacuation route(s) from the venue and request if there is an onsite security guard. If possible, also request the location of fire extinguishers and/or a copy of their emergency plan.
- When available staff will bring the following to each event:
  - An **emergency kit** with
    - Emergency Folder
      - The school emergency action plan, outlined below
      - The site manager name/contact, site address/number, testing room number(s), security guard name/contact (if applicable), and school emergency contacts
      - A sheet with onsite staff names and contact information
      - A paper copy of parent emergency contact numbers by student
      - Copies of [Accident/Injury Reports](#) Forms
      - Copies of Incident Report Forms
    - A first aid kit
- On the day of an event, staff will make a note of emergency exits, location(s) of fire extinguishers, and fire alarms. Additionally, onsite staff will determine the designated rally point.
  - Rally point - A location, most likely in the parking lot, located a safe distance from the building venue where if staff were to be separated that is where they will meet
- Families will be informed that in the event of an emergency, students will not be released to family members until a roll call is completed to ensure all students are safe and accounted for.

Emergency	Action Plan
<b>Evacuation</b>	<p>Fire alarm, flood, bomb threat, or any emergency that requires evacuation from the building</p> <ul style="list-style-type: none"> <li>• Immediately, all onsite staff will assist with evacuating all students outside calmly and safely.               <ul style="list-style-type: none"> <li>◦ A staff member should lead the students, another should be in the middle, and the others should be behind the students</li> <li>◦ No running should be permitted to avoid trampling and/or other potential injuries</li> <li>◦ Always use the stairs if on an upper floor</li> </ul> </li> <li>• Once students are at a safe distance outside, on site staff will do a roll call to ensure that all students are accounted for, including staff.</li> <li>• If families are onsite during the emergency, staff SHOULD NOT release students until after roll call</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff should follow-up with students to ensure that there were no injuries during evacuation and that no emergency assistance is required.</li> <li>• Depending on the severity of the emergency, at the discretion of a school principal or designee, the event will continue, or the students will be dismissed.</li> </ul>
<b>Medical Emergency</b>	<p>In the event of a medical emergency</p> <ul style="list-style-type: none"> <li>• Call 911 <ul style="list-style-type: none"> <li>◦ Provide the nature of the emergency</li> <li>◦ Provide the site address &amp; specific location</li> </ul> </li> <li>• The onsite staff must isolate and secure the area or affected student(s) to avoid panic and/or further injuries <ul style="list-style-type: none"> <li>◦ If a student is severely injured, he or she <b>SHOULD NOT</b> be moved unless otherwise instructed by the emergency response team.</li> </ul> </li> <li>• Staff identifies the individual(s) injured and calls contacts the caretaker(s) immediately</li> <li>• On site staff informs the <del>state testing team</del>, school leader, and venue manager of the emergency immediately</li> <li>• NEVER leave injured student(s) alone. If an ambulance ride is required and the caretaker is not onsite, a staff member should accompany the student(s), if possible</li> <li>• If an ambulance ride is required, the <del>site lead</del> staff should make a note of the hospital the student(s) is/are being transferred to and follow-up with the family immediately</li> <li>• Staff <b>MUST</b> complete the <a href="#">Accident/Injury Report</a> and send it to the school leader as soon as possible.</li> <li>• The event may continue for the uninjured parties. If students are impacted and unable to continue <del>testing</del> after the incident, they should be dismissed</li> </ul>
<b>Assault/Fights</b>	<p><b>Among students</b></p> <ul style="list-style-type: none"> <li>• Staff should ensure the safety of all students and staff</li> <li>• Staff should de-escalate and defuse the situation</li> <li>• Staff should call 911 if necessary <ul style="list-style-type: none"> <li>◦ Immediately call 911 if weapons are visible/involved</li> </ul> </li> <li>• On site staff should call 911 if a student or students are severely injured and follow the action plan for medical emergencies</li> </ul>

	<ul style="list-style-type: none"> <li>• The on-site staff will notify the school leader <ul style="list-style-type: none"> <li>◦ An administrator will notify the caretakers of the students involved</li> </ul> </li> <li>• The on-site staff completes an Incident Report &amp; <a href="#">Accident/Injury Report</a> <ul style="list-style-type: none"> <li>◦ Ask victim(s) and/or witness(es) for their account of the incident</li> <li>◦ Submit an incident report to the school leader</li> </ul> </li> </ul> <p><b>Among Caretakers</b></p> <ul style="list-style-type: none"> <li>• Staff should ensure the safety of all students and staff and move students away from the location of the incident</li> <li>• For verbal altercations, staff at their discretion can attempt to de-escalate or defuse the situation <ul style="list-style-type: none"> <li>◦ If an altercation escalates staff should immediately call 911</li> </ul> </li> <li>• For physical altercations, DO NOT attempt to de-escalate <ul style="list-style-type: none"> <li>◦ If an onsite security guard is not available, contact 911</li> </ul> </li> <li>• Call 911 immediately if <ul style="list-style-type: none"> <li>◦ Weapons are visible/involved</li> <li>◦ Someone threatens another's life</li> <li>◦ Unable to de-escalate and altercation is escalating</li> </ul> </li> <li>• On site staff will notify the school leader</li> <li>• On site staff completes an Incident Report &amp; <a href="#">Accident/Injury Report</a> <ul style="list-style-type: none"> <li>◦ Ask victim(s) and/or witness(es) for their account of the incident</li> <li>◦ Submit an incident report to the school leader within 24 hours.</li> </ul> </li> </ul>
<b>Active Shooter</b>	<p><b>Annually all CalCA staff will</b></p> <ul style="list-style-type: none"> <li>• Sign up for an <a href="#">active shooter training</a> course</li> <li>• Sign up to receive local emergency alerts and register work and personal contact information with any work sponsored alert system</li> <li>• Make a site-specific plan with administrators and expected onsite staff, and ensure everyone knows what they would do if confronted with an active shooter <ul style="list-style-type: none"> <li>◦ Understand the plans for individuals with disabilities or other access and functional needs</li> </ul> </li> <li>• Describe expectations</li> </ul>

- Describe accountability process
- Be trained to
  - Be aware of their environment and any possible dangers
  - Look for the two nearest exits
  - Outline an escape path
  - Identify hiding places
  - Say something if suspicious
    - Alert venue manager
    - Alert local authority

In general, how staff should respond to an active shooter will be dictated by the specific circumstances of the encounter.

### **Active Shooter Outside/Inside the Building**

- CALL 911 immediately
  - Try to communicate with police as quietly as possible
    - If you cannot speak, leave the line open and allow the dispatcher to listen
  - If you were able to see the offender(s), give a description of the person(s)
  - If you heard any gunshots or explosions, provide a description and location or approximate location
  - If you observed any victims, give a description of the location and number of victims
  - If you observed any suspicious devices, provide the location and a description
  - Follow dispatchers' instructions
- **If possible**, notify onsite staff and with their assistance
  - Notify other staff and venue manager (*if possible*)
  - Quickly and safely lock and barricade all doors and windows
  - Turn off the lights, close the blinds, and block windows
  - Turn off devices that emit sounds
  - Silence cell phones (make sure they won't vibrate)
  - Quick Head Count - Count the number of students in the room

- Moving forward this will be the group of students you will be keeping track of
  - If able, write number on hand
- Remain calm and keep students calm
- If there is an opportunity to escape, do so!
  - Quickly and quietly away from the intruder
  - Leave your belongings behind
  - If shooter is close do not attempt, instead run to the nearest room then lock and barricade the door
- Don't hide in groups- spread out along walls or hide separately to make it more difficult for the shooter
- Keep everyone out of plain sight and take cover/protection behind
  - Concrete walls
  - thick tables
  - filing cabinets
- Remain absolutely quiet!
  - If you need to seek help communicate silently ensuring that no light or sounds give away your location
- Stay in place until law enforcement gives you the all clear
  - Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.
- Attacking an armed or violent individual is not recommended but is a personal choice when there are no other apparent options

### **After the incident**

Know that law enforcement's first task is to end the incident and apprehend the offender(s) and/or suspect(s) to ensure everyone's safety. Officers may be armed with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.

- Keep hands visible and empty
  - Universal surrender position, hands empty, palms up and fingers spread
- Officers will shout commands and may push individuals to the ground for their safety

	<ul style="list-style-type: none"> <li>• Follow law enforcement instructions and evacuate in the direction they come from, unless otherwise instructed</li> <li>• Take care of yourself first, and then you may be able to help the wounded before first responders arrive</li> <li>• Apply direct pressure to wounded areas</li> <li>• Turn wounded people onto their sides if they are unconscious and keep them warm</li> <li>• Attempt to keep wounded alert and conscious by talking to them</li> <li>• Do a head count to ensure your group is accounted for <ul style="list-style-type: none"> <li>○ Take a roster of students and call the school office</li> <li>○ Report any injuries</li> <li>○ Do not leave students alone</li> <li>○ After the head count if students are missing notify the authorities and have the school notify the caretaker(s)</li> </ul> </li> <li>• If possible, attempt to reunite at the agreed meeting spot</li> <li>• Attempt to contact onsite staff if separated</li> <li>• School notifies the school leader and HR/legal department immediately</li> </ul>
<b>Fire</b>	<p>If a staff member sees</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• smoke</li> <li>• or smells a gas odor</li> </ul> <ol style="list-style-type: none"> <li>1. Pull the fire alarm and evacuate students and staff, following the steps in the <a href="#">evacuation action plan</a>.</li> <li>2. Staff must not re-enter the building until the fire service personnel or authorities have declared the building safe.</li> </ol>
<b>Weapons or Suspicious Objects/Persons</b>	<p>Observation of, or suspicion of, weapons or threatening objects or persons</p> <p><b>Suspicion</b></p> <ul style="list-style-type: none"> <li>• If a student or parent is suspected of having a weapon or object on his or her person, DO NOT search</li> <li>• Immediately notify all present staff, the principal, and venue manager</li> </ul>

	<p><b>Confirmed</b></p> <ul style="list-style-type: none"> <li>• Confirmed weapon(s) or hostile persons - DO NOT confront, notify the authorities immediately and follow the instructions from the dispatcher <ul style="list-style-type: none"> <li>○ Attempt to gather as much information as possible to provide to dispatcher such as: <ul style="list-style-type: none"> <li>▪ Weapon/Threatening Object <ul style="list-style-type: none"> <li>▪ Description</li> <li>▪ Location</li> </ul> </li> <li>▪ Hostile Person(s) <ul style="list-style-type: none"> <li>▪ Description of individual(s)</li> <li>▪ Location of individual(s) or incident</li> <li>▪ Direction of travel of individual(s)</li> <li>▪ Vehicle License Plate, if appropriate and possible</li> </ul> </li> </ul> </li> </ul> </li> <li>• Immediately notify all staff present, the principal, and venue manager</li> <li>• Weapon/Threatening Object <ul style="list-style-type: none"> <li>○ Stop the event and safely evacuate students and staff, following the <a href="#">evacuation action plan</a></li> </ul> </li> <li>• Hostile Person(s)/Intruder <ul style="list-style-type: none"> <li>○ Stop the event immediately and GET AWAY <ul style="list-style-type: none"> <li>▪ If you can safely evacuate with students, do so, following the <a href="#">evacuation action plan</a></li> <li>▪ Staff must always accompany students</li> <li>▪ All groups are unable to safely evacuate together reunite at agreed meeting point</li> </ul> </li> <li>○ HIDE &amp; LOCK DOWN <ul style="list-style-type: none"> <li>▪ Quickly and safely move to a secure area, lock down the room and lock and cover any windows</li> <li>▪ Move students away from doors and windows</li> <li>▪ Remain quiet and maintain lock down until notified by an emergency response official or venue manager that it is safe to move</li> <li>▪ If it applies, follow the <a href="#">active shooter emergency action plan</a></li> </ul> </li> </ul> </li> </ul>
<b>Missing Student</b>	<ul style="list-style-type: none"> <li>• Immediately notify all staff present and stop all activity</li> </ul>

	<ul style="list-style-type: none"> <li>• With assistance from onsite staff notify the principal and venue manager</li> <li>• With the assistance of the venue manager, lockdown the venue immediately</li> <li>• One staff member should stay with the students on-site. The others should actively search all areas and surrounding areas of the testing site for the missing student(s)</li> <li>• If the student(s) is not found or reached by phone, staff must contact the local authorities and the caretaker(s) <ul style="list-style-type: none"> <li>◦ Follow instructions from dispatcher and/or authorities</li> </ul> </li> </ul>
<b>Severe Storm</b>	<p>In the event of a severe storm, stop all testing and keep students calm</p> <p><b>Tornadoes, Hurricanes, or Severe Storms</b></p> <ul style="list-style-type: none"> <li>• Move all students and staff away from doors and windows</li> <li>• Find a secure place or hall with no windows, glass, and objects that may fall on individuals</li> <li>• Monitor the storm</li> <li>• When appropriate, duck and cover</li> <li>• Contact school office immediately <ul style="list-style-type: none"> <li>◦ After the incident, administration will determine the next steps</li> </ul> </li> <li>• Follow the <a href="#">medical emergency plan</a> if any students or staff members are severely injured</li> </ul> <p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Have students and staff stay indoors and seek shelter <ul style="list-style-type: none"> <li>◦ Each pupil and staff member take cover under a table or desk, dropping to his or her knees, with head protected by the arms, and the back to the windows</li> <li>◦ Or stand in a corner or secure location away from shelving or moving objects/furniture</li> </ul> </li> <li>• Stay inside until the shaking is over and then <a href="#">evacuate</a> the building watching for falling items or glass</li> </ul>

**Reminder steps to complete after an incident:**

- If possible, grab the emergency kit provided which contains emergency action plans, rosters, first-aid kit, and contacts



- If possible, meet at the designated rally point
- Roll call, staff should always maintain a head count and confirm all students and onsite staff are present and not harmed
  - Contact the school office for assistance, if needed
- Staff should always contact the school and inform of incident within 24 hours.
- Depending on the severity of the emergency, at the discretion of the school leader, ~~testing~~ the event will continue or the students will be dismissed and rescheduled
  - On site staff should document, if not the exact start and end times, the approximate start and end times of the incident.
- If students are to be dismissed, onsite staff should assist students with contacting their families to arrange for pickup
  - Office staff and administration should also assist with contacting families (see also the CalCA State Testing Plan)

## Procedures to Allow Use of School Buildings for Emergency Shelters

The school office locations will allow a public agency, including the American Red Cross, to use school offices and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school shall cooperate with the public agency in furnishing and maintaining the services as the agency may deem necessary to meet the needs of the community and will also cooperate with the authorizing district so that the school offices can be used if needed by the authorizing district if they are called upon to provide resources during a disaster or emergency.

## Discipline and Due Process for Students

All students enrolled in California Connections Academy are expected to conduct themselves in accordance with the rules for the School, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

### ***Discipline Measures***

There are three levels of disciplinary measures utilized by the School: 1) Warning 2) Suspension 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the School Leader. All CalCA schools comply with federal and state constitutional procedures surrounding suspension and expulsion, including a student's right to due process.

No student will be involuntarily removed from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the

school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

### **1. Warning**

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., Connexus). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

### **2. Suspension**

When a student is suspended, he/she is temporarily removed from class (i.e., Connexus) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator up to 10 days at a time. A suspension will be documented in writing in a timely manner, and will become part of a student's school record. Please see the below Suspension (no more than ten (10) days) section for more information.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his/her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his/her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his/her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.

- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, sexual orientation, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the School reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.
- *Repeated violation of any disciplinary issues.*

### **3. Expulsion (Suspension of more than ten (10) days)**

When a student is expelled, he/she is separated from the School for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented timely and in writing, and will become part of a student's permanent record.

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, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The School will not discipline students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) unless the school complies with the requirements of those acts and state law.

### ***Expulsion Committee***

If the Executive Director finds that a student committed an offense that may justify expulsion, the Executive Director shall refer the matter to the President of the Board of Directors. The Board President has the discretion to determine if the matter will be heard by the Board of Directors or by an Expulsion Committee. Expulsion Committee members will be appointed by the Board President.

The Expulsion Committee shall be comprised of a minimum of three members; at least one committee member will also be a member of the Board of Directors. Impartial and neutral committee members will be selected for each instance requiring review of a student's potential expulsion. If a matter is referred to the Expulsion Committee, the committee adjudicates in the place of the Board of Directors. The student shall have the right to present his/her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. All committee decisions regarding a student's expulsion are final.

### ***Due Process for Students***

The following actions will be conducted by the School, per each of the disciplinary measures as outlined below:

#### **Suspension (no more than ten (10) days)**

An informal hearing will be convened with the student, 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 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/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 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.

#### **Suspension of more than 10 days (Expulsion)**

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (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 of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the student's right to a hearing. Such notice

shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his/her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

### ***Discipline for Students with Disabilities***

If a student with a disability violates a code of conduct, he/she will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a school year, 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.

(see also the CalCA School Handbook Supplement )

## **Notification of Dangerous Pupils**

In accordance with state law, the Executive Director shall inform the teacher of a student who has committed any acts which constitute grounds for suspension or expulsion. Any information received by a teacher shall remain confidential and shall not be further disseminated.

## **Preventing Workplace Harassment**

We unequivocally prohibit the harassment or intimidation of our employees based on age, race, color, religion, sex, pregnancy, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other category protected by federal, state, or local law. We do not tolerate harassment or hostile actions in the workplace and take prompt action to correct any such situation.

Harassment is a form of discrimination that occurs when someone engages in unwelcome and reasonably offensive conduct based on a protected characteristic, and that conduct could adversely affect an employee's working conditions. This Policy applies to harassment of any employee by another employee, by a supervisor or manager, or by any other individual with whom an employee interacts in the course of

his or her employment, including but not limited to customers, clients, vendors, suppliers, contractors, or other similar individuals.

Further, no employee will be punished or treated unfavorably because he or she refuses to submit to or participate in sexual harassment, and no employee will be rewarded or treated favorably because he or she submits to or participates in such conduct.

#### DEFINITION

Harassment can result from a broad range of actions, including, but not limited to:

- Verbal conduct: comments that that could be considered harassing if they are likely to offend a reasonable person
- Visual conduct: visual materials that contribute to a hostile work environment by their sexually explicit or derogatory nature
- Physical conduct: touching that a reasonable person would find offensive
- Sexual Harassment: any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:
  - It is expressed or implied that an employee's submission to or refusal of the conduct will have any effect on his or her employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of employment, or where such submission or refusal is used as a factor in decisions relating to the person's employment; or
  - The conduct substantially interferes with an individual's employment by creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another employee, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually-oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This Policy applies in the workplace and in any other work-related settings, such as business trips, sales meetings, conventions, or business-related social events: we expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another employee, is prohibited in the workplace, or in any work-related setting.

Please refer to the online Harassment Training provided at the start of your employment for more detailed information on all forms of harassment and our policies on harassment.

#### INTERACTION WITH STUDENTS

Any employee who interacts with students in the course of their job should be familiar with and comply with the policies contained within the School Handbook as it pertains to harassment or treatment of students. Harassment or treatment of a student that is prohibited by the School Handbook is not tolerated and any employee who violates the policies in the School Handbook may receive disciplinary action.

#### SANCTIONS

Any employee, supervisor, or manager, at any level, who violates this Policy, will be subject to discipline up to and including termination of employment.

#### COMPLAINT PROCEDURE

We encourage employees who believe they are being harassed to initially, where possible, inform the offender that his or her behavior is unwelcome, and ask the individual to stop the conduct. In addition, however, we encourage any employees who believe that they are being harassed or have been harassed to report the harassing conduct to Human Resources. In this way, we will be able to take action to stop the harassment before it becomes severe or pervasive.

If an employee believes that he or she is being or has been harassed, he or she should report the matter to Human Resources.

All complaints of harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of harassment, we will take immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment, and to ensure that the harassment does not recur.

Any manager or supervisor who becomes aware of allegations of harassment must bring the allegations to the attention of Human Resources.

#### INVESTIGATION PROCEDURE

When an investigation is being conducted, Human Resources representatives will instruct and provide guidance to participants of the investigation regarding confidentiality, and employees are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

An employee who is questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

Withholding information or providing false information during an investigation is a serious violation of this Policy and will subject an individual to disciplinary action, up to and including termination.

#### PROTECTION AGAINST RETALIATION

We prohibit any form of retaliation against an individual who makes a bona fide complaint of harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this Policy. Retaliation is a serious violation of this Policy, and any individual found to have retaliated against another person in violation of this Policy will be subject to discipline, up to and including termination of employment.

#### FALSE ACCUSATIONS OF MISCONDUCT

False and malicious complaints of harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including termination.

#### AUTHORITY AND RESPONSIBILITY

If a supervisor or manager learns that an employee is suffering potentially harassing behavior, the supervisor or manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All supervisors and managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty-four (24) hours using the procedures outlined above. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Supervisors, must immediately report any allegations of harassment that are learned of, even if the allegations are against themselves.

Once a supervisor learns of potentially harassing behavior, we have a legal duty to take prompt and effective action. This duty remains even if the complaining employee asks the supervisor to keep the matter confidential and to do nothing, especially if the alleged harassment is severe, ongoing, or potentially harmful to others.

Supervisors cannot promise to maintain complete confidentiality. Instead, supervisors must ensure that the potentially harassing behavior is reported to the appropriate officials as soon as possible. If the employee does not want to report the issue him or herself, the supervisor must do so.



Supervisors should address the employee's concerns and assure him or her that, while the supervisor cannot promise complete confidentiality, the matter will be kept as private as possible and that the employee will be protected from retaliation.

Supervisors should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that he or she is not experiencing retaliation or further harassment.

#### WHISTLEBLOWER POLICY

A whistleblower as defined by this Policy is an employee who reports an activity that he/she considers to be illegal or dishonest to one or more managers of the employer. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor and Human Resources. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

#### NON-RETALIATION

No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the company or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against you should report this in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against an employee with documented performance issues or policy violations will not protect the employee against further disciplinary action up to and including termination. However, such

actions must clearly be directly related to the employee's own documented performance issues or policy violations.

### ISSUE RESOLUTION PROCESS

We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this handbook.

### STEPS IN THE PROCESS

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.
2. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible after the occurrence of the problem.
3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue, Human Resources will help them and their manager consider how policies, procedures, and practices relate for the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.
4. If your issue is not resolved by either Human Resources or School Services, you can request that your matter be presented to your school's governing body (if

applicable) for final consideration or you can contact them directly. The contact information for your school's governing body is located on your school's web site. (see also the CalCA Employee Handbook)

## Dress Code (including Gang-Related Apparel)

Any clothing worn or displayed at a school sponsored event that could reasonably be determined to threaten the health and safety of the school environment will be prohibited. Such determination will be made by on site administration or other school staff.

## Safe and Orderly Environment

### ***Required Student Safety Trainings for School Staff***

Connections Academy takes student safety and well-being very seriously, and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two courses that focus specifically on student safety:

- Internet Safety: This course provides valuable information about practicing safe behaviors online.
- Students in Distress: Recognizing and Responding: This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation. (see also the CalCA Handbook General Portion)

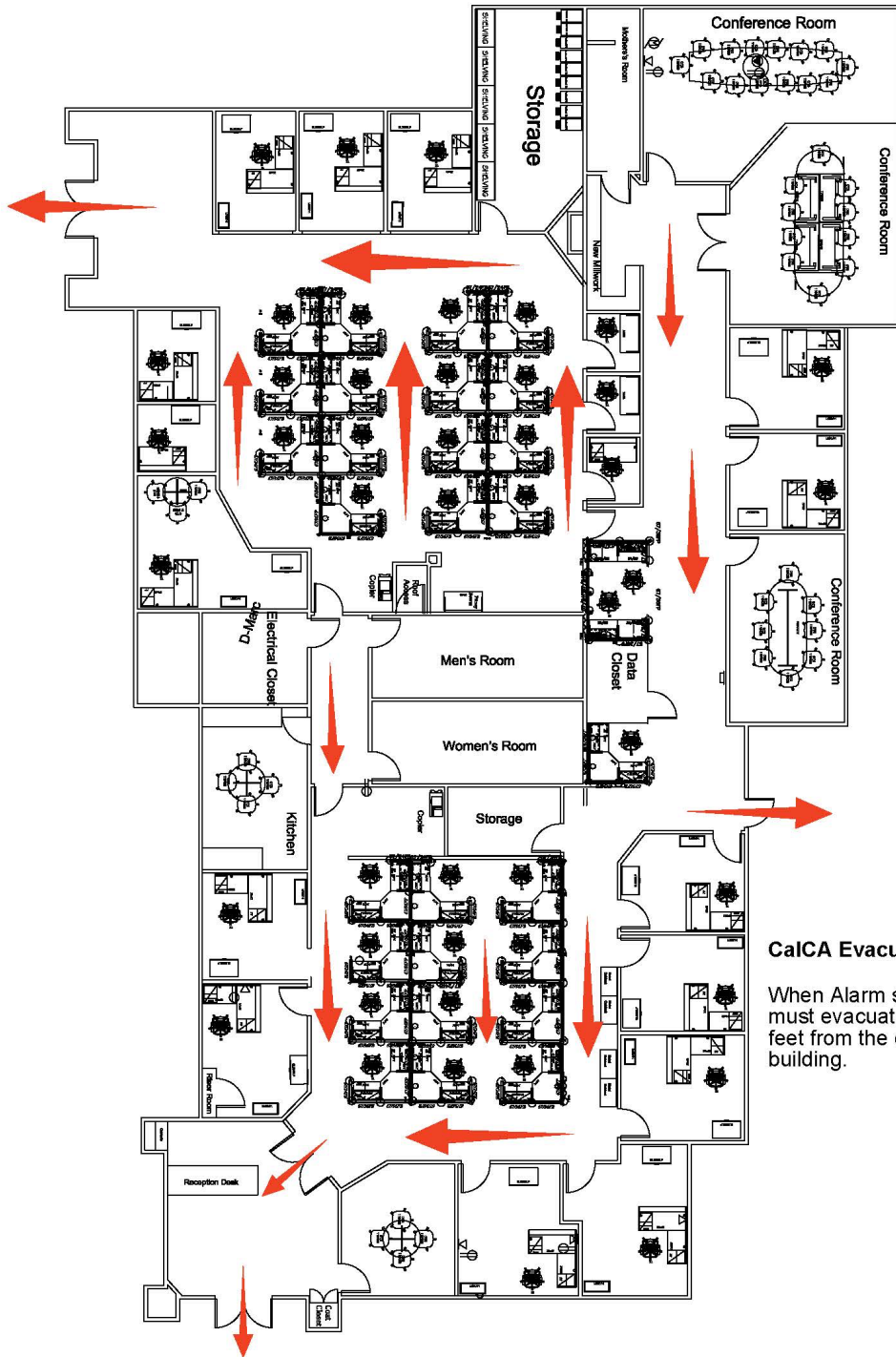
### ***School and Staff Response to Contagious Illnesses and Infectious Outbreaks***

- Contagious Illness Response - If it is made known of an individual having a highly contagious illness that can possibly affect and be contracted to other individuals during an in-person school activity, including activities in the school office(s), all possibly affected families and/or possibly affected personnel will be notified regarding appropriate measures to take considering the infectious agent of concern. The school will maintain confidentiality to the greatest extent possible and/or as required by law or public health authority guidance.

- Pandemic Response - During an epidemic, pandemic, or any known identifiable outbreak that may affect the Schools, appropriate safety measures will be put into place according to the infectious agent of concern and in accordance with state and local public health guidelines with the safety of students, families, and staff in mind.
- Office Usage - Access to School offices may be denied, restricted, or modified if there is a known infectious agent that is opportunistic in spreading to others within the office space.
- School Activity Involvement – Specific, regional, or all face-to-face activities may be modified or canceled according to the location and nature of the infectious agent in relation to the face-to-face activity.

# Safe Ingress and Egress

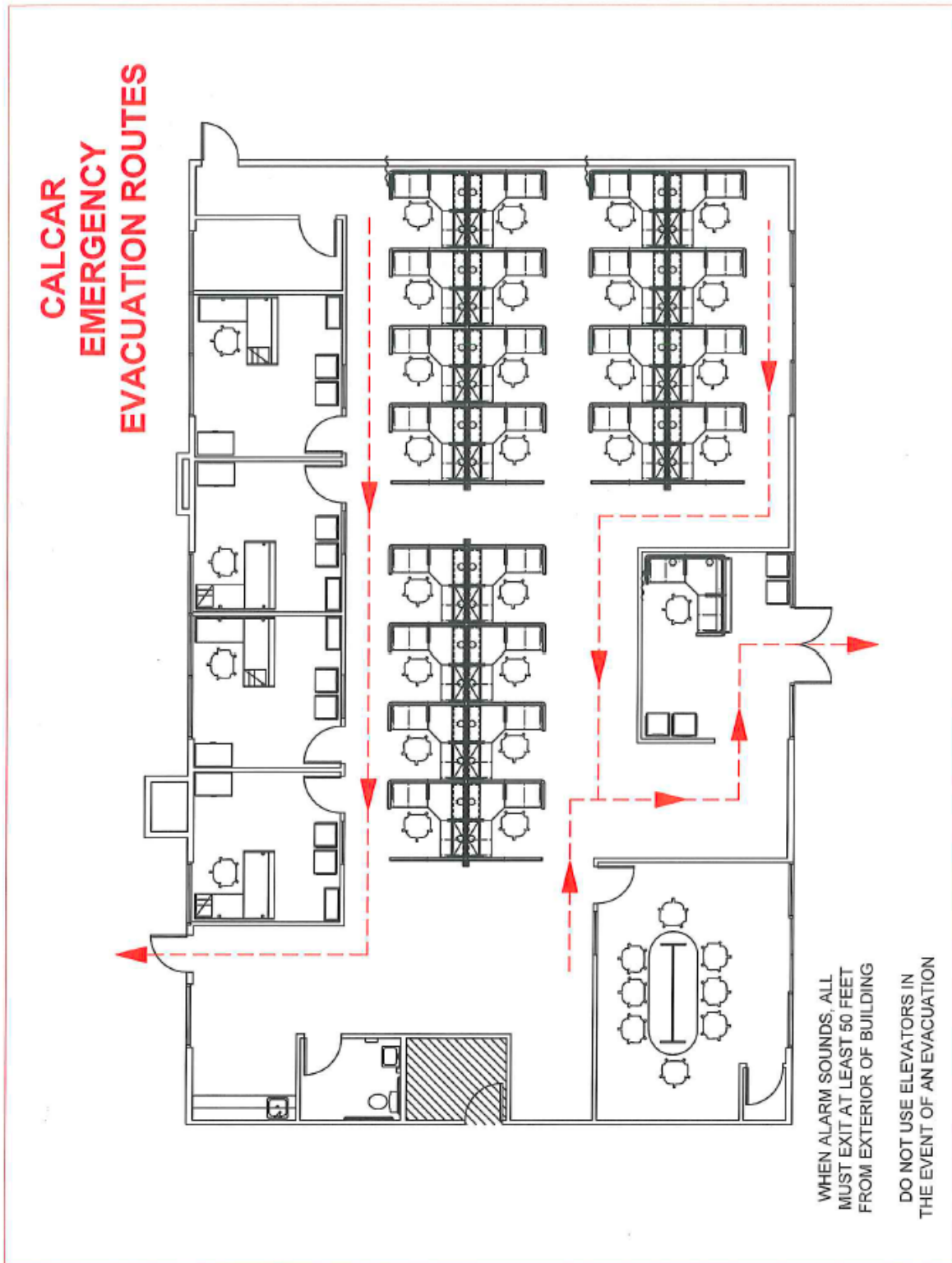
California Connections Academy, Southern California Office  
33272 Valle Road, San Juan Capistrano, CA 92675



## CalCA Evacuation Plan

When Alarm sounds you must evacuate at least 50 feet from the exterior of the building.

California Connections Academy, Ripon Office  
580 N Wilma Ave. Ste. G, Ripon, CA 95366



**CALIFORNIA ONLINE PUBLIC SCHOOLS**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2020**

**OPERATING CHARTER SCHOOLS:**

**CALIFORNIA CONNECTIONS ACADEMY CENTRAL: #0804**  
**CALIFORNIA CONNECTIONS ACADEMY NORTH BAY: #1653**  
**CALIFORNIA CONNECTIONS ACADEMY SOUTHERN CALIFORNIA: #0664**  
**CALIFORNIA CONNECTIONS ACADEMY RIPON: #1398**  
**CALIFORNIA CONNECTIONS ACADEMY CENTRAL COAST: #2031**  
**CALIFORNIA CONNECTIONS ACADEMY MONTEREY BAY: #2056**

Draft - Tentative Report For  
Discussion Purposes Only -  
Subject to Revision

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
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YEAR ENDED JUNE 30, 2020**

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CliftonLarsonAllen LLP  
CLAconnect.com

## INDEPENDENT AUDITORS' REPORT

Board of Directors  
California Online Public Schools  
San Juan Capistrano, California

### Report on the Financial Statements

We have audited the accompanying financial statements of California Online Public Schools (the Organization), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Opinion**

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Organization as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other Matters**

#### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the Organization's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The individual school columns including Central, North Bay, Southern California, Ripon, Central Coast and Monterey Bay, on the statement of financial position, activities, and cash flows, as well as the accompanying supplementary schedules, as identified in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

#### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2020**

<b>ASSETS</b>	<b>Central</b>	<b>North Bay</b>	<b>California</b>	<b>Ripon</b>	<b>Coast</b>	<b>Bay</b>	<b>Eliminations</b>	<b>Total</b>
<b>CURRENT ASSETS</b>								
Cash and Cash Equivalents	\$ 250,668	\$ 374,205	\$ 3,877,722	\$ 1,539,755	\$ 15,127	\$ 1,403,533	\$ -	\$ 7,461,010
Accounts Receivable - State and Federal	2,289,449	381,950	4,382,106	3,537,317	377,747	734,593	-	11,703,162
Intercompany Receivables	-	-	2,094,021	-	-	-	(2,094,021)	-
Prepaid Expenses and Other Assets	12,741	3,049	117,031	20,215	300	2,148	-	155,484
Total Current Assets	<u>2,552,858</u>	<u>759,204</u>	<u>10,470,880</u>	<u>5,097,287</u>	<u>393,174</u>	<u>2,140,274</u>	<u>(2,094,021)</u>	<u>19,319,656</u>
<b>LONG-TERM ASSETS</b>								
Property, Plant, and Equipment, Net	-	-	28,547	-	-	-	-	28,547
Total Long-Term Assets	<u>-</u>	<u>-</u>	<u>28,547</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>28,547</u>
Total Assets	<u>\$ 2,552,858</u>	<u>\$ 759,204</u>	<u>\$ 10,499,427</u>	<u>\$ 5,097,287</u>	<u>\$ 393,174</u>	<u>\$ 2,140,274</u>	<u>\$ (2,094,021)</u>	<u>\$ 19,348,203</u>
<b>LIABILITIES AND NET ASSETS</b>								
<b>CURRENT LIABILITIES</b>								
Accounts Payable and Accrued Liabilities	\$ 2,080,923	\$ 647,649	\$ 9,425,127	\$ 3,979,424	\$ 213,943	\$ 1,624,427	\$ -	\$ 17,971,493
Intercompany Payables	422,467	76,044	-	920,701	169,021	505,788	(2,094,021)	-
Deferred Revenue	-	-	209,318	73,926	-	-	-	283,244
Total Current Liabilities	<u>2,503,390</u>	<u>723,693</u>	<u>9,634,445</u>	<u>4,974,051</u>	<u>382,964</u>	<u>2,130,215</u>	<u>(2,094,021)</u>	<u>18,254,737</u>
<b>NET ASSETS</b>								
Without Donor Restrictions	49,468	35,511	864,982	123,236	10,210	10,059	-	1,093,466
Total Net Assets	<u>49,468</u>	<u>35,511</u>	<u>864,982</u>	<u>123,236</u>	<u>10,210</u>	<u>10,059</u>	<u>-</u>	<u>1,093,466</u>
Total Liabilities and Net Assets	<u>\$ 2,552,858</u>	<u>\$ 759,204</u>	<u>\$ 10,499,427</u>	<u>\$ 5,097,287</u>	<u>\$ 393,174</u>	<u>\$ 2,140,274</u>	<u>\$ (2,094,021)</u>	<u>\$ 19,348,203</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2020**

	Central	North Bay	California	Ripon	Coast	Bay	Total
<b>REVENUES, WITHOUTH DONOR RESTRICTIONS</b>							
State Revenue:							
State Aid	\$ 4,858,354	\$ 1,150,261	\$ 11,181,857	\$ 10,052,117	\$ 63,700	\$ 1,083,084	\$ 28,389,373
Other State Revenue	251,093	84,096	2,243,596	695,634	28,218	197,070	3,499,707
Federal Revenue:							
Grants and Entitlements	289,583	67,339	1,483,093	580,896	-	-	2,420,911
Local Revenue:							
In-Lieu Property Tax Revenue	254,850	623,320	25,952,337	1,699,174	300,460	1,360,607	30,190,748
Contributions	257,996	5,215	89,619	566,453	175,960	223,323	1,318,566
Investment Income	1,788	15,197	77,795	12,606	-	-	107,386
Other Revenue	27,082	(55,893)	289,091	52,113	-	-	312,393
Net Assets Released from Restrictions	39,573	56,045	-	-	-	-	95,618
Total Revenues	5,980,319	1,945,580	41,317,388	13,658,993	568,338	2,864,084	66,334,702
<b>EXPENSES</b>							
Program Services	4,825,519	1,557,299	32,522,102	10,809,254	403,205	2,287,403	52,404,782
Management and General	1,213,941	450,988	8,877,954	2,737,191	154,923	566,622	14,001,619
Total Expenses	6,039,460	2,008,287	41,400,056	13,546,445	558,128	2,854,025	66,406,401
<b>CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS</b>	(59,141)	(62,707)	(82,668)	112,548	10,210	10,059	(71,699)
<b>REVENUES, WITH DONOR RESTRICTIONS</b>							
Net Assets Released from Restrictions	(39,573)	(56,045)	-	-	-	-	(95,618)
<b>CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS</b>	(39,573)	(56,045)	-	-	-	-	(95,618)
<b>CHANGE IN NET ASSETS</b>	(98,714)	(118,752)	(82,668)	112,548	10,210	10,059	(167,317)
Net Assets - Beginning of Year:							
Without Donor Restrictions	108,609	98,218	947,650	10,688	-	-	1,165,165
With Donor Restrictions	39,573	56,045	-	-	-	-	95,618
<b>NET ASSETS END OF YEAR:</b>							
Without Donor Restrictions	49,468	35,511	864,982	123,236	10,210	10,059	1,093,466
Total Net Assets	\$ 49,468	\$ 35,511	\$ 864,982	\$ 123,236	\$ 10,210	\$ 10,059	\$ 1,093,466

See accompanying Notes to Financial Statements.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2020**

	Central	North Bay	Southern California	Ripon	Central Coast	Monterey Bay	Eliminations	Total
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>								
Change in Net Assets	\$ (98,714)	\$ (118,752)	\$ (82,668)	\$ 112,548	\$ 10,210	\$ 10,059	\$ -	\$ (167,317)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:								
Depreciation	-	-	2,168	-	-	-	-	2,168
Change in Operating Assets:								
Accounts Receivable - Federal and State	(1,245,449)	143,395	1,226,675	93,589	(377,747)	(734,593)	-	(894,130)
Intercompany Receivables	-	-	(2,094,021)	-	-	-	2,094,021	-
Prepaid Expenses and Other Assets	(4,451)	(1,548)	(29,354)	(13,440)	(300)	(2,148)	-	(51,241)
Change in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	775,995	144,724	(6,977,340)	(1,203,850)	213,943	1,624,427	-	(5,422,101)
Intercompany Payables	422,467	76,044	-	920,701	169,021	505,788	(2,094,021)	-
Deferred Revenue	(52,003)	(3,458)	(295,105)	(112,322)	-	-	-	(462,888)
Net Cash Provided by Operating Activities	<u>(202,155)</u>	<u>240,405</u>	<u>(8,249,645)</u>	<u>(202,774)</u>	<u>15,127</u>	<u>1,403,533</u>	<u>-</u>	<u>(6,995,509)</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	(202,155)	240,405	(8,249,645)	(202,774)	15,127	1,403,533	-	(6,995,509)
Cash and Cash Equivalents - Beginning of Year	<u>452,823</u>	<u>133,800</u>	<u>12,127,367</u>	<u>1,742,529</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>14,456,519</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u>\$ 250,668</u>	<u>\$ 374,205</u>	<u>\$ 3,877,722</u>	<u>\$ 1,539,755</u>	<u>\$ 15,127</u>	<u>\$ 1,403,533</u>	<u>\$ -</u>	<u>\$ 7,461,010</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2020**

	<b>Program Services</b>	<b>Management and General</b>	<b>Total Expenses</b>
Salaries and Wages	\$ 17,586,701	\$ 3,373,269	\$ 20,959,970
Pension Expenses	2,627,052	327,499	2,954,551
Other Employee Benefits	4,308,742	826,449	5,135,191
Payroll Taxes	330,624	127,673	458,297
Contracted Services Fees	874,077	4,552,640	5,426,717
Legal Expenses	-	26,102	26,102
Accounting Expenses	-	1,309,635	1,309,635
Other Fees for Services	6,996,097	86,000	7,082,097
Advertising and Promotion Expenses	-	1,246,366	1,246,366
Office Expenses	353,661	304,486	658,147
Information Technology Expenses	7,951,990	69,250	8,021,240
Occupancy Expenses	225,846	515,790	741,636
Travel Expenses	379,608	21,707	401,315
Conference and Meeting Expenses	95,247	809	96,056
Depreciation Expense	-	2,168	2,168
Insurance Expenses	-	8,835	8,835
Other Expenses	22,011	1,202,941	1,224,952
Instructional Materials	10,653,126	-	10,653,126
	<hr/>	<hr/>	<hr/>
Total	\$ 52,404,782	\$ 14,001,619	\$ 66,406,401
	<hr/>	<hr/>	<hr/>

See accompanying Notes to Financial Statements.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

The Organization is a nonprofit benefit corporation under the laws of the State of California for the purpose of managing and operating public charter schools. The Organization is economically dependent on state and federal funding.

Any of the charters may be revoked by the their respective authorizing district for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

**Basis of Accounting**

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and other liabilities.

**Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

**Functional Allocation of Expenses**

Costs of providing the Organization's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, and other expenses, which are tracked by separate subgroups directly coded to program or supporting services.

**Cash and Cash Equivalents**

The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Net Asset Classes**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized.

**Accounts Receivable**

Accounts receivable represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2020. Due from federal and state governments consists of funds due from federal and state governments as of June 30, 2020. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

**Property, Plant, and Equipment**

Property, plant, and equipment are stated at cost, if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The Organization capitalizes all expenditures for land, buildings and equipment in excess of **\$1,000**.

**Compensated Absences**

Accumulated unpaid employee vacation benefits are recognized as a liability of the Organization. The entire compensated absences liability is reported on the statement of financial position. Employees of the Organization are paid for days or hours worked based upon Board approved schedules which include vacation. Sick leave is accumulated up to a maximum of eight days for each employee, at the equivalent rate of four days for each full year of service. Sick leave with pay is provided when employees are absent for health reasons. Unused sick leave are forfeited upon termination of employment.



**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Revenue Recognition**

Amounts received from the California Department of Education are conditional and recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2020, the Organization has received conditional grants of \$283,244 that are recognized in deferred revenue in the statement of position because the conditions have not yet been met.

**Other Revenue**

Other revenue consists primarily of site testing services and other services. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized at the point of sale and service provided.

**Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Organization is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Income Taxes**

The Organization is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Organization files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

**Change in Accounting Principle**

In May 2014, FASB issued Accounting Standards Update (ASU) 2014-09, Revenues from Contracts with Customers (Topic 606). The update establishes the core principle that an entity should recognize revenue to depict the transfer of promised goods or services to customers in the amount that reflects the consideration to which the entity expects to be entitled in exchange for those good or services. The Organization has early adopted the implementation of ASU 2014-09 under the full retrospective approach. There was no material impact on the Organization's financial position and results of operations upon adoption of the new standard.

In June 2018, FASB issued Accounting Standards Update (ASU) 2018-08, Not-for-Profit Entities (Topic 958) – Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made. The update clarifies and improves the scope and the accounting guidance for contributions received and contributions made. The amendments in this update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions), or as exchange (reciprocal transactions) and (2) determining whether a contribution is conditional. The Organization has implemented ASU 2018-08 under the modified prospective approach. There was no material impact on the Organization's financial position and results of operations upon adoption of the new standard.

**Evaluation of Subsequent Events**

The Organization has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable, net of donor restricted net assets, for the total amount of \$19,164,172. As part of its liquidity management plan, the Organization monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Organization structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**NOTE 3 CONCENTRATION OF CREDIT RISK**

The Organization maintains bank accounts with financial institutions. Accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. The Organization at times has deposits in excess of the FDIC insurance limit in these accounts. The Organization has not incurred losses related to these deposits.

The Organization maintains cash in the Orange County Treasury (the County). The County pools these funds with those of other educational organizations in the county and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the Organization's deposits in this pool as of June 30, 2020, as provided by the pool sponsor was \$1,008,057.

**NOTE 4 PROPERTY, PLANT, AND EQUIPMENT**

Property, plant, and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$2,168 for the year ended June 30, 2020.

The components of property, plant, and equipment as of June 30, 2020 are as follows:

Furniture, Fixtures, and Equipment	\$ 32,522
Less: Accumulated Depreciation	(3,975)
Total Property, Plant, and Equipment	<u>\$ 28,547</u>

**NOTE 5 NET ASSETS WITH DONOR RESTRICTIONS**

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose specified by the donors as follows for the year ended June 30, 2020:

Release of Restrictions:	
Purpose - California Clean Energy	<u>\$ 95,618</u>

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**NOTE 6 EMPLOYEE RETIREMENT**

**Multi-Employer Defined Benefit Pension Plans**

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in this multi-employer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

**State Teachers' Retirement System (STRS)**

**Plan Description**

The Organization contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2019 total STRS plan net assets are \$273 billion, the total actuarial present value of accumulated plan benefits is \$392 billion, contributions from all employers totaled \$5.6 billion, and the plan is 66% funded. The Organization did not contribute more than 5% of the total contributions to the plan. Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and [www.calstrs.com](http://www.calstrs.com).

**Funding Policy**

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2021-22. The required employer contribution rate for year ended June 30, 2020 was 17.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2018	\$ 2,098,793	100%
2019	\$ 2,609,918	100%
2020	\$ 2,954,551	100%

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

**NOTE 7 OPERATING LEASES:**

The Organization leases its facilities under a lease agreement where the last lease expires in August 2024. Lease expense under this agreement for the year ended June 30, 2020 was \$741,636.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2021	\$ 389,994
2022	401,693
2023	340,103
2024	350,306
2025	59,404
Total	<u>\$ 1,541,500</u>

**NOTE 8 CONCENTRATION OF MAJOR CONTRACT AND DISCRETIONARY CREDIT**

The Organization entered into an educational products and services agreement with Connections Education to provide certain educational products and services to the Organization, which expires on June 30, 2022. Services provided including fiscal support services, human resources services, technology, and marketing, among others. The agreement for services also includes a protection against deficits clause which states that in any year, during the term of the agreement, if the Organization does not have sufficient positive net assets to offset the difference between total revenues and total expenditures, Connections Education LLC shall issue a credit to the Organization to the extent required to maintain positive net asset. During the year ended June 30, 2020, Connections Education LLC issued credits which totaled \$1,318,566.

**NOTE 9 CONTINGENCIES, RISKS AND UNCERTAINTIES**

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

During the fiscal year, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the Organization, COVID-19 may impact various parts of its 2021 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the Organization is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
YEAR ENDED JUNE 30, 2020  
(SEE INDEPENDENT AUDITORS' REPORT)**

The Organization is a tax exempt, nonprofit, public benefit corporation that operates four California public charter schools as follow:

- California Connections Academy Central – Charter Number: 0804  
Sponsor: Alpaugh Unified School District, established February 2016;
- California Connections Academy North Bay – Charter Number: 1653  
Sponsor: Middletown Unified School District, established January 2014; Latest renewal: April 2019;
- California Connections Academy Southern California– Charter Number: 0664  
Sponsor: Capistrano Unified School District, established June 2004; Latest renewal: December 2018;
- California Connections Academy Ripon – Charter Number: 1398  
Sponsor: Ripon Unified School District, established February 2017.
- California Connections Academy Central Coast – Charter Number: 2031  
Sponsor: Cuyama Joint Unified School District, established September 2019.
- California Connections Academy Monterey Bay – Charter Number: 2056  
Sponsor: Scotts Valley Unified School District, established September 2019.

The board of Directors and the Administrators as of the year ended June 30, 2020 were as follows:

**BOARD OF DIRECTORS**

Member	Office	Term Expires (Term Length)
Elaine Pavlich	President	2021 (3 Years)
Diana Rivas	Vice President	2021 (3 Years)
Michael K. Henjum	Treasurer	2021 (3 Years)
Adam Pulsipher	Treasurer	2020 (2 Years)
David Souza	Member	2022 (2 Years)
Brooke Watkins	Member	2022 (2 Years)
Paul Hedrick	Member	2020 (2 Years)

**ADMINISTRATORS**

Dr. Richard Savage	Executive Director
Dr. Franci Sassin	Director of Business Services

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2020  
(SEE INDEPENDENT AUDITORS' REPORT)**

The Schools are nonclassroom based charter schools; minimum instructional minute and day requirements are not applicable.

Draft - Tentative Report For  
Discussion Purposes Only -  
Subject to Revision

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2020  
(SEE INDEPENDENT AUDITORS' REPORT)**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
<b>Central</b>				
Grades TK/K-3	-	95.57	-	95.57
Grades 4-6	-	78.33	-	78.33
Grades 7-8	-	109.52	-	109.52
Grades 9-12	-	222.75	-	222.75
ADA Totals	-	506.17	-	506.17
<b>North Bay</b>				
Grades TK/K-3	-	22.29	-	22.29
Grades 4-6	-	21.93	-	21.93
Grades 7-8	-	33.29	-	33.29
Grades 9-12	-	103.85	-	103.85
ADA Totals	-	181.36	-	181.36
<b>Southern California</b>				
Grades TK/K-3	-	520.11	-	520.11
Grades 4-6	-	555.00	-	555.00
Grades 7-8	-	717.27	-	717.27
Grades 9-12	-	2,030.11	-	2,030.11
ADA Totals	-	3,822.49	-	3,822.49
<b>Ripon</b>				
Grades TK/K-3	-	169.93	-	169.93
Grades 4-6	-	178.07	-	178.07
Grades 7-8	-	213.57	-	213.57
Grades 9-12	-	642.86	-	642.86
ADA Totals	-	1,204.43	-	1,204.43
<b>Central Coast</b>				
Grades TK/K-3	-	4.79	-	4.79
Grades 4-6	-	5.47	-	5.47
Grades 7-8	-	12.51	-	12.51
Grades 9-12	-	16.19	-	16.19
ADA Totals	-	38.96	-	38.96
<b>Monterey Bay</b>				
Grades TK/K-3	-	32.00	-	32.00
Grades 4-6	-	39.17	-	39.17
Grades 7-8	-	59.68	-	59.68
Grades 9-12	-	128.84	-	128.84
ADA Totals	-	259.69	-	259.69

See Notes to Supplementary Information.



**CALIFORNIA ONLINE PUBLIC SCHOOLS**  
**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**  
**(SEE INDEPENDENT AUDITORS' REPORT)**

	<u>Central</u>	<u>North Bay</u>	<u>Southern California</u>	<u>Ripon</u>	<u>Central Coast</u>	<u>Monterey Bay</u>	<u>Total</u>
June 30, 2020 Annual Financial Report Fund Balances (Net Assets)	\$ 10,332	\$ 35,511	\$ 617,089	\$ 10,321	\$ 10,210	\$ 10,059	\$ 693,522
Adjustments and Reclassifications:							
Increase (Decrease) of Fund Balance							
(Net Assets):							
Accounts Receivable - Federal and State	41,652	40,655	2,304,303	117,961	13,951	15,570	2,534,092
Accounts Payable and Accrued Liabilities	(2,516)	(40,655)	(2,056,410)	(5,046)	(13,951)	(15,570)	(2,134,148)
Net Adjustments and Reclassifications	<u>39,136</u>	<u>-</u>	<u>247,893</u>	<u>112,915</u>	<u>-</u>	<u>-</u>	<u>399,944</u>
June 30, 2020 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 49,468</u>	<u>\$ 35,511</u>	<u>\$ 864,982</u>	<u>\$ 123,236</u>	<u>\$ 10,210</u>	<u>\$ 10,059</u>	<u>\$ 1,093,466</u>

See accompanying Notes to Supplementary Information.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2020  
(SEE INDEPENDENT AUDITORS' REPORT)**

<b>Federal Grantor/Pass-Through Grantor Program or Cluster Title</b>	<b>Federal CFDA Number</b>	<b>Pass-Through Entity Identifying Number</b>	<b>Central</b>	<b>North Bay</b>	<b>Southern California</b>	<b>Ripon</b>	<b>Total Federal Expenditures</b>
<b>U.S. Department of Education</b>							
Pass-Through Program From							
California Department of Education:							
Every Student Succeeds Act							
Title I, Part A, Basic Grants:							
Low-Income and Neglected	84.010	14329	192,127	\$ 23,333	\$ 759,598	\$ 339,820	\$ 1,314,878
Title II, Part A, Teacher Quality	84.367	14341	14,997	5,663	110,641	36,172	167,473
Special Education - IDEA Cluster	84.027	13379	71,168	28,343	571,221	192,763	863,495
Title IV, Student Support and Academic Enrichment	84.424A	N/A	7,500	10,000	41,633	12,141	71,274
Title V Rural Education	84.358	N/A	3,791	-	-	-	3,791
<i>Total U.S. Department of Education</i>			<u>289,583</u>	<u>67,339</u>	<u>1,483,093</u>	<u>580,896</u>	<u>2,420,911</u>
Total Federal Expenditures			<u>\$ 289,583</u>	<u>\$ 67,339</u>	<u>\$ 1,483,093</u>	<u>\$ 580,896</u>	<u>\$ 2,420,911</u>

See accompanying Notes to Supplementary Information.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
NOTES TO SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2020**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

This schedule presents information on the amount of instructional time offered by the Schools and whether the Schools complied with the provisions of California Education Code.

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of the Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

**NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Organization under programs of the federal governmental for the year ended June 30, 2020. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**NOTE 5 INDIRECT COST RATE**

The Organization has elected to use a rate other than the 10% de minimis indirect cost rate allowed under the Uniform Guidance.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
California Online Public Schools  
San Jose Capistrano, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of California Online Public Schools (the Organization), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2020, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the consolidated financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the consolidated financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

Draft - Tentative Report For  
Discussion Purposes Only  
Subject to Revision



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR  
EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors  
California Online Public Schools  
San Jose Capistrano, California

**Report on Compliance for Each Major Federal Program**

We have audited (the Organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2020. The Organization's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditors' Responsibility**

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

**Opinion on Each Major Federal Program**

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

### **Report on Internal Control Over Compliance**

The Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

### **Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of the Organization as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements. We issued our report thereon dated REPORT DATE, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with

auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

**CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

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## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors  
California Online Public Schools  
San Jose Capistrano, California

We have audited California Online Public Schools' (the Organization's) compliance with the types of compliance requirements described in the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2020. The Organization's state compliance requirements are identified in the table below.

### Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

### Auditors' Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Organization's compliance.

### Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instructional/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

### **Opinion on State Compliance**

In our opinion, the Organization complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2020.

### **Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2020**

**Section I – Summary of Auditors’ Results**

**Financial Statements**

1. Type of auditors’ report issued: Unmodified
2. Internal control over financial reporting:
  - Material weakness(es) identified? \_\_\_\_\_ yes \_\_\_\_\_ ☒ no
  - Significant deficiency(ies) identified  
that are not considered to be  
material weakness(es)? \_\_\_\_\_ yes \_\_\_\_\_ ☒ none reported
3. Noncompliance material to financial  
statements noted? \_\_\_\_\_ yes \_\_\_\_\_ ☒ no

**Federal Awards**

1. Internal control over major federal programs:
  - Material weakness(es) identified? \_\_\_\_\_ yes \_\_\_\_\_ ☒ no
  - Significant deficiency(ies) identified  
that are not considered to be  
material weakness(es)? \_\_\_\_\_ yes \_\_\_\_\_ ☒ none reported
2. Type of auditors’ report issued on  
compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required  
to be reported in accordance with  
2 CFR 200.516(a)? \_\_\_\_\_ yes \_\_\_\_\_ ☒ no

**Identification of Major Federal Programs**

**CFDA Number(s)**

84.027

**Name of Federal Program or Cluster**

Special Education - IDEA Cluster

Dollar threshold used to distinguish between  
Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

\_\_\_\_\_ ☒ yes \_\_\_\_\_ no

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2020**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

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**Section II – Financial Statement Findings**

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Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

---

**Section III – Findings and Questioned Costs – Major Federal Programs**

---

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

---

**Section IV – Findings and Questioned Costs – State Compliance**

---

Our audit did not disclose any matters required to be reported in accordance with the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**CALIFORNIA ONLINE PUBLIC SCHOOLS  
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2020**

There we no audit findings reported in the prior year.

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Subject to Revision

# **CALIFORNIA CONNECTIONS ACADEMY**

## **CALIFORNIA CONNECTIONS ACADEMY CENTRAL VALLEY CHARTER RENEWAL**

Submitted to

**ALPAUGH UNIFIED SCHOOL DISTRICT**

December 18, 2020

Charter originally approved May 2006  
and amended October 2006

Charter renewed May 2011 and February 2016

Amendment approved May 2018

**Dr. Richard Savage, Executive Director**

California Connections Academy Central Valley

[rsavage@calca.connectionsacademy.org](mailto:rsavage@calca.connectionsacademy.org)

*Information contained in this application includes Connections Education LLC dba Pearson Online & Blended Learning K-12 USA's copyrighted protected material, All Rights Reserved.*

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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 of a charter petition outlined in the Education Code Section 47605(c)(5)(A-O)<sup>1</sup>. In addition, Education Code 47607(c) requires that renewals of charters shall include “a reasonably comprehensive description of any new requirements of charter schools enacted into law after the charter was originally granted or last renewed.” The charter renewal application outlined within meets established and amended California charter school requirements. 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
A. The educational program, including descriptions of the students to be served, “educated person” in the 21 <sup>st</sup> century, and 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.D and Section III.A
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 and school safety plan.	Section V.D
G. Means to achieve a balance of pupils that is reflective of the general population of the school district.	Section VI.B
H. Admissions policies.	Section VI.A
I. Annual financial audit processes, including exceptions and deficiencies resolutions.	Section VII.G
J. Suspension and expulsion policies, including due process for students involuntarily removed from the charter.	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

<sup>1</sup> [https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=2.&article](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=2.&article)

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 and Exhibit G
2. Legal assurances, including statement of exclusive public employer.	Section X and V.C
3. Description of founding team.	Section I.A
4. Facilities plan.	Section VIII.A
5. Potential impact on the authorizer.	Section IX
6. Administrative Services.	Section VII.D

## EXECUTIVE SUMMARY

California Connections Academy Central Valley<sup>2</sup> (abbreviated herein as “CalCA Central Valley”) 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. One or more fully qualified California-certified teachers, working with expert curriculum specialists, tailor the curriculum using a personalized learning process to meet that student’s individual learning needs. Over the past year, the school found itself uniquely positioned to meet the needs of families in the Central Valley during the global pandemic, though continuing to offer the high quality online program that has been developed and enhanced since the school first opened in 2006.

More than an online school, CalCA Central Valley is a virtual K-12 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 Valley serves students in grades K-12 in Tulare County, as well as Fresno, Inyo, Kern, and Kings counties. CalCA Central Valley represents an outstanding educational choice for families in these counties and will continue to build awareness of Alpaugh Unified School District’s (“Alpaugh Unified” or the “District”) innovative approach to learning.

Students benefit from instruction that is individualized, personalized, and flexible. CalCA Central Valley serves highly mobile students with complex needs known to impact academic performance. These students’ needs include, among others, public health or school safety concerns, bullying, challenging curriculum, and flexible scheduling.

Students often attend several different schools in search of an academic program that addresses their individual needs and that helps them to succeed in all aspects of their life and educational career. Many students come to California Connections Academy schools from traditional schools where they were academically behind or credit deficient.

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

- Students whose families seek a safe learning environment during unprecedented times such as an infectious disease outbreak
- Students whose families seek more involvement in their child’s education

<sup>2</sup> The school name was previously California Connections Academy @ Central. The “@” symbol has been removed from the name to conform to a new naming convention and because it created difficulties to include it. In addition, the name has been changed to better reflect the region served by the school and differentiate it from the other California Connections Academy schools.

- 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
- Students at risk of academic failure who may particularly benefit from intensive, personalized instruction

In addition to CalCA Central Valley, five other California Connections Academy (CalCA) virtual public schools currently serve students in the charter network referred to as “California Connections Academy Schools.”<sup>3</sup>

- 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 Ripon (CalCA Ripon) opened under a charter authorized by Ripon Unified School District in 2012 and serves approximately 1,300 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.
- California Connections Academy Central Coast (CalCA Central Coast) opened under a charter authorized by Cuyama Joint Unified School District in 2019 and serves approximately 100 students in the Central Coast region.
- California Connections Academy Monterey Bay (CalCA Monterey Bay) opened under a charter authorized by Scotts Valley Unified School District in 2019 and serves approximately 300 students in the South Bay Area and Monterey coastal region.

<sup>3</sup> Each school operated by California Online Public Schools (CalOPS), a California public benefit corporation, updated its name to reflect a change to a unified name convention. In the 2019-20 school year, several of the schools changed their name to remove the @ symbol from their names as well as to best reflect regional areas served. Similarly, the existing California Connections Academy @ Central has been updated to conform to this naming convention by removing the “@” sign, and with the updated name of California Connections Academy Central Valley, as reflected in this charter renewal application. The new school name would go into effect on July 1, 2021 for the 2021-22 school year.

CalCA Central Valley plans to continue to purchase certain goods and task-related services from Connections Education dba Pearson Online & Blended Learning K-12 USA (referred to herein as OBL), such as curriculum, technology, and school support services, all of which are performed at the direction of the school's Governing Board<sup>4</sup> and for which the Governing Board retains ultimate decision-making authority.

CalCA Central Valley utilizes a developmentally appropriate curriculum which increases its integration of technology as students advance through the grades. Each course includes active learning elements (including online and/or offline activities) that address diverse learning preferences, including textual, visual, auditory, and/or hands-on. Courses offer a wide range of resources supporting course content and different learning abilities. Our courses include a variety of multimedia and interactive practices, including tutorials, peer model videos, and podcasts, with a focus on 21<sup>st</sup> century learning and social and emotional learning skills to reinforce standards. The instructional design includes interactive LiveLesson™ sessions and threaded discussions.

The curriculum is updated regularly, with revisions and improvements communicated to the school's Governing Board, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Education Management System (EMS) facilitates the effective delivery of the curriculum via an optimal combination of resources and media. CalCA Central Valley staff and volunteers 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 Central Valley's 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 email, 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.

<sup>4</sup> 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 Valley, California Online Public Schools (CalOPS), unless otherwise specifically indicated as the Alpaugh Unified Governing Board (the Alpaugh Unified School District's Board).

CalCA Central Valley provides tools integral to helping 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 is offered throughout the year.

The CalCA Central Valley program 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 Central Valley 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-four percent of CalCA Central Valley families report that their child/children are satisfied with the program and 94% report that the quality of the curriculum is good or excellent, according to the 2019-20 Parent Satisfaction Survey results.

Students have access to a wide range of clubs and activities that provide social opportunities and support students' academic progress in topics including language arts, reading, science, math, the arts, and more. Examples of clubs include: Art Club, Author's Corner, Debate Club, *The Monitor*: Student Blog, 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.

## HISTORY AND ACCOMPLISHMENTS

CalCA Central Valley was first chartered in May of 2006 by the Governing Board of Alpaugh Unified School District. The school opened in the fall of 2006, serving approximately 20 students in grades K-10 during its first year of operation. CalCA Central Valley was originally chartered for grades 7-12, but during the first year of operation, the need for a high-quality virtual program that could serve elementary school students became quickly apparent. CalCA Central Valley subsequently requested and received a charter amendment to add grades K-6 for the 2006-2007 school year. Since that time, CalCA Central Valley has served students in grades K-12 as a non-classroom based independent charter school. In May of 2011, CalCA Central Valley received a five-year renewal from Alpaugh Unified and was granted another five-year renewal in 2016.

More recently, the school has been working to meet the needs of families in the Central Valley during the global pandemic, by continuing to offer the high quality online program that has been developed and enhanced since the school first opened in 2006.

The California Connections Academy Schools use the OBL 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 Cognia™<sup>5</sup>. During its reaccreditation process, OBL's overall scores exceeded Cognia's average score for all of the schools and corporations Cognia accredits.

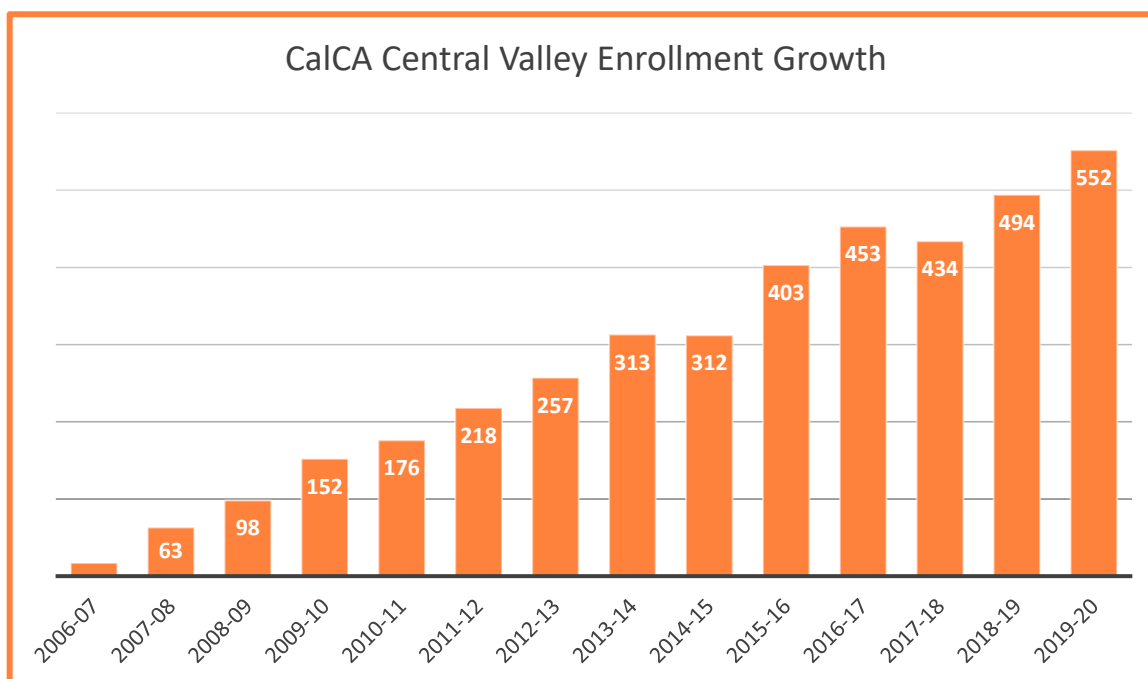
## ENROLLMENT AND DEMOGRAPHICS

CalCA Central Valley serves a diverse population and has experienced steady enrollment growth. Figure 2 demonstrates the growth trends from the school year 2006–07 through 2019-20 for the school in grades Kindergarten (including Transitional Kindergarten) through 12<sup>th</sup> grade. Coming into the 2020-21 school year, interest in the school was extremely high due to the public health situation across the state. However, in light of the COVID-19 pandemic, changes in the law impacting non-classroom based charter schools, and related factors, the school set an enrollment limit of 650 students for the current school year. This is the first time in the history of the school that it has needed to limit to the number of students enrolled.

<sup>5</sup> Accreditation agency serving 36,000 public and private schools and districts <http://www.cognia.org/>

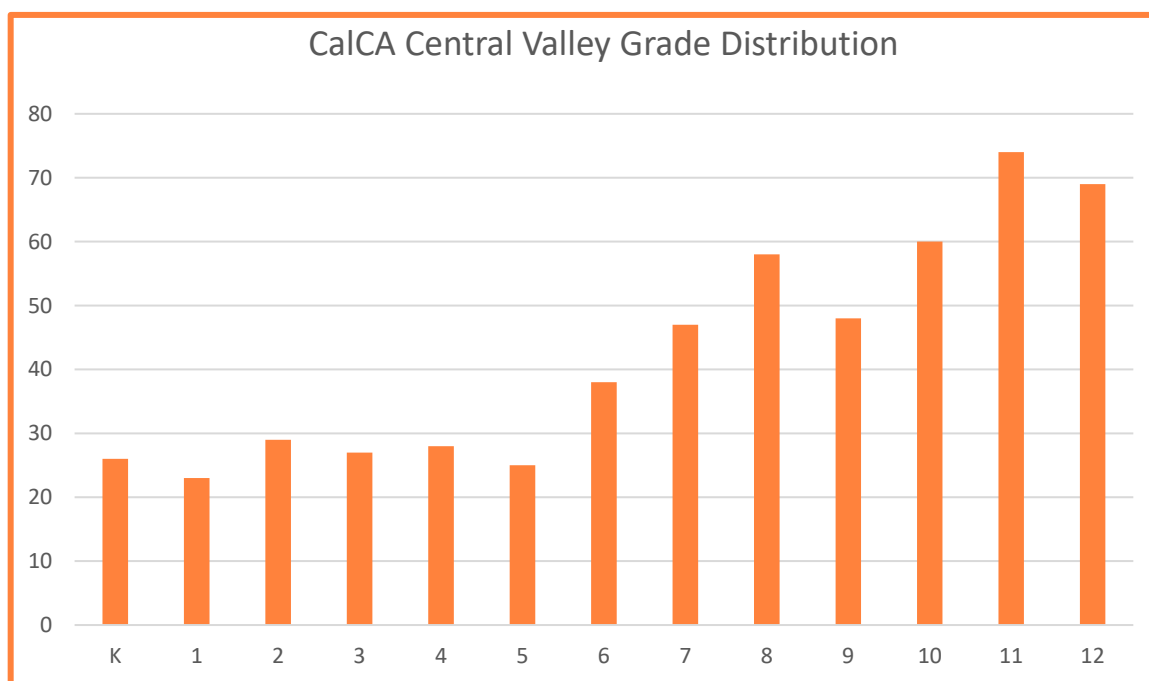


**Figure 2. Enrollment based on October census counts.**



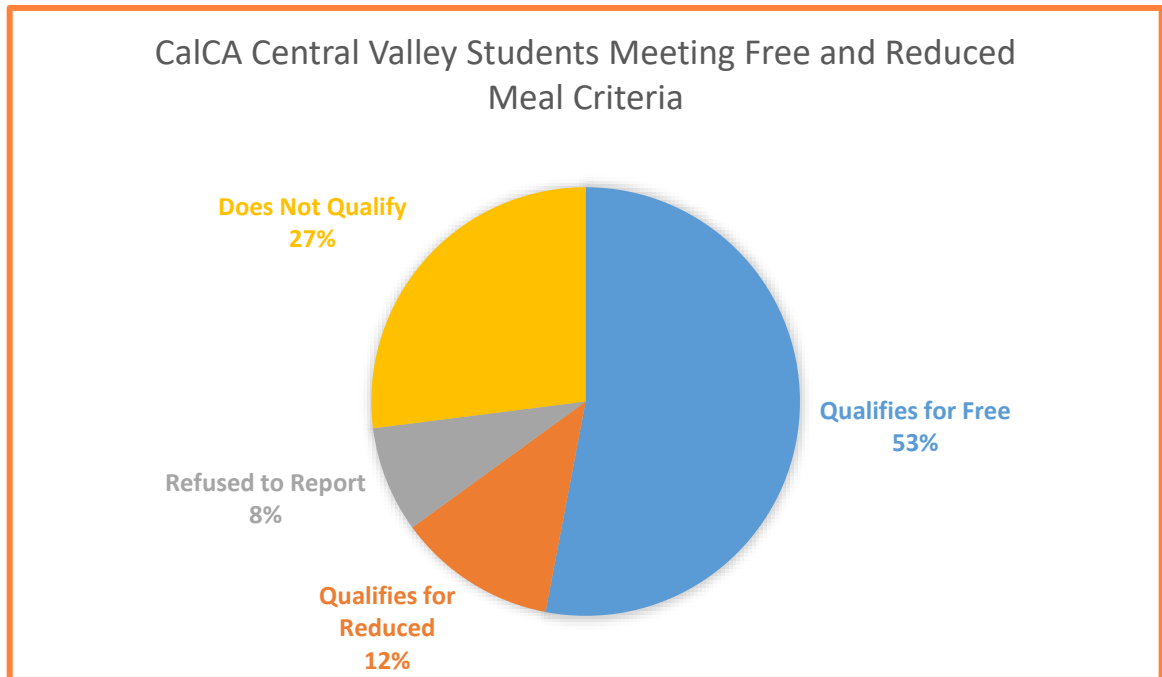
The following data points are compiled based on the official state data for CalCA Central Valley. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2019. High school students represent over 40% of the total enrollment.

**Figure 3. Grade Distribution of CalCA Central Valley as of October 2019.**



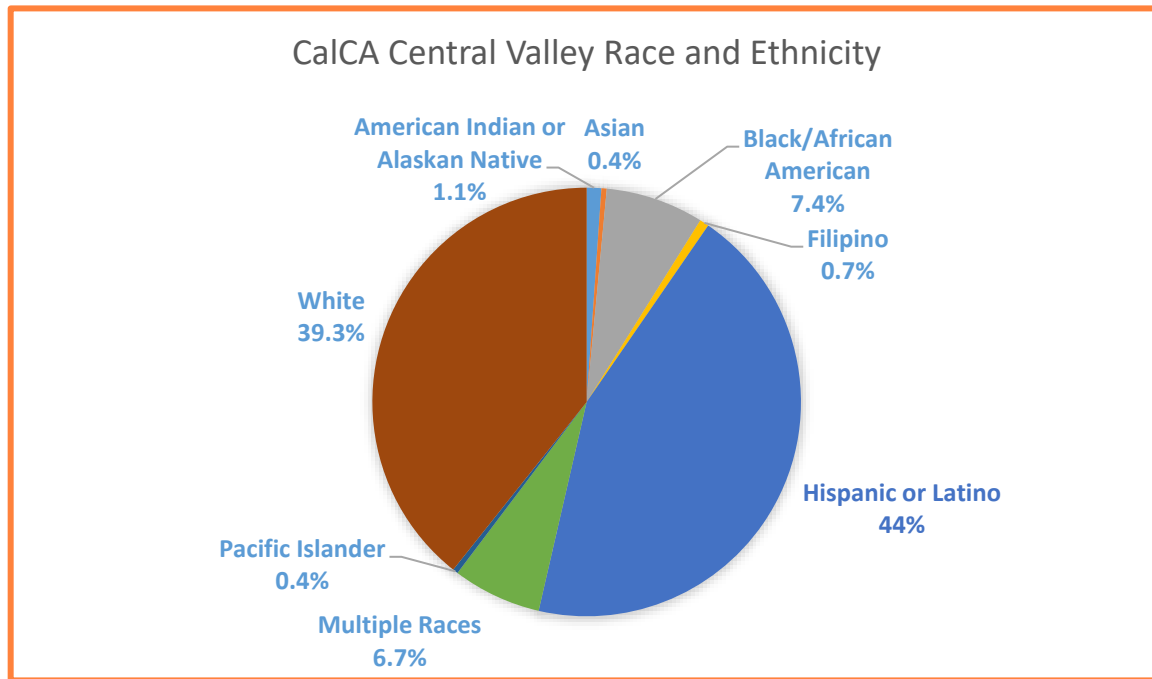
In addition, approximately 65% of the students served by the CalCA Central Valley school (as of October 2019) are socio-economically disadvantaged, when measured by family income eligibility (defined as qualifying for free or reduced price meal benefits), as illustrated in Figure 4. Please note that this number is an estimate as 8% of families choose not to report this information.

**Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Lunch Criteria as of October 2019.**



CalCA Central Valley also serves a diverse student population with 44% of students identified as Hispanic/Latino, 6.7% of students identified as Multiple Races, 0.8% of students identified as Asian or Pacific Islander, 1.1% identified as American Indian or Alaskan Native, and 7.4% of students identified as African American, as of October 2019 as illustrated in Figure 5.

**Figure 5. Race and Ethnicity Breakdown of CalCA Central Valley as of October 2019.**



## 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. With the passage of AB 1505, which went into effect July 1, 2020, the criteria for charter renewal was sorted into three categories or “tracks” based on a charter’s performance in the state’s accountability system, made up of state and local indicators. Analysis of the school’s performance on the State Dashboard in 2018 and 2019 leads to a recommendation of charter renewal under Education Code section 47607.2(b) as a school performing in the middle track. This analysis is supported by the California Department of Education’s review of the school’s performance, which can be viewed at <https://www.cde.ca.gov/sp/ch/ab1505.asp>. (See Charter School Performance Category Data File published by the CDE on July 1, 2020.)

Under Education Code section 47607.2(b)(1), for schools in the middle track, the district “shall consider” the school’s performance on the state and local Dashboard indicators, and “shall provide greater weight” to measurements of academic performance (i.e. ELA, Math, English Learner Progress, and College/Career). A review of performance on the California School Dashboard from 2018 and 2019 reveal that CalCA Central Valley had multiple academic Dashboard indicators for the school as a whole which met or exceeded the state. Of particular note is that the state academic indicator for English Language Arts (ELA) in 2018 was green, which exceeded the state. On the other three academic indicators from the 2018 Dashboard, CalCA Central Valley matched state performance. On the 2019 Dashboard, CalCA Central matched state performance on three of the four academic indicators. In addition, an analysis of the student group performance shows that in 2018, five of seven student groups identified performed better than the state average.

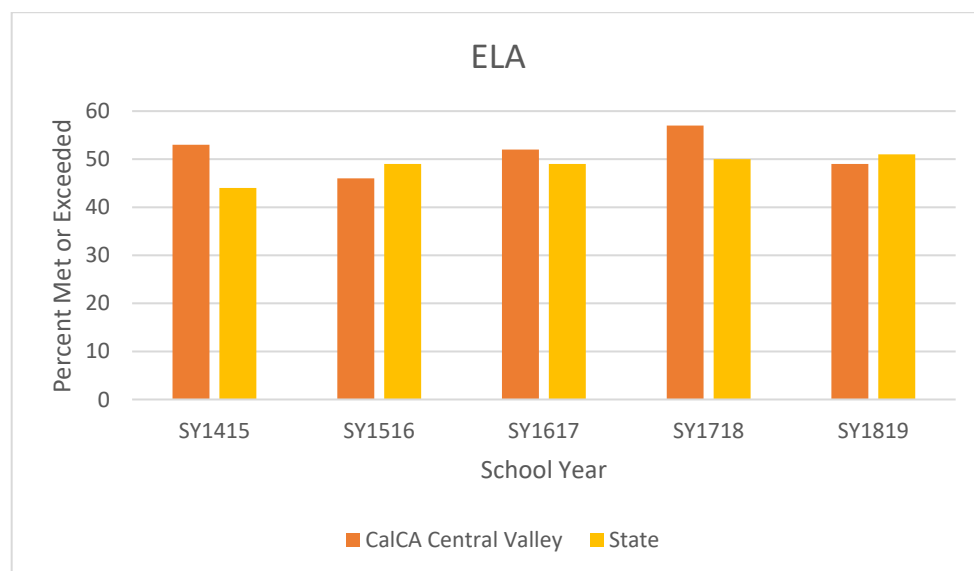
In addition to the academic state indicators, CalCA Central Valley also demonstrated success within the state’s accountability system through its performance on other indicators. All local indicators for all years on the Dashboard are “standard met.” In addition, for the Suspension Rate state indicator, the school has been blue, which is the highest performance level, every year.

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Based on a more detailed review of test data from the past several years, CalCA Central Valley students overall have outperformed the state in English Language Arts three of the last five school years. Figure 6 shows overall school performance on the state ELA assessments administered in the school years from 2014-15 to 2018-19. The chart shows a comparison of the percentage of students who exceeded or met the standard on the Smarter Balanced Assessment. A few things are important to note when reviewing the school’s overall results on the state assessments. Due to the small size of the school, most grade levels tested did not have enough students to perform a more detailed analysis. 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 challenge of many parents who elect to “opt out” of state testing, the school’s test scores may be negatively impacted by these and other methods of calculation in use by the CDE.

**Figure 6. SBAC English Language Arts/Literacy State Test Proficiency Five Year Comparison.<sup>6</sup>**



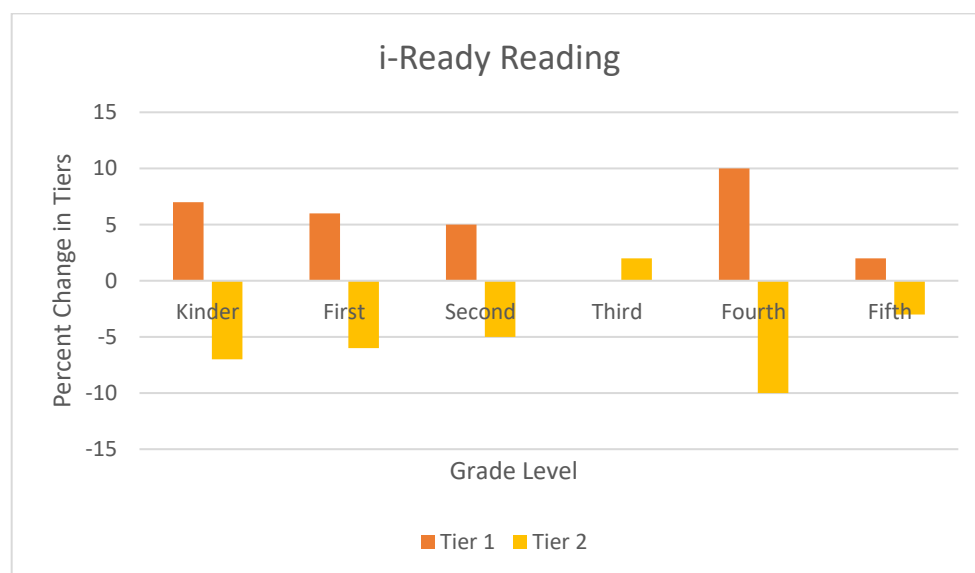
<sup>6</sup> For figure 6, our comparisons include data from the CDE CAASPP website and are limited to grades that CalCA Central Valley served and where a sufficient number of students were tested. Our state-level performance includes those same grade-levels as opposed to all students tested in the state of California.

In addition, the school conducts internal diagnostic assessments on an ongoing basis. As the state assessments have become more rigorous and adaptive, the school has searched for better diagnostic assessments. For example, for grades 9-12, the school is using NWEA MAP (see Section III.C for a description) effective as of the 2020-21 school year.

Starting in the 2019-20 school year, the school began using i-Ready<sup>7</sup> for grades K-5 and has expanded through grade 8 in the 2020-21 school year. i-Ready defines Typical Growth as the average annual growth for a student at their grade and placement level. This is then a measure of whether the school achieved measurable increases in academic achievement, as defined by at least one year's progress. For students assessed with the i-Ready diagnostics in the 2019-20 school year, 82% achieved Typical Growth in reading and 77% achieved Typical Growth in math at the end of the school year.

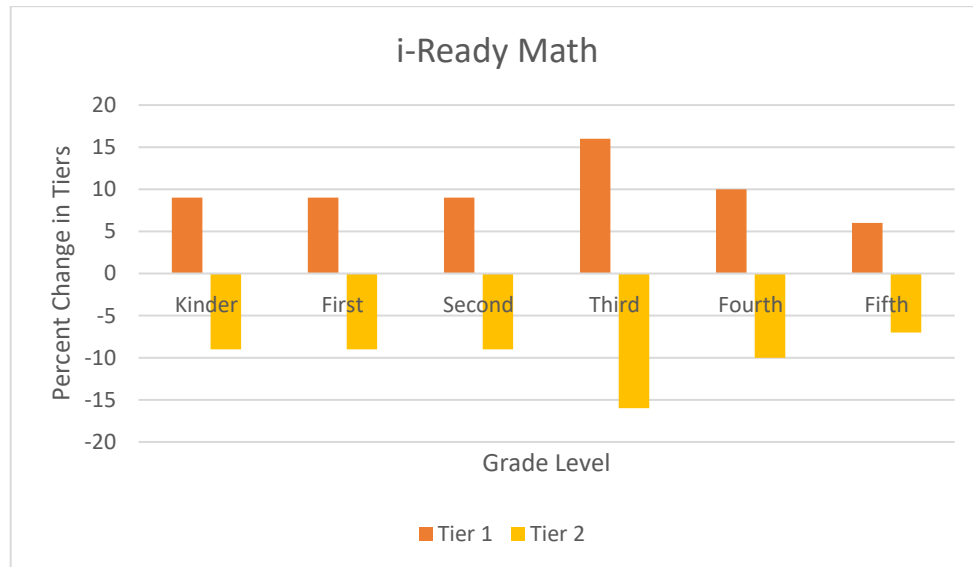
Initial i-Ready results are encouraging. For the purposes of targeting instruction, i-Ready identifies students by tiers utilizing the common three-tier approach with Tier 1 students being on grade level and Tier 3 students needing the most intensive intervention. Diagnostic 1 was given in September of 2019 and diagnostic 2 was given in December of 2019. With one exception, grade 3 reading, all other grade levels K-5 experienced a decrease in students identified in Tier 2 and a corresponding increase of students identified in Tier 1 for both reading and math, meaning the school's instruction program was proving to positively impact student academic achievement. Figures 7 and 8 show the percentage change of student distribution in the tiers between the first and second administration of the assessment.

**Figure 7. i-Ready Reading Intervention Tiers 2019-20.**



<sup>7</sup> See Section III.C for a description and note that i-Ready is on the state's list of approved sources of data for charter renewal.

**Figure 8. i-Ready Math Intervention Tiers 2019-20.**



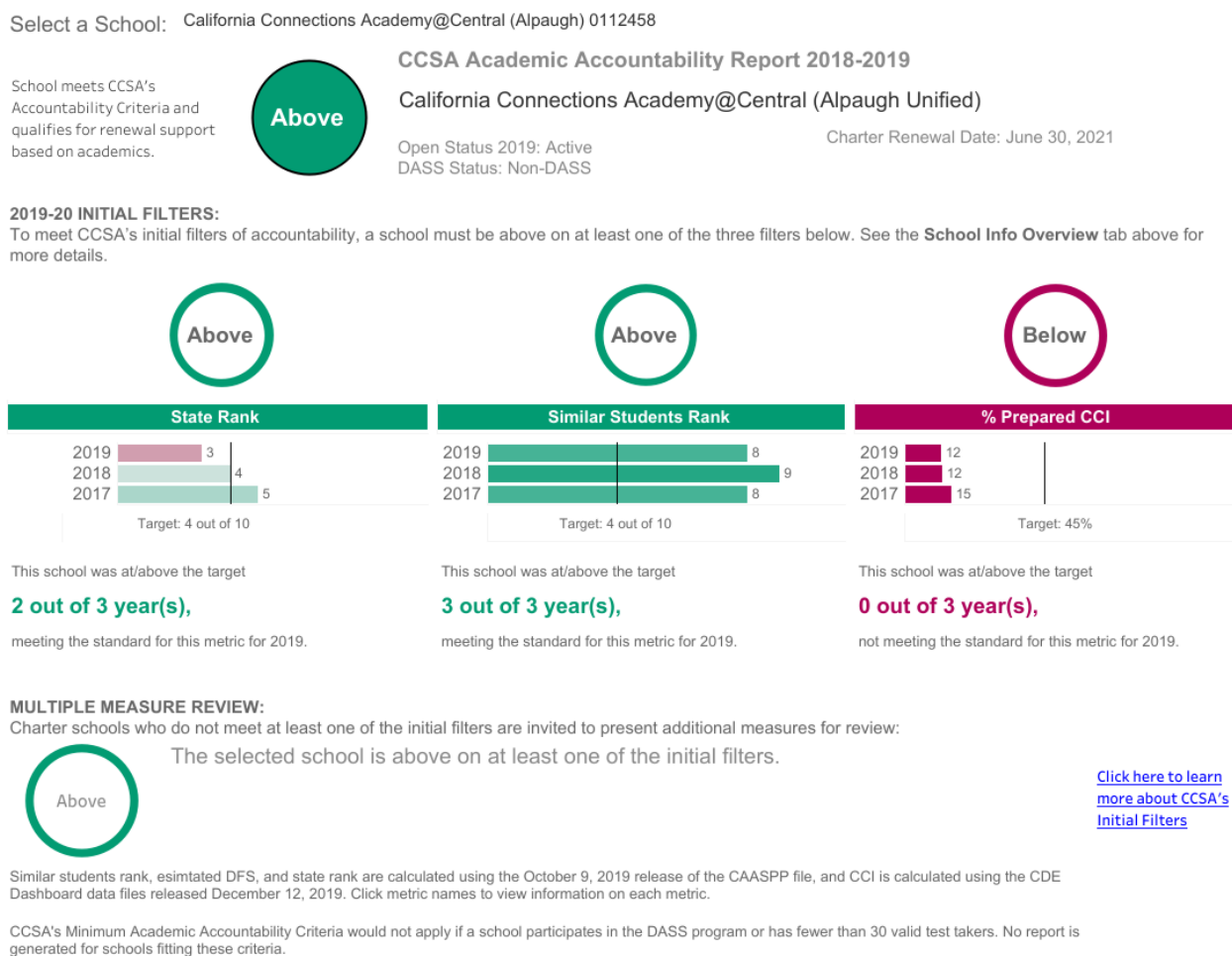
Another important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many schools which serve students in all grades K-12 and which would therefore have comparable academic data. One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking.

While the state has not yet devised a replacement for the similar schools ranking, it is expected that when the state data does provide school to school comparisons, CalCA Central Valley'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 developed an initial method to compare data between schools, including both charter schools and traditional public schools. Based on their complex analysis, CalCA Central Valley scored an 8 out of 10, when compared to other public schools serving similar demographics (See Figure 9 "Similar Students Rank" section) in 2017, scored a 9 out of 10 in 2018, and an 8 out of 10 in 2019. CCSA's ranking system is very similar to the former Academic Performance Indicator ranking, which means CalCA Central Valley performs significantly better than other schools which serve similar student populations. There is also a ranking given by CCSA (See Figure 9 "State Rank" section) where CalCA Central Valley is compared to all public schools in California and on this measure, the school has been ranked right around the state average, ranging from 3 to 5 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 performance on some of the state indicators may show up below state averages, the school actually exceeds expectations when demographic factors are taken into account.

Figure 9 is one illustration of the CCSA Academic Accountability reports, which can also be found on the CCSA public website ([www.ccsa.org/advocacy/accountability](http://www.ccsa.org/advocacy/accountability)). Based on CCSA’s independent evaluation of CalCA Central Valley’s academic performance, the school meets their renewal standards.

**Figure 9. CCSA Academic Accountability Report 2018 – 19 for CalCA Central Valley (formerly CalCA @Central).**



## Student Mobility

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, public health concern, and so forth. Their intent is to enroll in a virtual school only for a limited time and to return to a traditional school once their need has been met.



Due to the relatively small size of CalCA Central Valley, 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.

To provide additional context for reviewing the academic performance of CalCA Central Valley, reviewing national level data can be helpful. In the context of the study conducted of representative Connections Academy schools nationally for students enrolled during the 2013–14 to 2015–16 academic years, the following comparative statements about the efficacy of Connections Academy schools have been validated:

- 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.

To look at mobility specifically through the lens of CalCA Central Valley, data demonstrates that, as of 2019-20, 58% of CalCA Central Valley high school students attending the school could be considered “highly mobile,” meaning that they were previously enrolled in multiple other schools before finding CalCA Central Valley. For example, 52% of our high school students were previously enrolled in four to seven other schools, while 6% were previously enrolled in 8 or more other schools. This data suggests that CalCA Central Valley can be a good option for highly mobile students who have been moving in and out of schools, however it does create challenges when analyzing student academic performance and such things as graduation rate.

### Student Performance

Student academic achievement is a focused priority for CalCA Central Valley. 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:

- Supporting school staff in implementing a math growth mindset
- 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

CalCA schools 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 Board. Figure 10 presents the most recent compiled parent satisfaction survey results from all six of the California Connections Academy schools.

Figure 10. California Connections Academy Parent Satisfaction Survey Results for 2019-20.

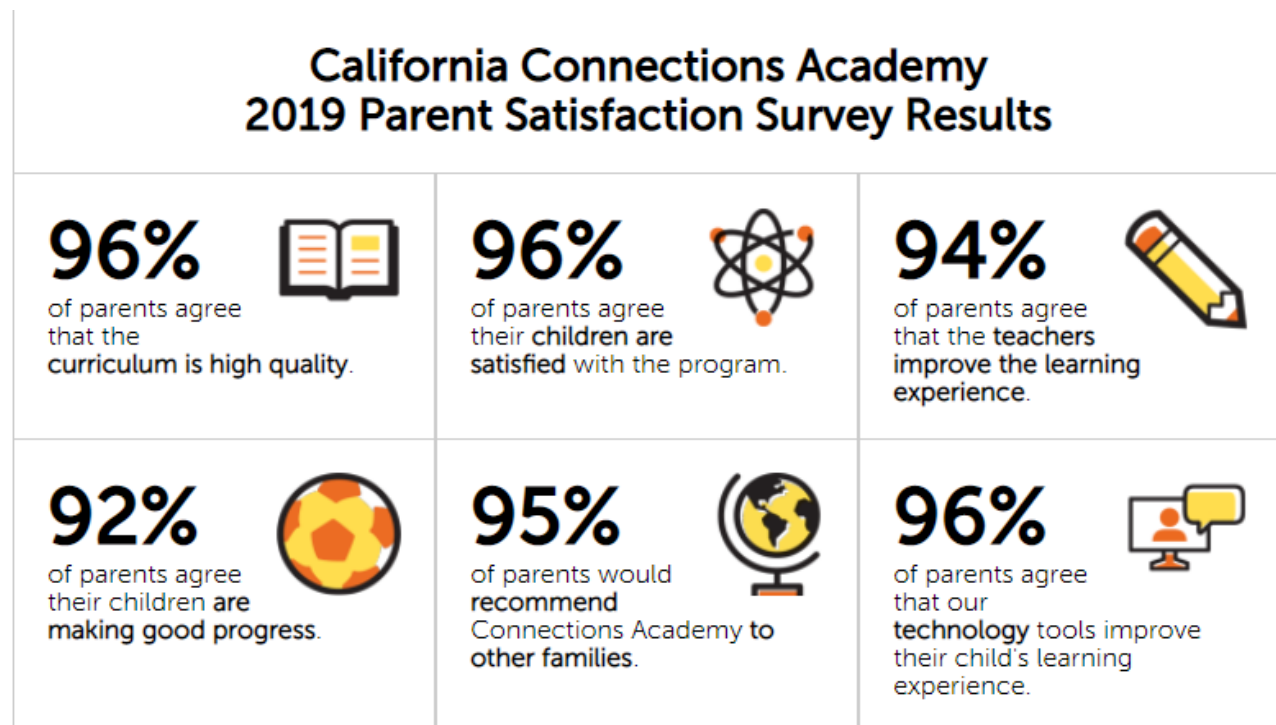
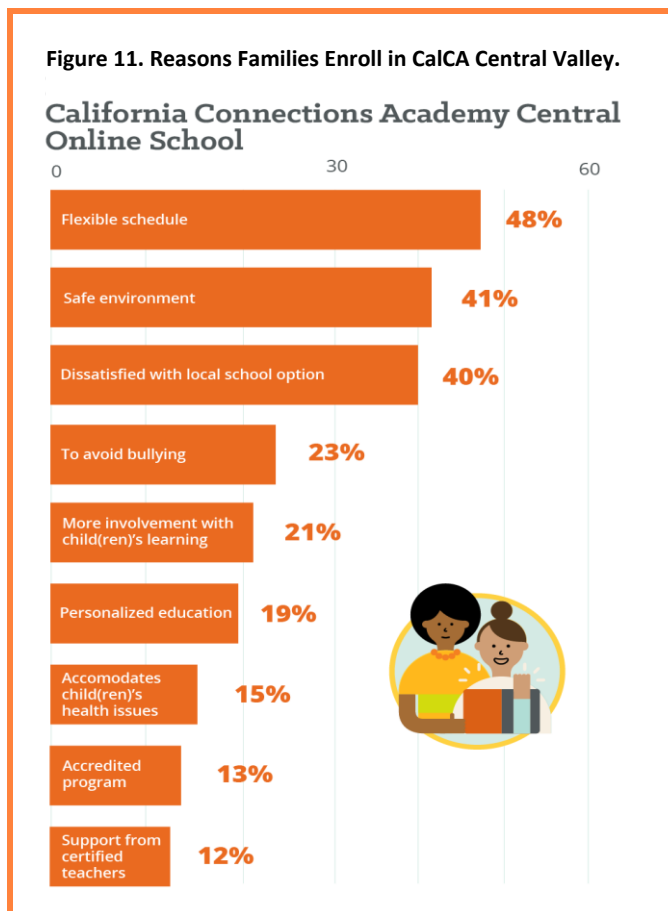


Figure 11 displays various reasons why families enroll their children in CalCA Central Valley. The top three responses show that families are in need of a flexible schedule, a safe learning environment, and a school option which meets their needs. CalCA Central Valley is an option that satisfies these needs for students and their families.

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 (LCAP). The percent of parents who responded to surveys from CalCA Central Valley in 2019-20 was 78%. In other years, participation rates have been well over 90%. Therefore, the results of these surveys are considered reflective of the overall experience of the families. The results have consistently demonstrated over time that the school is meeting the parent satisfaction goal that has been part of the charter specific goals since inception.



The following data represents additional parent satisfaction survey results for 2019-20 which are specific to CalCA Central Valley families. While the total number of parents who responded for CalCA Central Valley leads to a smaller sample size, the results are similar to those seen for all the CalCA schools combined.

- 93% of CalCA Central Valley parents surveyed said that they would recommend Connections Academy to parents whose children were not enrolled in the program.
- 94% of CalCA Central Valley parents surveyed said that their child is satisfied with the Connections Academy program.
- 97% of CalCA Central Valley parents surveyed were satisfied with the helpfulness of their child's Connections Academy teacher.

- 98% of CalCA Central Valley parents surveyed said that their child had enough contact with their Connections Academy teacher, and 88% of parents surveyed felt that they had enough contact with their child's teacher.

### Testimonials

The following testimonials are from students and parents who are enrolled in CalCA Central Valley or who have recently graduated from CalCA Central Valley. 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. Additional testimonials are available upon request.

#### Exploring Opportunities

A current 10<sup>th</sup> grade student in CalCA Central Valley is a professional tennis player who travels internationally to compete in tournaments. While much of her time is devoted to tennis, she also enjoys playing the piano and she hopes to attend the United States Naval Academy and become an astronaut.

"Connections Academy has been great for me because it allows me to travel the world for my tennis, while still keeping up with my studies."

- *CalCA Central Valley Student*

#### Support for Struggling Students

A current CalCA Central Valley student who previously struggled in a brick and mortar school for three years is now receiving As and Bs in all of his classes. His mom says that he credits his math teacher as being instrumental in his success by offering 1:1 assistance through virtual meetings and phone calls to guide him through his schoolwork.

"We started with CalCA Central Valley and my son has gone from failing every subject for three years straight to getting As and Bs so far. He finally sees a payoff to his hard work! It brings tears to his eyes and mine when he sees his grades."

- *CalCA Central Valley Parent*

#### Flexible Schedules

Graduating from CalCA Central Valley in 2019, this student's parent says that her son is a successful motocross racer who travels across the United States to compete. Her son credits his success to California Connections Academy for allowing him the flexibility to complete assignments while pursuing his passion of racing. "We love the program. It has given him the flexibility to do school on the road without having to worry."

- *CalCA Central Valley Graduate Parent*

### **Individualized Instruction**

"My daughter is a junior at Connections and a sophomore in Community College majoring in Physics. She began thriving...emotionally and academically. This is all because of the flexibility, and the one on one attention Connections provides.

But two years ago, she was a very timid, depressed young lady who believed she'd never go anywhere in life. She had no self-esteem, had never made A's and had no passion for her future. Today, I not only have zero regrets, but I have one thousand percent gratitude.

There are so many advantages they're too long to list."

- *CalCA Central Valley Parent*

### **Fostered Learning**

"My son is a learning demon and we are so proud of him and very happy I happened to come upon Connections Academy. Thank you all for the time and work you put into teaching our children and being so nice to us Learning Coaches."

- *CalCA Central Valley Parent*

### **New Excitement for Learning**

"The school takes a lot of time and patience, but my boy has been improving so much in his reading. It makes me feel encouraged, that we chose this option for school this year. I homeschooled him last year for kindergarten with another program and it was so hard to get him to do school, and with this program he's been excited about it."

- *CalCA Central Valley Parent*

### **Connecting with Teachers and Peers**

"I love the Live Lessons and the relationship you get to have with your teachers. When you need help, they respond faster than any teacher would at a normal high school. Every day I find Connections Academy more and more amazing in different ways. Just when I can't seem to think there's more, I get surprised every time. I love the clubs and how you connect with other students. Another great day at school! Clubs are amazingly fun, and the classes give you everything you need to succeed! Thanks, Connections Academy."

- *Current CalCA Central Valley Student*

### **Exceeds Online Learning Expectations**

"Connections Academy has been such a breath of fresh air and such a blessing to us, it's even brought us closer together as a family. It's a flexible, safe, engaging program that has so much to offer students, both academically and socially. My children are thriving with this program. It's so well structured and has by far succeeded my expectations of online learning. Connections Academy never ceases to amaze me with all they do and all that they have to offer. Academically my children are doing better than they have ever done before. Socially, they have broken out of shells I never thought they would, and in the process, they have made some really good new friends. The staff is very hands on, interactive, very quick at getting back to students and/ or their learning coaches, and truly do care about their students and their education. I could not be any happier with Connections Academy, my only regret is not starting with this school sooner!"

- *CalCA Central Valley Parent*

### **Addressing Individual Student Needs**

"We first enrolled our son to California Connections Academy for one semester due to the need of a flexible program since our family traveled a lot at that time; however, we had chosen another online school for the following school year for a family reason. Only after one semester, we have decided to return to California Connections Academy. Our son loves the live lessons, the interactions with teachers and other students, and the flexibility of their program. As a parent, I like the solid academic programs, the safe learning environment, and the caring teachers and counselors. A great example was that we have transferred back at the beginning of 2<sup>nd</sup> semester, but the teachers and counselors have gone way beyond our expectations to make sure the transition was smooth – the school has even switched counselors and classes, and assigned a "personalized" teacher to follow through in order to accommodate my son's academic needs. We feel confident about the teachers, the counselors, the academic programs, and we highly recommend California Connections Academy to others."

- *CalCA Central Valley Parent*

### **Independent Learning**

"I have really enjoyed my time at Connections Academy. I have been a student at the program for 2 and a half years. I feel the school has really showed me how to be independent. I am able to work at my own pace and that makes me really comfortable. I've learned strategies to stay on track and to not crumble under stress. My parents say this school is preparing me for college and teaching me responsibilities of living on my own."

- *CalCA Central Valley Student*

### **Working at Your Own Pace**

"My oldest son has ADHD and has always struggled in school. He is very smart, but would always have a hard time focusing in class and remembering to bring homework to or from school. So, we looked into online school and found Connections Academy. After finding out all about it we decided to give it a try, not only for him but for our two other school age kids as well. All three of my children like that they can work at their own pace and if they want a three day weekend, etc., they can work ahead. My kids have met a lot of kids through CA and spend as much time with friends as they did when they were in traditional school. When my four year old is ready to start kindergarten, she will be a Connections Academy student as well. We love Connections Academy."

- *CalCA Central Valley Parent*

### **Students Recommend Connections Academy**

"Connections Academy is a life-changer! It has allowed me to work at my own pace; I'm able to get ahead in my classes. The teachers are honestly the best. They want you to succeed, and they are willing to work with you one-and-one. You can take school along with you whenever you go. I feel like I've learned a lot more, I'm able to challenge myself by taking more rigorous courses. It has taught me how to be independent and self-motivated, and not dependent on my learning coach. I recommend Connections Academy!"

- *CalCA Central Valley Student*

### **The Best Choice for Students**

"We came to know Connections Academy because my daughter's grades were dropping and she was being bullied. I found Connections Academy during an online search and I am so glad I did!

It was the BEST choice that I had made for my daughter academically! Since my daughter started, she has gone back to being an A student. She LOVES doing her work and adores all of her teachers and get excited for her live lessons. She is able to work at her own pace and get one on one help from her teachers! Another thing is that the curriculum is amazing and taught very well. There are also so many opportunities for the student as well as classes to prepare them for college.

We've been with Connections Academy since 6th grade. My daughter is now a 9th grader who will be graduating early because of all the opportunities that are offered! We are so grateful to have found and grown with Connections Academy."

- *CalCA Central Valley Parent*

## ACCOMPLISHMENTS

Academic and educational achievements and other alternative measures show increases in academic achievement. CalCA Central Valley is proud of its accomplishments:

- CalCA Central Valley has met or exceeded state levels in many areas of the Dashboard (see the Academic Accountability section for details).
- CalCA Central Valley students have shown growth 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 Central Valley scored an 8 out of 10 in 2019 when academic performance was analyzed using other demographically comparable schools.
- CalCA Central Valley had a high performance rating (green) in English Language Arts on the California School Dashboard in two of the last three years.
- CalCA Central Valley has received positive reports from the Western Association of Schools and Colleges (WASC). In the most recent WASC visit, a mid-cycle review, 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 Central Valley 2020 spring graduating class included 2 students graduating with the highest honors with GPAs of 4.0 or higher, as well as 13 additional students graduating with honors (GPA 3.0 to 3.99).
- In June 2020, 38 high school seniors graduated from CalCA Central Valley.
- CalCA Central Valley had been a Local Education Agency (LEA) member of the Tulare Special Education Local Plan Area (SELPA) since inception and recently transferred to the El Dorado Charter SELPA. CalCA Central Valley has been successfully managing its Special Education program through its own LEA membership in a SELPA since it first opened.
- California Connections Academy Schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director, three Assistant Directors, and multiple Education Specialists on the school staff. On the most recent parent satisfaction survey, where 94 parents of children with an Individualized Education Program (IEP) responded, over 83% of those parents agree that they are satisfied with special education services provided through CalCA Central Valley.



- Throughout the last few years, the state of California has been shifting from the CELDT to the ELPAC to measure students' English language acquisition. The 2019 CA Dashboard shows that 45.5% of CalCA Central Valley's English learner students were making progress toward English language proficiency. This is a rating of medium, which is the middle range as defined by the CA Dashboard.
- California Connections Academy Schools have implemented an Advancement via Individual Determination (AVID) program to support 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 recently added in 2018-19.
- CalCA Central Valley has successfully implemented and expanded programs for Gifted and Talented students (GATE).
- OBL 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 Central Valley's Governing Board has approved most of these courses to be offered to its students under its own "A-G" list.
- 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 OBL meet National Collegiate Athletic Association (NCAA) approval.
- California Connections Academy Schools successfully implement and provide input to allow continuous improvement in the 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.
- Students who graduated from schools supported by CalCA Central Valley have been accepted at the colleges listed in Figure 12.

**Figure 12. College Acceptances CalCA Central Valley Graduates 2018 – 20.**

College Acceptances for Recent CalCA Central Valley Graduates	
•	Bakersfield Community College
•	Brigham Young University
•	California State Polytechnic University
•	California State University – Bakersfield
•	California State University – Fresno
•	California State University – Fullerton
•	California State University – Long Beach
•	Central Washington University
•	College of the Sequoias
•	Clovis Community College
•	Humboldt University
•	San Diego State University
•	San Francisco State University
•	San Jose State University
•	Southern Adventist University
•	Stanford University
•	University of Arizona
•	University of California Merced
•	University of California San Diego
•	University of Oregon
•	University of Southern California
•	University of Wisconsin – Madison

### OTHER ACHIEVEMENTS

- 97% of CalCA Central Valley parents were satisfied with helpfulness of their teachers, according to the 2019-20 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.
- CalCA Central Valley has had the highest performance rating (blue) on the California School Dashboard on the Suspension Rate indicator for all years that the Dashboard has been published.
- School suspension rates are always very low and there have been no expulsions since the inception of CalCA Central Valley.
- CalCA Central Valley has increased the number, location, and type of field trips offered to families each year. During the 2019-20 school year, CalCA Central Valley had 18 field trips with 262 student and family attendees. Examples of field trips included: Tulare County Office of Education Planetarium and Science Center, Children’s Museum in Visalia, Murray Farms in Kern County, Fresno Zoo, and a college tour of the College of the Sequoias.

- CalCA Central Valley 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 Central Valley that attended a commencement ceremony has increased each year. In-person promotion ceremonies are also offered for 8<sup>th</sup> grade students. For the 2020 graduating class, due to COVID-19, virtual graduation ceremonies were held in place of in-person ceremonies in adherence with state regulations regarding safe social distancing practices.
- Families attend multiple school functions, such as school festivals (formerly known as picnics) and celebrations. Each school typically offers three festival events each year to allow family members to meet each other and to meet staff in person. During the 2019-20 school year, a fall festival took place at Rollerama West in Kern County with 112 student and family attendees, and a mid-year festival took place Bolero in Tulare County with 69 student and family attendees.
- For several years, CalCA Central Valley teachers have led students aged 9-14 in the Central Valley's First Lego League which combines the engineering challenges of a robotics competition with real-world problem-solving and inventing. Students learn science and technology skills, as well as valuable employment and life skills. CalCA Central Valley's team earned the "Core Values" award in November 2019.
- 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 Central Valley enjoys a strong partnership with the other existing California Connections Academy non-classroom-based charter schools, all of which are part of the California Connections Academy schools charter network, which allow the allocation of various resources to maximize access for all students to a comprehensive, full-service program, while minimizing fiscal impact.
- CalCA Central Valley serves socioeconomically, racially, ethnically, and geographically diverse student populations.
- CalCA Central Valley builds strong school communities through both face-to-face and virtual interactions.
- CalCA Central Valley performs outreach and participates in many community events, and also collaborates with community organizations. Examples of community involvement include:
  - CalCA Central Valley has participated in multiple community events such as the annual Big Fresno Fair, the Fresno State Vintage Days Festival, Bakersfield KidsFest, Bakersfield Green Expo, as well as The City of Hanford's Market Night and Old Town Clovis Friday Farmer's Market.

- CalCA Central Valley has worked closely with the Fresno Grizzlies Baseball Club as a team sponsor, as well as the Visalia Rawhide. Each has hosted numerous information sessions and August “School Prep” parties in the cities of Fresno, Visalia, and Bakersfield.
- CalCA Central Valley participates annually in a holiday card party for veterans which gives students and parents the opportunity to mingle with veterans while creating holiday cards for those unable to attend the event.
- Students in the school’s chapters of the National Junior Honor Society and National Honor Society work in their own communities with individual service projects such as 4H-Club participation.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school have regularly presented at various conferences, 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 Central Valley is fiscally stable as evidenced by balanced budgets, adequate cash flow, and a stable reserve balance.
- Each of the annual audit reports for CalCA Central Valley since the last renewal has been completed with no findings.
- CalCA Central Valley implements thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom-based school.
- CalCA Central Valley complies with the requirements of state and federal law as applicable to charter schools.
- CalCA Central Valley 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.

As shown above, CalCA Central Valley more than meets the legal standard for a five-year charter renewal under Education Code section 47607.2(b)(7).

## 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 Valley is governed by the non-profit Governing Board, California Online Public Schools (CalOPS).<sup>8</sup> The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

- **Ms. Elaine Pavlich, Board President:** Elaine Pavlich served on the School Site Council and with the PTA at her daughter's first school, and enrolled at the CalCA SoCal school very soon after it first opened. Her daughter was enrolled for 11 years, during which Ms. Pavlich was a proud and devoted Learning Coach. Her daughter graduated in 2017 while Ms. Pavlich continued in her role on the Board. Ms. Pavlich has been serving on a CalCA Governing Board since 2008, at various times in the roles of Secretary, Treasurer, and now President. She is passionate about helping bring educational choice to other families and finding ways to be sure they are successful in the online program. Ms. Pavlich also volunteered 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. She has an extensive background in the retail industry.
- **Ms. Diana Rivas, Board Vice President:** Diana Rivas is an involved parent representative in the California Connections Academy program. She served as a Learning Coach to several students in the CalCA Central Valley school. 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. From her experience 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.

<sup>8</sup> 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 Treasurer:** 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 Schools for Stone Ridge Christian High School. Mr. Henjum earned his B.A. from Vanguard University, his 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. Mr. Henjum first started serving on CalCA boards in 2012 and he has served as Board President and Vice President in past years.
- **Mr. Adam Pulsipher, Board Secretary:** Adam Pulsipher is currently employed as a hospital Controller for Prospect Medical Holdings. Previously, Mr. Pulsipher served as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home where he worked with disabled Veterans from 2015-2020. He has enjoyed a career in the operations of Healthcare Facilities for over 20 years. He is a 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.
- **Mr. Dave Souza, Board Member:** Dave Souza has extensive experience in business management. He earned an associate degree in Business Marketing and an associate 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 fifteen years and has served as Board President.
- **Ms. Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to two of her children who were California Connections Academy students. Mrs. Watkins holds a Bachelor of Science degree in School Health from California State University, Long Beach. Mrs. Watkins is an entrepreneur, who owns her own business, has five years of experience volunteering for the Cub Scouts, and plans the annual summer camp at her local church.

- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 19 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 regard to education.

## **I.B SCHOOL LEADERSHIP**

CalCA Central Valley 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 stakeholders across all California Connections Academy schools, including CalCA Central Valley.

- **Dr. Richard Savage, Executive Director:** Dr. Savage joined California Connections Academy Schools in 2013 and currently leads the organization as Executive Director. 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. She has been with the organization for five years. 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 15 years. 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.
- Dan Hertzler, High School Assistant Principal:** Mr. Hertzler was promoted for the 2020-21 school year to serve as one of the High School Assistant Principals for the California Connections Academy Schools. He started with the organization in the Spring of 2019 as a Social Studies teacher. Mr. Hertzler started his teaching career as an Academic Recovery teacher in Compton, CA. Over the next ten years, he moved into administration for that organization, and held Assistant Principal, Principal and Director positions. He also served as a Middle School Assistant Principal for Green Dot Public Schools in East Los Angeles for two years. Mr. Hertzler loves working with “at risk” and marginalized populations of students. He holds a bachelor’s degree in Biblical Studies with an emphasis in Youth Ministry, a Single Subject teaching credential in Social Studies, as well as a master’s degree in Educational Leadership.
- Lauren Weed, High School Assistant Principal:** Ms. Weed serves as one of the High School Assistant Principals for California Connections Academy Schools. Ms. Weed 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 and was eventually promoted to Assistant Principal. Ms. Weed 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.
- Amy Phillips, High School Assistant Principal:** Ms. Phillips serves as one of the High School Assistant Principals for the California Connections Academy Schools. She first started with the organization in 2012 and was instrumental in getting the California Connections Academy Ripon school operational that year. She has extensive experience working with Connections Academy schools, including High School Principal for Nevada Connections Academy and advisory teacher for California Connections Academy Ripon. Her teaching career spans over ten years, providing support for students in elementary schools and resources centers. Ms. Phillips earned a bachelor’s degree in Recreation Administration from Chicago State University, and is certified in the areas of elementary education and teaching, administrative services, and educational leadership and administration.



- Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for the California Connections Academy Schools. Prior to joining the organization in 2012, 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 of 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 serves as one of the Middle School Assistant Principals for the California Connections Academy Schools and has been in her position with the organization since 2016. 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.
- Cameron Shepherd, Middle School Assistant Principal:** Mr. Shepherd recently joined the organization as one of the Middle School Assistant Principals for the California Connections Academy Schools. Mr. Shepherd serves as one of the Middle School Assistant Principals for the California Connections Academy Schools. He joined the organization in June 2020 and is enthusiastic about starting his journey as an Assistant Principal. Mr. Shepherd began his career as a history/social science educator in Long Beach Unified School District. During this time, he held many leadership positions including Social Science Department Chair, serving as a member of School Site Council, and serving on the Instructional Leadership Team. Mr. Shepherd earned his B.A. in History from California State University, Long Beach and his M.A. in School Leadership from California State University, Dominguez Hills.

- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for the California Connections Academy Schools. He joined California Connections Academy in 2013 as an Assistant Principal and has served in his current role for six years. 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 serves as one of the Elementary Assistant Principals. 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 before being promoted to Assistant Principal. 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.
- **Ashley Taylor, Elementary School Assistant Principal:** Ms. Taylor was recently promoted to the position of Elementary Assistant Principal. She started with the organization in 2013 as an elementary teacher and served in a variety of leadership roles, including Teacher on Special Assignment. Ms. Taylor came to the school with teaching experience from pre-school to 7<sup>th</sup> grade, and experience teaching at both public and private schools. During that time, she implemented a Response to Intervention Program (RTI), developed a Home Life course for middle school students and more. Since joining the California Connections Academy Schools, she has taught Kindergarten through 2<sup>nd</sup> grade and RTI before moving into a Teacher on Assignment position in 2018 and was promoted to Assistant Principal in 2020. Ms. Taylor earned her bachelor's degree in Child and Adolescent Studies from California State University, Fullerton and is expecting to earn her master's degree in Educational Administration from National University in the Spring of 2021.

- **Mia Hardy, Director of Counseling Services:** When Ms. Hardy joined the California Connections Academy Schools as the Manager of Counseling Services in 2012, 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/Latinx 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):** Ms. Gustin joined California Connections Academy in 2017 as the Director of Student Services. 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 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 Central 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.

- LaChelle Carter, Director of Finance:** Ms. Carter originally worked for OBL as the Senior Manager of Compliance and Revenue Services from 2008 – 2018, and has served in her current role of Director of Finance with California Connections Academy Schools since 2019. She previously managed the Education Compliance Monitoring program to analyze student demographic enrollment data to support reporting needs of various teams. Throughout her 15-year career, Ms. Carter has excelled in data, compliance, and revenue analytics and is skilled in examining qualitative and quantitative data for accuracy, consistency, and verities to certify compliance and to develop clear, understandable, and actionable next steps. As an Assistant Director for the University of Maryland Global Campus (formerly the University of Maryland University College), she oversaw the Graduation Services team and ensured students' academic compliance and course completion, as well as managed budgetary matters and vendor relations. Ms. Carter earned a Master of Science degree in management from the University of Maryland Global Campus, and a Bachelor of Arts degree in sociology from Howard University in Washington, D.C.
- 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 in 2018, 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. Franci Sassin, Director of Business Services:** Before joining California Connections Academy as an administrator in 2013, 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 20 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 Central Valley 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)].*

The mission of CalCA Central Valley is to educate and empower compassionate global citizens by leveraging 21<sup>st</sup> 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 an entire team of experts committed to the student's successful fulfillment of the personalized learning process. CalCA Central Valley 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

*A description of the educational program of the school, designed, among other things, to:*

- *Identify those whom the school is attempting to educate;*
- *What it means to be an “educated person” in the 21<sup>st</sup> century; and*
- *How learning best occurs.*

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

**Definition of Terms and Elements:** CalCA Central Valley’s instructional methods, educational philosophy, and program include unique elements provided by Connections Education LLC dba Pearson Online & Blended Learning K-12 USA (OBL) through a contract for goods and services. OBL provides specific educational products and services, always with the oversight and approval of the Governing Board. The following section provides descriptions of OBL’s unique core academic model elements that explain how the needs of the student population will be met and also explains terminology used throughout this application. CalCA Central Valley appreciates OBL’s commitment and track records of continually updating its instructional materials and supports so that students have access to current best practices. Many of the elements listed below are also described in more detail in later sections.

- **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 conduct 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. CBAs are used to validate a student’s understanding of concepts against the collected formative data within the Education Management System, and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.

- **Education Management System (EMS):** The EMS is the platform for organizing and supporting the school's entire educational environment. This web-based platform and software delivers assignments and tracks activities (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, under the watchful eye of administrators, teachers, and Learning Coaches. The EMS 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 the EMS to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. The EMS is continually updated and improved upon for the success of schools and families. All new releases and updates of the EMS are automatically provided without interruption to users.
- **Interactive Reviews:** Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.
- **Student Engagement Indicators:** These indicators are displayed in the teacher's Gradebook to facilitate a teacher's identification of students who may be in need of additional instruction or intervention. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Student Engagement indicator codes are used to identify students who may be at-risk of failure due to poor lesson performance or off pace lesson completion rates. They are the first alerts a teacher receives and are a signal to the teacher that a student may need intervention supports to successfully complete the course.
- **i-Ready Assessments (K-8):** i-Ready is a comprehensive assessment and instruction program that connects diagnostic data and personalized instruction that provides teachers with clear reports and actionable data to understand a student's strengths and areas of need and to determine each student's on-grade proficiency based on state and national standards.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent or guardian to work in person with the student as a Learning Coaches under the guidance of a credentialed teacher. The Learning Coach and the student interact with the teacher via telephone, e-mail message, LiveLesson sessions, and other forms of communication as needed. CalCA Central Valley promotes and supports 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 Learning Coach Support Team then offers supports for Learning Coaches.
- **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.



- **Measures of Academic Achievement (MAP)<sup>9</sup>:** MAP is a norm-referenced measure of student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path. MAP assessments differ from other data sources used to inform instruction by being nationally normed, by tracking student progress throughout a year and across school years, and by being linked to software tools which can assist teachers and administrators in planning instruction. MAP tests are based on a continuum of skills from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs.
- **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. 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 and Tier III Supplemental Instructional Supports. Student Support teams (SST) and IEP teams meet regularly to develop an intervention plan and strategies for improvement for students who need more frequent, targeted learning support.
- **Personalized Performance Learning:** 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. Throughout the year, teachers monitor students' progress and discuss this process with families as needed to adjust where students need to improve and areas in which they can build on their strengths.
- **Graduation Plan:** Within the platform, the Graduation Planning tool assists school staff and families to define and track graduation requirements tailored to the diploma type and student post-graduation goals.
- **Student Performance Reporting:** Reports provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.
- **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.

<sup>9</sup> NWEA (formerly known as the Northwest Evaluation Association) MAP Suite assessment tools.

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 the EMS. Students must contact teachers in accordance with school policy and the Master Agreement (see Exhibit A).

- **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 and quality timely feedback on assignments. Teachers maintain a one-on-one relationship with each student.
- **Tutorials:** Tutorials are 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.
- **Email:** The email system is securely located within the EMS. Students and teachers use it to communicate with each other, protecting them from spam, contact from those outside of the EMS, and other mainstream email issues.

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

Children in the 21<sup>st</sup> 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 Valley 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 21<sup>st</sup> century. The curriculum and instructional programs fulfill all of the frameworks put forth by the Partnership for 21<sup>st</sup> Century Learning<sup>10</sup> which are:

- **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 21<sup>st</sup> 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 21<sup>st</sup> 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.

<sup>10</sup> The Partnership for 21<sup>st</sup> Century Skills, “Framework for 21<sup>st</sup> Century Learning,” May 2015, <http://www.p21.org>.

- **Use 21<sup>st</sup> 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 21<sup>st</sup> century support systems to ensure student mastery of 21<sup>st</sup> century skills:** 21<sup>st</sup> century standards, assessments, curriculum and instruction, professional development, and learning environments are aligned to produce a support system that produces 21<sup>st</sup> 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 Valley 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

Students learn best when instruction matches their interests, needs, and goals. Through the placement process, pre-, and post-test assessments, and continuous progress monitoring, students in CalCA Central Valley are provided with curriculum materials and instructional resources appropriate to their academic needs.

Students, Learning Coaches, and teachers meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, intervention and extension activities, manipulatives, virtual labs and/or graphic organizers, as well as supplemental instructional support programs.

The personalized performance learning process includes:

- **Review of Student Background and Interests.** Teachers meet with parents/guardians and/or Learning Coaches as well as students to discuss students' strengths, interests, learning preferences and previous school performance data during Welcome Calls.
- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process will be used to select courses based on state requirements and each student's individual learning needs.

- **Regular Communication.** At the start of school, teachers establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and communicate with students and Learning Coaches (as appropriate) frequently. Students are encouraged to contact their teachers as often as they wish or find necessary.
- **Universal Screening.** Students in grades K-11 participate in universal screening and benchmark measures at least two times a year to ensure that students are able to keep pace with grade level skills and standards. Students who are not keeping pace with skills and standards, may be identified as in need of interventions to close the achievement gap and ensure that students are able to receive individualized support.
- **Student Engagement and Performance.** In addition to universal screening tools, teachers regularly review student performance and engagement data including lesson pacing, course performance, and curriculum-based assessments to ensure that students are achieving success in their courses and are able to meet the demands of the online learning environment. Students who are not able to remain on track with student engagement and performance metrics may be identified as in need of interventions to support their individualized needs.
- **Setting Goals.** Goal setting is based on all of the information gathered in the initial process and some initial student work samples. Teachers and students work together to set goals and to accomplish these during the school year. Learning Coaches participate in goal setting discussions as well.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers help personalize the learning schedule. For students in grades K-8, teachers inquire about the student's daily routines and make adjustments to the student's online learning schedule. They also add an elective course when students are ready to handle the additional challenge. Students in grades 9-12 have a six-week add/drop period that can be used to adjust their schedule, as needed.
- **Differentiated Leveled Courses.** As part of a student's personalized performance learning process, teachers or Academic Placement Advisors may recommend that students in 3-8 needing additional support take Essential level courses, and that students needing higher level work have access to Gifted & Talented mathematics, English Language Arts, and science courses. For grades 9-12, students needing additional support may take Foundations level courses. Those students needing a higher level of challenge may take Honors or Advanced Placement® courses.
- **Multi-Tiered System of Support.** CalCA Central Valley utilizes a Multi-tiered System of Support (MTSS) so that individual students receive the support they need in academic and behavioral areas. Data is used throughout the school year to identify, document, and implement an MTSS model for all students. Students' responses to interventions are monitored, and adjustments to the type, frequency, and intensity of support are made as needed.

## 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 Valley implements an instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) School Counselor Support; and 3) Student Motivation.

**1. The Learning Triad:** The 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 consists of these three elements. 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 serve 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 has certified California teachers specially trained in teaching in an online environment, the OBL 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, grade band, 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 email – 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, performance, and overdue lessons on a daily basis via the teacher's home page, as shown in Figure 13 and Figure 14. 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 most often work with students one-on-one.

Figure 13. Teacher's Home Page.

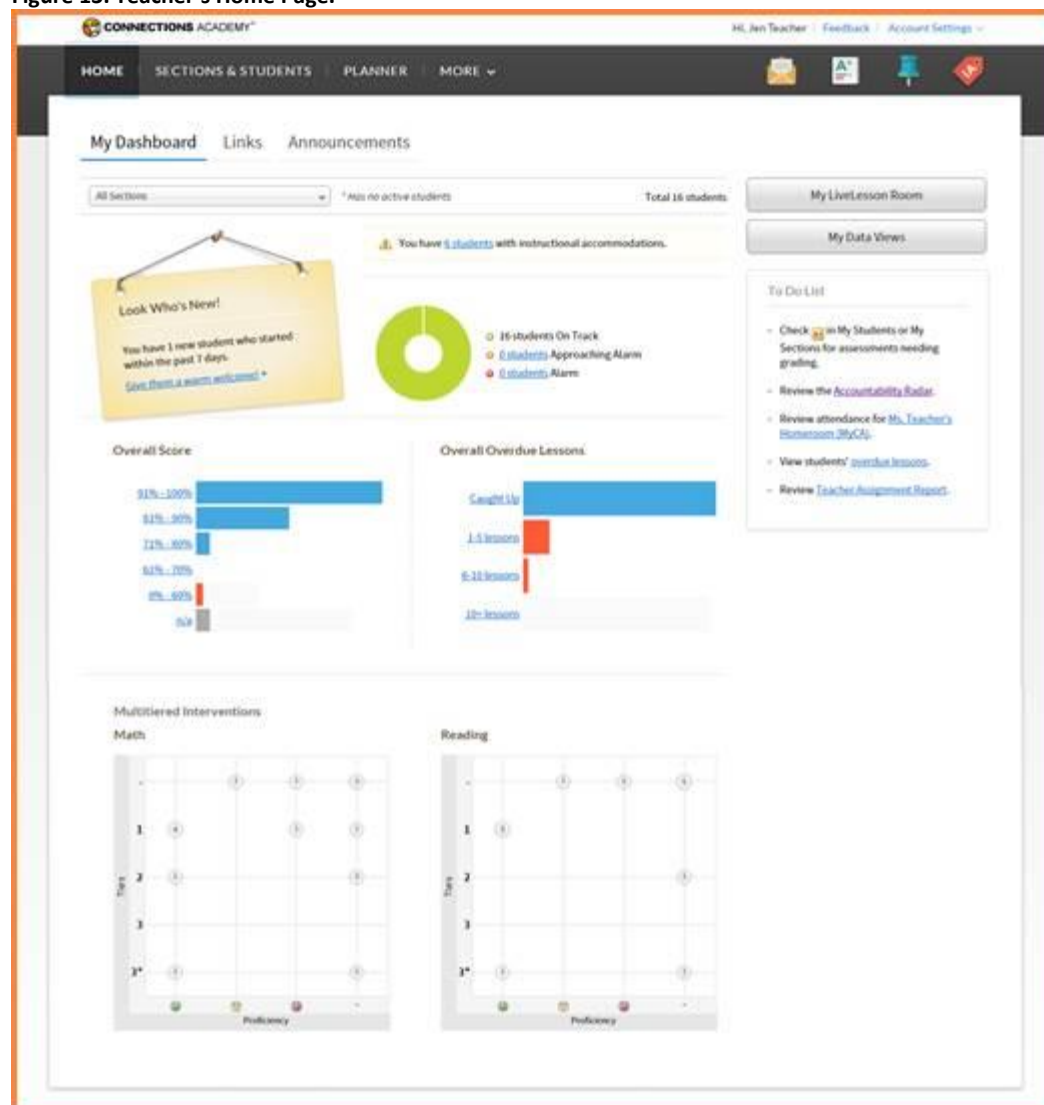


Figure 14. Students with Overdue Lessons.

ID	Name	Days Enrolled	Grade	Attendance	Overall Score	Total Overdue	Alerts	Intervention
100661	Demo, Stella	179	10	On Track	83%	0 lessons	0	M-R
126788	Demo, Dee	179	6	On Track	88%	6 lessons	0	M-U (R-U) 1
146122	Demo, Chelsea	179	9	On Track	100%	0 lessons	0	M-3", R-3"
167915	Demo, Meghan	179	7	On Track	90%	1 lesson	0	M-U 3", R-U 3"
216090	Demo, Anderson	179	12	On Track	83%	1 lesson	0	M-1, R-2
216091	Demo, Jackson	179	8	On Track	90%	4 lessons	0	M-U 2, R-U 1
216092	Demo, Olivia	179	11	On Track	80%	0 lessons	0	M-R

**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 continues serving in an important supervisory role for the student.

**c) A high quality, standards-aligned curriculum** – The California Connections Academy curriculum is aligned to the California Common Core State Standards and Next Generation Science Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. The Connections Academy program e-guide can be viewed online at <https://mydigimag.rrd.com/publication/?m=1702&i=665855&p=12>. Additional information about the curriculum is provided in Section II.E, Overview of Curriculum, Technology, and Materials as well as in supplementary materials provided.

**2. School Counselor Support:** Each high school student is 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 graduation plans for each student, and closely tracks the student’s overall academic progress. Counselors work with students via the phone, email, and LiveLesson sessions. The student’s school counselor provides support in academic, social-emotional, and college and career readiness. Counseling support is also available to students in grades K-8.

**3. Student Motivation**<sup>11</sup>: 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 Central Valley utilizes an asynchronous model that uses synchronous support.<sup>12</sup> In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson rooms). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions<sup>13</sup> at home
- Reviewing course materials online or offline
- Completing lessons and course assessments
- 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<sup>14</sup> that supports different learning preferences.

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

<sup>12</sup> <http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx>

<sup>13</sup> <https://www.connectionsacademy.com/online-school/technology/classroom-demo>

<sup>14</sup> <http://blog.connectionsacademy.com/the-secret-of-individualized-education/>



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

- learn at their own pace and place at a time best suited for them
- work at their own academic level within a specific time frame (which may vary by course), moving as quickly or slowly through course content as needed
- review challenging content as needed
- explore supplemental 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
- ask questions to deepen their understanding
- build relationships with their teacher and fellow classmates

Teachers to:

- engage students in discussions, problem solving, and group projects
- focus class time on bridging skills gaps
- build more personal relationships with students

Teachers record class discussions and instructional sessions as asynchronous resources 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 serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA Central Valley 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 offers supports for Learning Coaches through a variety of resources, including an online resource that is available 24/7 as well as teachers who specialize in family support who meet with Learning Coaches in one-on-one appointments. Throughout the year, teachers are able to refer Learning Coaches to these extra layers 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.

## Support for Learning Coaches

Enrolling in a new school raises many questions. To help, CalCA Central Valley has dedicated teachers and staff members known as Learning Coach Mentors who work directly with Learning Coaches by providing additional support to those who may be struggling with some aspect of the program. Support provided by the team includes:

- Hosting August/September “School Prep” parties designed to help new families transition in the school’s unique virtual environment as well as to meet other local families. Discussion points typically include expectations for each grade level, how to prepare for the first days of school, and more. If necessary, due to public safety considerations, these sessions may be replaced by digital onboarding “Welcome to Our School” videos or live sessions hosted by teachers and member of the school’s executive leadership team.
- Offering personal one-on-one support for Learning Coaches throughout the school year with individuals who may have questions about the EMS, socialization opportunities, grade level processes and more.
- Managing a California-specific online website dedicated to supporting new and returning Learning Coaches by offering critical state specific resources.
- Moderating virtual socialization opportunities through a popular school social media group exclusively for school Learning Coaches, and moderating virtual, seasonally-themed social hours specifically for Learning Coaches.
- Creating California-specific resources in English and Spanish for newly enrolled Learning Coaches.

In addition to the California specific online training and resources offered to Learning Coaches by CalCA Central Valley teachers and staff, OBL offers both assistance and reassurance by providing extensive information about online education. The OBL Learning Coach Support Team helps families prepare for a successful school year through such resources as the Learning Coach Central website, a combined Learning Coach and student orientation course, and the Learning Coach Success Series.

- **Learning Coach Foundations for Success Series 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. This series helps families plan, organize, and gain confidence as they prepare for their first days of school. Sessions include Getting Ready for the First Day, First Days: What to Expect, and Beyond the First Days.
- **Learning Coach Central** – This award-winning website, accessed from the EMS, provides multiple resource documents, and video Quick Clips that support Learning Coaches in their role and providing instructional support to their student.

- **Learning Coach Frameworks for Success Series** – These online sessions are designed to provide strategies for all Learning Coaches to work with and support their students. Sample session topics include online clubs and activities, motivation, learning principles, college and career, and the exceptional learner.

## II.C HIGH SCHOOL PROGRAMS

*If the proposed charter school will serve high school pupils, the manner in which 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. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. [Ref. California Education Code, §47605(c)(5)(A)(iii)]*

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

Since CalCA Central Valley is accredited by WASC, all of its high school courses are considered transferable to other California high schools. CalCA Central Valley is listed as an online charter school by the University of California Office of the President on the UC Doorways website, following the extensive process for online and independent study programs. CalCA Central Valley 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 OBL course provider approval process.<sup>15</sup>

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 high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school has partnered with OBL 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.

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).

<sup>15</sup> <https://hs-articulation.ucop.edu/agcourselist/institution/2450>.

## II.D STUDENTS TO BE SERVED

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

CalCA Central Valley's virtual educational model serves students in grades K–12 who reside throughout Tulare, Fresno, Inyo, Kern, and Kings counties. Enrollment for the 2021-22 school year is expected to be approximately 650 students and the school plans to continue to grow responsibly in order to meet the demand of the community. Enrollment targets notwithstanding, CalCA Central Valley makes every effort to serve as many students as possible who apply.

CalCA Central Valley addresses a growing need for students to be educated outside of traditional brick-and-mortar schools. This need is substantiated by the steady 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 seeking a sheltered school environment; be grappling with social, discipline, health 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 Valley's demographics typically mirror both the region's and state's school-age population. The grade distribution and demographic makeup of CalCA Central Valley as of October 2019 was previously shown in Figures 3, 4, and 5.

CalCA Central Valley's families include many of modest means (with approximately 65% 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. California Education Code §47605 (c)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)].*

CalCA Central Valley's instructional model is built upon the core components of the personalized performance learning model. The three primary components are:

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

CalCA Central Valley 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 Personalized Performance Learning

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."<sup>16</sup>

**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*<sup>17</sup>) 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."

<sup>16</sup> 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](http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf)

<sup>17</sup> [http://centerononlinelearning.org/wp-content/uploads/Superintendent\\_Topic\\_7\\_Summary\\_November2015.pdf](http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf)

Through an award-winning Professional Learning model,<sup>18</sup> 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 Central Valley. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),<sup>19</sup> 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,<sup>20</sup> 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. Feedback has a powerful impact on student learning, placing it into the top ten influences on achievement.<sup>21</sup> Professional learning topics delve deeply into ways that teachers can reach students individually at CalCA Central Valley, so that students are receiving timely and actionable feedback. Teachers at CalCA Central Valley 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."<sup>22</sup> 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."<sup>23</sup> These qualities and instructional strategies are characteristic of the type of feedback that teachers provide to students.

<sup>18</sup> 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.

<sup>19</sup> <http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html>

<sup>20</sup> Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

<sup>21</sup> Hattie, J., Fisher, D., & Frey, N. (2017). *Visible learning for mathematics: What works best to optimize student learning*. California: Corwin.

<sup>22</sup> <http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>

<sup>23</sup> <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

**Personalized Instruction:** Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,<sup>24</sup> 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.”<sup>25</sup> A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Research evidence suggests that application of a math concept, in varying contexts or in ways that offer critical thinking opportunities, is more effective in building fluency than doing repeated manipulations of numbers.<sup>26</sup> 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 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.”<sup>27</sup> Training and professional development guide teachers through this process and help to ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA Central Valley, 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.

<sup>24</sup> “Using personalized learning, a developmental math professor increases her course passing rate”. Website blog. Pearson Education Blog. Pearson Education, 2016.

<sup>25</sup> [www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf](http://www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf)

<sup>26</sup> National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author

<sup>27</sup> 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](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*,<sup>28</sup> 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 Central Valley 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.<sup>29</sup>

### Curriculum and Instructional Design Principles

The CalCA Central Valley research-based<sup>30</sup> 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, interactive 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

<sup>28</sup> <http://files.eric.ed.gov/fulltext/EJ1085792.pdf>

<sup>29</sup> 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.

<sup>30</sup> 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>

- 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 preferences, including textual, visual, auditory, and/or hands-on

### Overview of Curriculum, Technology, and Materials

CalCA Central Valley 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 OBL curriculum specialists, the teaching staff at CalCA Central Valley 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.

CalCA Central Valley 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 provide supports to ensure that students are college and 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 at this link: <https://mydigimag.rrd.com/publication/?m=1702&i=665855&p=12>.

Student facing lesson plans, teacher supports, and supports for Learning Coaches are all contained within the course and platform and can be accessed digitally.

The tools and strategies used to meet the needs of all learners are outlined above under Section II.B. Data tools, such as student performance reporting, provides real-time data on assessments so that teachers are able to differentiate their instruction to meet the needs of their students. These types of reports contain such data as the number of students who have mastered or not mastered each objective and the ability to view the list of students in each category, and the ability to see how this real time performance data is aligned to the California Common Core state standards.

Teachers use the student performance data 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.

This data informs the personalized plan for each student. As noted in Section II.B, student engagement indicators are displayed in the teacher's Gradebook to facilitate a teacher's identification of students who may be in need of additional instruction or intervention. They should be one of the data points used by a teacher to identify students who may be in need of additional instruction or intervention. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Student Engagement indicator codes are used to identify students who may be at-risk of failure due to poor lesson performance or off pace lesson completion rates. They are the first alerts a teacher receives and are a signal to the teacher that a student may need intervention supports to successfully complete the course.

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.

### **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 resources, instructional activities, and 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. LiveLesson sessions provide for real-time direct instruction with individuals and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

CalCA Central Valley focuses on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices combine to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, certificates of effort and achievement, parent 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 world language courses, such as Spanish or American Sign Language. 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 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 Central Valley 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 Central Valley 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 Central Valley 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 school counselor as appropriate.

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

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 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, 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 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 Central Valley high school program 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 Central Valley is accredited by WASC, allowing its courses to be transferable among other California schools. For students transferring into CalCA Central Valley, school counselors and/or school registrars 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 Central Valley transcript detailing both the credits earned at CalCA Central Valley 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 Valley parents and students have an opportunity during the course placement process to review and select 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 Central Valley 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. Students may take courses that are completely online, and are provided with all materials needed to complete online courses. 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 Valley 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 and overall 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 Central Valley 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 Central Valley, a student must be enrolled during the semester immediately prior to graduation, must have earned a minimum number of credits at CalCA Central Valley, and must have met any applicable state requirements for a diploma. Each student should successfully complete a minimum of 22 credits to graduate.

These 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, college tours, and community outings<sup>31</sup> facilitated by both CalCA Central Valley faculty and parent volunteers such as Club Orange members. Club Orange brings together parents of students attending schools supported by OBL across the country. Club Orange members are encouraged to reach out to engage with their local communities.

The school offers 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.

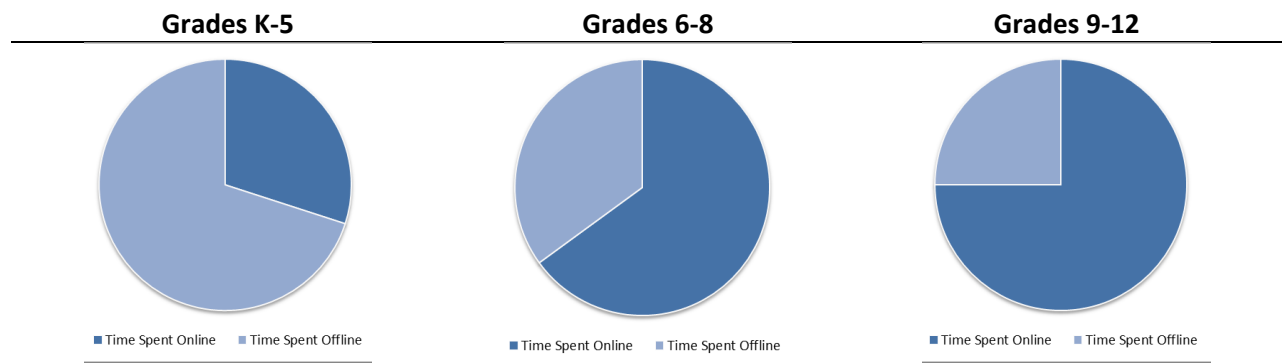
CalCA Central Valley’s technology-based activities include online bulletin boards/forums (such as “Math Problem of the Week”); book chats; teacher-led small-group discussions using real-time “groupware” technology that integrates electronic whiteboard and voice-over IP; learning-focused email; and student communication through email 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 Central Valley.

<sup>31</sup> Face-to-face activities are subject to compliance with California state and local public health orders.

The Learning Coach onboarding 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.

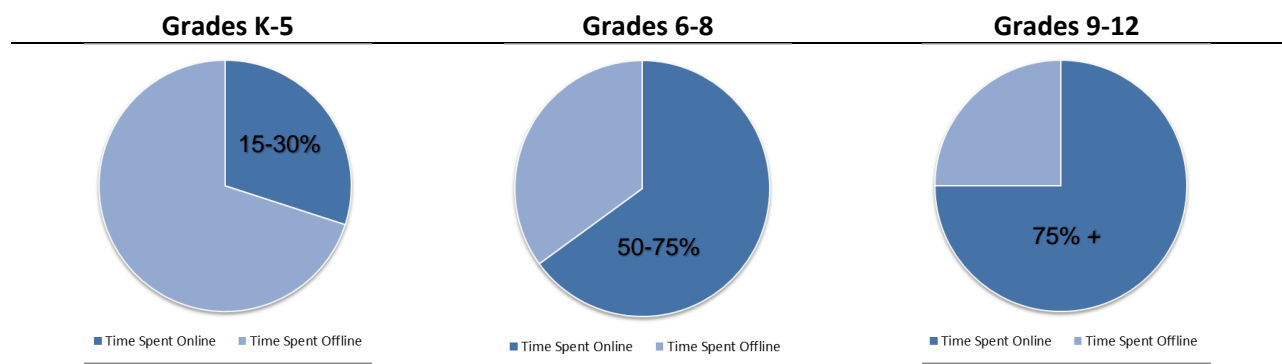
Given the balance of modes and media for learning at CalCA Central Valley, actual time spent working online for students varies according to each student’s developmental level, learning needs, and learning preferences.

**Figure 15. Time Spent Online by Grade Span.**



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 nationally-facilitated virtual clubs and special events throughout the school year. National Clubs are academically-focused and teacher facilitated. Students may also petition to form their own school-based clubs, subject to approval by the school Administration. CalCA Central Valley sponsors a chapter of Mu Alpha Theta Math honor society.

From Arts and Crafts to Debate Club, CalCA Central Valley has something to spark every student's interest at all grade levels. Participation in these virtual clubs and activities enhances students' feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades.

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

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

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6-12)
- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects from the course as well as monthly special craft challenges. (Grades: K-8)
- **Author's Corner** students have the opportunity to create and share original stories 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)
- **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)

- **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)
- **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)
- **Leadership Club** members learn valuable leadership skills through monthly LiveLesson sessions. They also put their new skills to good use through special opportunities as student leaders. Students who complete enough activities can earn a Leadership Certificate. (Grades 6-12)
- **Math Club I** 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** is a student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the blog, including news, entertainment, sports, and advice. (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** 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 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.

CalCA Central Valley students are also able to participate in the established chapters of both National Honor Society and National Junior Honor Society.

Students can navigate to the 'Activities' tab on their home page to view and join available clubs and activities.

### **The Education Management System**

The Educational Management System (EMS) is the platform for organizing and managing the entire educational environment. It is an online EMS developed specifically for virtual school use. This web-based software allows CalCA Central Valley to deliver every assignment, track every activity, and monitor the completion of individual lessons, as well as mastery of discrete skills and knowledge.

The EMS operates within OBL's 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. OBL provides the EMS on an Active Server Page (ASP) basis – hosting the software, automatically installing all updates, and ensuring continuously updated support.

The EMS is fine-tuned on a regular basis throughout the school year and also receives a comprehensive update each year prior to the beginning of school. 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.

The EMS is available 24/7/365 (except for normal off-hour scheduled maintenance periods) to CalCA Central Valley students and their families and to other authorized users according to their permissions. With this system, CalCA Central Valley 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 student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

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

Supporting the program teachers in their work are OBL 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, CalCA Central Valley has the option of accessing OBL 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 Valley program. Curriculum specialists are available by telephone, email, and instant messaging to the CalCA Central Valley 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 Valley 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 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 Central Valley adheres to all applicable California Independent Study Regulations in accordance with CCR Title 5, Sections 11700-11705, as may be amended from time to time. This includes creating and executing Master Agreements (see Exhibit A 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 Central Valley complies with California Education Code provisions regarding Independent Study, including section 51747.3, and therefore does not provide any "thing of value" to pupils that a school district could not legally provide to its pupils.

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

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

CalCA Central Valley 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 (as described below) a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process.

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.

### **Data Visualization**

The EMS displays data to facilitate a teacher's identification of students who may need additional instruction or intervention. 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. Data is used to identify students who may be at-risk of not being proficient on state assessments or unsuccessfully completing a course.

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; adheres to the RTI 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' responses to the implemented interventions.

## **Multi-Tiered System of Support Including Response to Intervention**

CalCA Central Valley utilizes an aligned Multi-tiered System of Support (MTSS) which ensures individual students receive the support they need in academic and behavioral areas. Data is used throughout the school year to identify, document, and implement an MTSS model for all students.

Students who may not be successful in the standard curriculum with differentiation (or Tier I), receive additional support via supplemental and alternative instructional programs in Tier II and Tier III and may also include more frequent, or individualized, teacher-facilitated LiveLesson sessions. Students' responses to interventions are monitored, and adjustments to the type, frequency, and intensity of support are made as needed.

This process is facilitated by data from the EMS to help identify students' instructional and behavioral needs that may require intervention. Also, CalCA Central Valley has a Student Support Team (SST) and an on-going process of identifying student intervention needs; assigning those instructional and behavioral interventions; tracking their success; and escalating, if necessary, from Tier I to Tier II to ultimately Tier III. If the student does not respond to Tier III interventions, and/or is suspected of having a Specific Learning Disability, then the student may be referred to the Special Education team for an evaluation.

## **Approach to Implementing Tiered Instruction and Intervention**

### **Tier I**

Tier I is the first level of a multi-tiered system of support. Tier I includes a research-based core curriculum aligned with the California state standards. In addition to core coursework, the core curriculum includes teachers' use of differentiated instruction that meets the needs of all students throughout the school year. All students have the opportunity to do the following: access the core curriculum; work through their lessons; engage with interactive content such as videos, virtual labs, and manipulatives; and demonstrate their understanding through assessments such as quizzes, curriculum-based assessments (CBAs), portfolios, quick checks, and unit tests. Teachers use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. These instructional tools also allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation involves thoughtful planning for the following: instructional design used to deliver content to students; lesson content used to support and extend concepts and skills; instructional practice used to provide targeted instruction and actively engage students; assessment used to evaluate student learning; and instructional activities to meet the needs of individual and small groups of students. When Tier I differentiation strategies fail to produce adequate progress, Tier II intervention is considered.

## **Tier II**

Tier II begins after a general education teacher has attempted a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation indicating that the student is not progressing as expected in the standard curriculum and would benefit from additional support.

Tier II targeted interventions 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 the intervention as Tier II. Tier II intervention is explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring noting student performance in the EMS is a critical part of the implementation of this tier. Teachers may elect to assign students a supplemental instructional support program as part of Tier II intervention. These programs provide students with additional instruction and practice in the foundational skills needed to be successful with grade level work.

Supplemental programs provide teachers with reports for progress monitoring. Tier II instructional support is typically provided a minimum of three times a week for 20-30 minutes per session. Teachers use the student's Log to document student performance and response to the instructional intervention every two weeks. The frequency of intervention, and documentation of progress monitoring, is determined by the school administration for Tier II progress monitoring.

## **Tier III**

Tier III includes the most intensive level of intervention prior to Special Education and is the next step in the multi-tiered approach for students who have not been successful in the Tier I core curriculum and Tier II targeted interventions. Tier III interventions are facilitated and monitored by the general education teacher who may provide more frequent, or individualized, LiveLesson sessions along with implementing instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students participating in the Tier III level of intervention typically receive targeted instruction for four to five days a week in order to focus more intensively on skill deficits and areas of concern. Teachers use the student's Log to document student performance and response to the instructional intervention every week. The frequency of intervention, and documentation of progress monitoring, is determined by the school administration for Tier III progress monitoring.

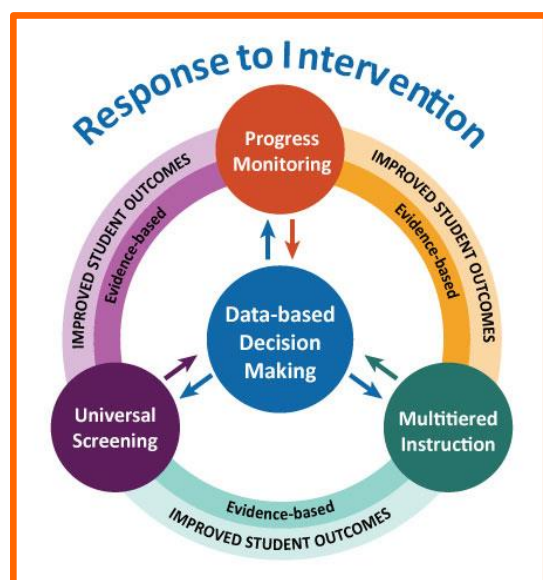
## **Response to Intervention (RTI)**

CalCA Central Valley uses the MTSS in alignment with an RTI framework, which ensures that individual students receive the support they need in academic and behavioral areas. 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 16. The EMS 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. 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 16. Response to Intervention.



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 Central Valley 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 Central Valley. 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 Central Valley implements a robust Gifted and Talented program for students in grades 3-8 and offers Honors and Advanced Placement (AP) options for high school students.

The Gifted and Talented (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 Gifted and Talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

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

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

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

CalCA Central Valley 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, 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. With counselor recommendation, high school students are also encouraged to take concurrent college courses in order to receive both high school and college credit.

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 Central Valley 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 occur using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) using trained test administrators. CalCA Central Valley also reviews the past school history for evidence that a student has been identified as an 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 Lead with ESL/LEP/EL training works with CalCA Central Valley 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 Central Valley 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 Central Valley 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 attends internal and external trainings and workshops to further their understanding of EL instruction and curriculum, and also participates 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 Language Arts (SDAIE) to address the language acquisition needs of students in a virtual learning environment through the integration of technology and the support of credentialed teachers. Instructional support helps students attain proficiency in listening, speaking, reading, and writing. Services include teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions.

The school has policies in place for determining when an EL student should be considered for re-designation as fluent in English. This consideration happens throughout the school year as students enroll and are evaluated. Multiple factors are taken into account, including current language testing results (ELPAC Overall Performance Level 4), 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 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 Central Valley 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 Central Valley 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 Central Valley effectively coordinates with its SELPA resources to meet the needs of special learners.

CalCA Central Valley 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 Central Valley is a member of the El Dorado Charter SELPA as an LEA. CalCA Central Valley 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 Central Valley 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 Central Valley 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 Central Valley will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate.

Since CalCA Central Valley is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. Thus, CalCA Central Valley 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
- A personalized learning process
- 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
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level

As soon as a student begins attending, CalCA Central Valley secures the additional services required including, but not limited to designated instructional services (DIS) service providers. The school has an extensive list of providers in place, and also works with the SELPA and local counties, districts, and other agencies when needed to secure these services.

As a public school, CalCA Central Valley, 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 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 Valley, 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 Central Valley:

- 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 the student's start date, when a student identified with disabilities transfers into CalCA Central Valley
- 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 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 Central Valley 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 Central Valley'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 Central Valley 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 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 Central Valley 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 Central Valley, through its policies and procedures, complies with all applicable requirements of the Individuals with Disabilities Education Act, 20 U.S.C 1400 et. (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. CalCA Central Valley, 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 Central Valley 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 Central Valley 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 or counselors 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 Central Valley also provides professional development to assist teachers with identification and support of students with Section 504 plans.

### III. ASSESSMENT AND USE OF DATA

#### III.A MEASURABLE PUPIL OUTCOMES

*Describe the measurable pupil outcomes that will be used by the charter school. "Pupil outcomes," for the purposes of this part, means the extent to which all pupils 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 include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served [Ref. California Education Code § 47605 (c)(5)(B)] The annual goals for the charter school for all pupils and for each subgroup of pupils 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. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. [Ref. California Education Code § 47605 (c)(5)(A)(ii)].*

A crucial part of CalCA Central Valley'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. All of the goals and outcomes described below are applicable to all students on a "schoolwide" or "charter wide" basis for the grade levels identified in each goal. Recognizing that California is still undergoing a major change in assessment and accountability, CalCA Central Valley complies with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components are substantially addressed by CalCA Central Valley 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 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 Central Valley 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 Central Valley 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: Academic Performance***

CalCA Central Valley uses standardized testing to calibrate student performance and improvement on a yearly basis. CalCA Central Valley 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 Priorities 2 and 4

**Goal I: Measurement:** CalCA Central Valley 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 C) and/or the Master Agreement (see sample in Exhibit A). CalCA Central Valley will measure student performance on the state standardized assessments by analyzing the percentage of students who met or exceeded the standard.

**Goal I: Performance Criteria:** CalCA Central Valley actively works to meet or exceed English Language Arts and Mathematics academic performance when compared to demographically similar groups of students (when available), as well as the state's average performance. The school also has a growth mindset where increases in student academic achievement both schoolwide and by any applicable subgroup are set each year as part of a continuous improvement cycle. In addition, CalCA Central Valley actively works to meet other applicable standardized test performance targets established for charter schools. The schoolwide performance will be compared to the overall state average and the applicable subgroup performance will be compared to the state average performance for that subgroup.

**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 students demonstrate growth at different rates, and the personalized approach to learning at CalCA Central Valley can support catching up or acceleration for an individual student. 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 Valley intervenes and provides additional support until an acceptable level of achievement is reached.

**Goal II:** Aligns with State Priorities 2 and 4

**Goal II: Measurement:** K-11 Student will be administered a pre- and post- norm-referenced diagnostic assessment (such as i-Ready or MAP) in ELA and Mathematics, and results will be analyzed to demonstrate student academic growth.

**Goal II: Performance Criteria:** CalCA Central Valley actively works towards meeting the goal of having the majority of its K-11 students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. 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: High School Post-Secondary Plans***

Based on Post-Secondary Plans, high school students are prepared to pursue educational/career opportunities after graduation.

**Goal III:** Aligns with State Priorities 5, 7 and 8

**Goal III: Measurement:** CalCA Central Valley works to ensure that full academic year students in grade 12 (students who are enrolled in CalCA Central Valley 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) and College and Career Access Pathways, and Summer School Program.

## Academic Support Outcomes

CalCA Central Valley 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 academic support outcomes apply to the entire school but may not be disaggregated for student subgroups.

### *Goal IV: Attendance*

CalCA Central Valley 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 Central Valley 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 the EMS 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 Central Valley targets an average school attendance rate of 90% over the school year averaged across all grade levels.

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

### *Goal V: High-Quality Teaching*

CalCA Central Valley 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 Central Valley makes every effort to hire teachers that meet all of the qualification guidelines established by the charter. CalCA Central Valley also hires teachers who meet the state credentialing guidelines for charter schools and who are assigned to teach the subject matter and/or grade level in alignment with their credential(s). CalCA Central Valley 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 Central Valley 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 Central Valley evaluation provide evidence of a strong teaching faculty. The goal is that at least 90% of returning teachers at all grade levels 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 Central Valley parents and students are satisfied with their school experience, community, and culture.

**Goal VI:** Aligns with State Priorities 3 and 6

**Goal VI: Measurement:** In order to understand the perception of parents and students and to include their input in making decisions for CalCA Central Valley 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 Central Valley works to ensure that families across all grade levels 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; 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 (The California School Dashboard).*

CalCA Central Valley 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 relatively 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 Valley receives ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local indicators. The performance on the state indicators is determined by the California Department of Education (CDE). CalCA Central Valley 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 Central Valley attained its stated accountability targets. The staff of teachers, education specialists, and administrators annually evaluate whether the CalCA Central Valley program needs to make any adjustments in order to meet its targets. A report is presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement Cycle. Following approval or modification, this plan is then implemented for the upcoming school year. The annual update for the LCAP is also considered part of the School Improvement Cycle, and LCAP goals and actions are developed using results from an analysis of school needs. 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 pupil progress in meeting those pupil outcomes is to 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)(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)(1) and §47605(c)(5)(B)].*

#### Student Assessment Strategies

CalCA Central Valley 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 Central Valley's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CalCA Central Valley'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 a personalized learning process. CalCA Central Valley 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 Central Valley uses to evaluate the progress of students.

- **Student Performance Reporting:** Reports provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.
- **Placement Tests:** Following 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 to help evaluate the appropriate set of courses for the student. Advisors and CalCA Central Valley's counselors then determine a grade-level and/or course placement in consultation with parents/guardians.



- **Diagnostic Assessments:** CalCA Central Valley utilizes a variety of diagnostic assessments selected for their appropriateness for each grade level. These assessments will align with state standards as well as the curriculum. Currently, i-Ready is used for students in grades K-8 while Measures of Academic Progress (MAP) assessments are used for students in grades 9-11 for Math and English Language Arts, providing essential diagnostic information for developing and planning instruction. As the school continues its cycle of continuous improvement, the specific programs and tools used for internal benchmark assessment may be modified to best meet student and staff needs.

- **i-Ready (K-8):** i-Ready is a comprehensive assessment and instruction program that connects diagnostic data and personalized instruction to better develop differentiated instruction. Built to address the rigor of the new standards, i-Ready helps students in grades K-8 make real gains. i-Ready collects a broad spectrum of rich data on student abilities that identifies areas where a student is struggling, measures growth across a student's career, supports teacher-led differentiated instruction, and provides a personalized instructional path within a single online solution.

i-Ready:

- Provides user-friendly dashboards and clear reports with actionable data that gives teachers a foundational understanding of a student's strengths and areas of need
  - Enables educators to determine each student's on-grade level proficiency based on state and national standards
  - Allows teachers to create lessons that provide tailored instruction and practice to accelerate growth
- **Measures of Academic Progress (MAP) (9-11):** MAP is a norm-referenced measure of student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each student is on his or her unique learning path. MAP tests are based on a continuum of skills in Mathematics and English from low skill levels to high skill levels. MAP assessments help teachers identify the instruction level of the student and provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on a student's strengths and needs.

In grades 9-11, students would take the Northwest Evaluation Association (NWEA) MAP test at the beginning, middle, and end of the year. The MAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress.

These same two diagnostic assessments help identify academic growth during the school year. These assessments provide an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. They are also helpful for assessing students who are either significantly ahead of or behind their grade level peers. i-Ready and MAP are both on the list of “valid and reliable assessments” that was approved by the California State Board of Education pursuant to Education Code section 47607.2(c).

- **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:** Teachers conduct 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. CBAs are used to validate a student’s understanding of concepts against the collected formative data within the EMS, and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.
- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student’s basic information in the EMS. Likewise, results for the state’s standardized tests that students take while enrolled at CalCA Central Valley, which are proctored face-to-face at a physical location when required by the state, are included in the EMS 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 Valley is dedicated to meeting and exceeding all of California’s goals and grade level requirements. With state required proctoring, CalCA Central Valley students participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments are reported through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons to the state averages. 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 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.

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 Central Valley’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 C) 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; Appendix 1 – Honor Code), and are reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalCA Central Valley uses plagiarism-prevention tools like CheckMyWork (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 email questioning techniques to evaluate student mastery of concepts.

Students 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 acknowledge the Honor Code.

### **School-wide Assessment Strategies**

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

**School self-assessment/evaluation:** CalCA Central Valley has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic support measures. The school administration uses the EMS 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.

**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
- 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 based on evaluation of competencies, and the Overall Individual Rating.

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 may 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.*

The EMS 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

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 Valley 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 the EMS. Teachers 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. The EMS tracks teacher response time and teacher-student/teacher-parent communications. The EMS provides school leadership with rich, actionable data on this key aspect of teacher performance.

Also, a feature in the EMS sends auto-generated email notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic email 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 17 is a view of the student's grade book where they can track their progress.

Figure 17. Student View Grade book.

CONNECTIONS ACADEMY

HL Anderson Demo | Feedback | Account Settings

HOME | PLANNER | VIRTUAL LIBRARY | MORE

Full Transcript | High School Transcript

### User Grade Book for Anderson Demo (ID 216090)

Show me  sections

#### Grade Book Details

Section Summary: Click a section name to view details.

Section	Score	Grade	Lesson Completion	Teacher	Objectives
<a href="#">Calculus B</a>	87%	B+	40/43 (96%)	Teacher, Jen	<a href="#">29 objectives</a>
<a href="#">English 12 B</a>	92%	A	25/57 (45%)	Teacher, Jen	<a href="#">35 objectives</a>
<a href="#">Living Music I</a>	93%	A	37/46 (90%)	Teacher, Jen	
<a href="#">Marine Science B</a>	97%	A+	35/41 (89%)	Teacher, Jen	
<a href="#">Psychology B</a>	75%	C	34/35 (99%)	Teacher, Jen	
<a href="#">Web Design I B</a>	97%	A+	15/21 (79%)	Teacher, Jen	
<b>Overall</b>	<b>87%</b>		<b>201/243 (84%)</b>		

#### Progress Reports

- [October 1 2015](#)
- [October 1 2015](#)
- [October 1 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)
- [October 30 2015](#)

### Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school accounts for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input at a public hearing and approval, and then to Alpaugh Unified and the Tulare 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 Academic Reports

The EMS 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 the EMS, 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.

The EMS 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 LCAP is developed annually by CalCA Central Valley staff and often uses data collected from the EMS. The LCAP is then made available to the Governing Board, parents, district staff, and members of the public through a posting on the school public website.

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 the EMS. CalCA Central Valley 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 Central Valley 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 Central Valley is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both. CalCA Central Valley 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 school to ensure the involvement of parents and guardians on behalf of the school's students. [Ref. California Education Code §47605(c)(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 Valley is operated by California Online Public Schools (CalOPS)<sup>32</sup>, a California non-profit public benefit corporation. CalOPS shall comply with all provisions of the charter, as approved by Alpaugh Unified School District, 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 governs the charter school.<sup>33</sup> The Board sets policy and is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA Central Valley's charter with Alpaugh Unified as well as its obligations to the California Department of Education and other agencies. Alpaugh Unified 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 D). The Governing Board adopts all policies as required for the independent study program of CalCA Central Valley.

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

- Protecting the legal interests of the charter school

<sup>32</sup> 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.

<sup>33</sup> 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 ALPAUGH USD Board (the district's Board).

- 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
- 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
- Assessing the organization's performance

The Board has contracted with Connections Education dba Pearson Online & Blended Learning K-12 USA (OBL) to provide certain task-related 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 renewal of the Statement of Agreement with OBL for the next five years, consistent with California law. The current Statement of Agreement is included as Exhibit E. The Board is responsible for ensuring the performance of OBL or its successor in accordance with its obligations under the Statement of Agreement. All services from OBL are performed at the direction of the Governing Board. 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 section 47604.1. 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 (adhering to all current guidelines) 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 and agenda for special meetings are posted at least 24 hours in advance, 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, ensures 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 is 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 school(s) operated by the corporation. The Board also considers members' professional, educational, and practical experience. The Board also makes an effort to appoint someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code section 47604(c)). Alpaugh Unified 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 Alpaugh Unified 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 OBL 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) similar 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 governance best practice training, and a strategic planning session.

Additional sessions to thoroughly review the status of strategic planning initiatives and further develop governance practices are planned to continue periodically as needed.

Training topics include but are not limited to charter school operation fundamentals, non-profit management, conflicts of interest, budgeting and financial oversight, effective meetings, policy development, human resources oversight, and long-term strategic planning. In addition, when Board Members participate in the California and National Charter School conferences and workshops, they are able to network with other charter Board members and access additional resources in order to further their development as effective Board members.

## Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating charter schools including, but not limited to the laws regarding interested parties and conflict-of-interest. In addition, since the Governing Board assumes responsibility for a public charter school, the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. CalOPS shall conduct all operations of CalCA Central Valley 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 D) consistent with the Political Reform Act which reflects CalCA Central Valley'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.

CalCA Central Valley and CalOPS shall comply with Education Code section 47604.1 and be subject to the Ralph M. Brown Act, Political Reform Act of 1974 (Government Code § 87100, *et seq.*, the "PRA"), Public Records Act, and Government Code section 1090 *et seq.*, and any attendant regulations as they may be amended from time to time.

## Operating Structure

The operating structure of the school includes an Executive Director (who also may be referred to as the Lead School Administrator or School Leader) who oversees a Leadership Team made up of school principals and assistant principals, and other administrators. The Leadership Team supervises the teachers and administrative staff. The Executive Director and Leadership Team act according to the policies and procedures as approved by the Board. They 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. 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 Central Valley strongly encourages, promotes, and supports high levels of parental involvement and engagement. 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 Central Valley 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. In addition, parents may function as community influencers and school choice advocates through local school family outreach efforts. While parental involvement is highly encouraged and critical to student success, parental involvement is not a requirement for acceptance, or continued enrollment at, CalCA Central Valley.

In keeping with the state's new accountability strategies under the Local Control Funding Formula, CalCA Central Valley 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 Central Valley 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 easily 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 website in accordance with requirements of Education Code section 47604.1.

Additional details of the various ways that parents participate in CalCA Central Valley, include:

- **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 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 any other members of the public) may 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 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 named “Club Orange” which brings together parents of enrolled students who reach out to their local communities to spread the word about CalCA Central Valley. Through the years, Club Orange parents have also provided support and encouragement to newly enrolled parents at local school functions.
- **Parent Survey:** Parent surveys are administered annually by an outside third-party administrator.

#### **IV.C SCHOOL SERVICES CONTRACT**

CalCA Central Valley contracts with OBL for certain services. The current Statement of Agreement between OBL and CalOPS, the school’s non-profit Board, is attached in Exhibit E. CalOPS operates the charter school and maintains responsibility for establishing policies, overseeing performance of school staff, adopting and overseeing budget implementation, and ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter.

The non-profit Board regularly reviews OBL's services to ensure it is meeting the required accountability standards. CalOPS is not operated by or affiliated with OBL except as outlined in the goods and services provided, which are stated in the parties' written agreement and listed in the annually approved fee schedule. The non-profit Board is a completely independent entity from OBL. The IRS recently reconfirmed the tax exempt status of the organization.

By conferring this status to the non-profit Board, the IRS validates the independence of the school and its Governing Board from OBL.

#### **IV.D GOVERNANCE FOR SUCCESS**

The governance structure was designed to ensure success for CalCA Central Valley. The non-profit is the legal entity that holds the charter. This independent non-profit's 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 Central Valley has provided a stable high quality virtual educational choice for families in Tulare 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(c)(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 Valley offers 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 staff members are also responsible for determining and recording students' attendance each month based on school policies and procedures. All credential documents are 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 Central Valley may utilize the teaching resources of Pearson Online Academy (formerly International Connections Academy), 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 support staff may provide support for a credentialed teacher, or may provide certain other services or instructional support. 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; 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 Valley 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 online at any time.

### Staff Qualifications

CalCA Central Valley has set the following experience and qualifications standards for personnel in the following "key" positions supporting all California Connections Academy schools:

- **Executive Director** – This professional should hold an advanced degree and a state administrative certification. He or she should have management or administrative experience, strong leadership qualities, and a commitment to goal-directed management and accountability; a former principal or director is often a good fit. This professional must be technology literate and have good communication skills. He or she must be able to build consensus, provide direction and motivation to the leadership team, and provide guidance and oversight to all school staff as they inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

- **Principal and/or other instructional Administrators** – 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 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. 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 a 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 Valley. This support not only provides the CalCA Central Valley community with unparalleled level of educational expertise and experience, but also enables CalCA Central Valley to expand support for students and parents beyond the traditional school day.

The array of services includes:

- School support help desk 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
- 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 Valley has developed staffing plans and recruits and hires staff so that the school can meet the legally required student-to-teacher ratios in California under Ed Code Section 51745.6 (d). 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 attend, 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 approximately 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 Central Valley, with support from OBL, provides a complete training program for 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 OBL nationally. Teachers have daily access to curriculum specialists for “just-in-time” training on particular curriculum issues. The teachers and school leaders may also provide their own informal ongoing professional development.

## Onboarding Training and Teacher Orientation

CalCA Central Valley's newly hired teachers participate in a series of synchronous and asynchronous activities with OBL's Training Support Team to transition from teaching in a brick-and-mortar school to teaching in a virtual school. During the synchronous sessions, teachers learn the "how to"s — the basic tools and skills that teachers need to know and understand to teach in an online environment, navigate EMS (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. 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 Teacher Orientation Course, designed for new and returning teachers, is another current resource which 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 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 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 sessions 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 Valley receives multiple levels of support from the OBL's Training and Support team, including the School Support Teacher Help Desk. OBL provides a team of specialists dedicated to meeting the needs of CalCA Central Valley.

CalCA Central Valley teachers are provided with ongoing professional learning activities throughout the year, delivered by the OBL's Training Services team. Teachers have the opportunity 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
- Using data to guide instruction

The school's leadership team has developed a systemic 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.

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.

### **Professional Learning Communities (PLCs)**

As a continuation of synchronous online professional development sessions, CalCA Central Valley 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 personalize instruction and make data-driven decisions.

In addition to the systematic approach toward onboarding, training, and professional learning, teachers can 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 opportunities 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 Central Valley. 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.
- **The Scoop:** All teachers receive a weekly electronic newsletter that highlights improvements to the curriculum and the EMS, 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)(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 contingent upon performance of the individual. 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 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 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.

## Shared Services

The Board employs a wide range of staff, who may be shared across all its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the non-profit for the appropriate amount for staffing. Under this arrangement, staff serving CalCA Central Valley students may be located outside of the counties served by CalCA Central Valley, 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 across all areas served by 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 Central Valley makes appropriate arrangements with a county office of education to ensure proper reporting. 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 Central Valley 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 Governing Board and adopted as the school's employment policies. The Board retains the option to elect participation in the Public Employees' Retirement System, but has no plans to do so at this time.

The school and Board also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

The Board ensures that there is a process to identify which staff qualify for which retirement systems and ensures that all staff members are fairly covered.

## Benefits

CalCA Central Valley 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 or Health Savings 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 childcare, 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
- 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(c)(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 Valley 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 Valley’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 Valley, 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 Central Valley 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(c)(6)].

## V.D HEALTH AND SAFETY

*Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(c)(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 Valley 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 enrolled students provide records documenting immunizations to the extent required for participation 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
- Policies regarding safe student use of the Internet and prevention of cyberbullying
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691

These policies have been incorporated, as appropriate, into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members receive regular training regarding safety issues, including Internet safety, child abuse, and workplace harassment prevention. The Health and Safety Policies are available at any time from the school upon request. The school posts 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. CalCA Central Valley may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

Pursuant to AB 1747 (2018), CalCA Central Valley has developed a school safety plan, which includes the topics listed in California Education Code section 32282(a)(2)(A)-(J). The school safety plan is reviewed and updated by March 1 of every year by CalCA Central Valley staff and/or Governing Board.

## **V.E DISPUTE RESOLUTION**

*Provide a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(c)(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 Central Valley and Alpaugh Unified 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 Central Valley 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 Central Valley and the Alpaugh Unified 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 Central Valley and Alpaugh Unified, 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 Alpaugh Unified, Alpaugh Unified will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

In the event that the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith efforts. 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.

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 Alpaugh Unified (see Exhibit F).

## 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).

Alpaugh Unified agrees to refer all complaints regarding the school's operations to the CalCA Central Valley 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)(5)(H), §47605(e) and Criteria for Review; CCR-5, §11967.5.1(f)(8)].*

#### Outreach and Recruitment

CalCA Central Valley 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 21<sup>st</sup> 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) "Central California," "Central Valley," or "Central" along with the California Connections Academy name.

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

- **Website:** OBL, as one of the services provided to the school, maintains a website for CalCA school information (<https://www.connectionsacademy.com/california-online-school>). The website contains information about the school, the learning approach, and 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, the UCP and a link to the SARC, and many useful tools for prospective students and their families. CalCA Central Valley purchases web hosting services from OBL.
- **Telephone/e-mail information service:** CalCA Central Valley, through its contract with OBL, maintains a toll-free information line (800-221-2720) and an email information service to answer parents' questions about the charter school.
- **Information Sessions:** Throughout the calendar year, CalCA Central Valley conducts multiple teacher and staff-led virtual school information sessions. CalCA Central Valley uses these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements. Families attend the session from home via their computers or other devices.

In the past, the school hosted several in-person sessions each year in cities such as Visalia, Fresno, Bakersfield and others; however, due to current circumstances and the fact that more families have expressed interest in attending these sessions online, the school now hosts these virtually.

- **Direct outreach:** CalCA Central Valley may conduct direct mail campaigns announcing the charter school to families with children throughout Tulare County and its contiguous counties. In a typical mailing, CalCA Central Valley 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 Central Valley also uses email to communicate with people who approach CalCA Central Valley and request information. CalCA Central Valley 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.
- **Community and youth services partnership:** As part of its outreach process, CalCA Central Valley provides information about the charter school to community, family, and youth-serving organizations through community outreach activities, seeks partnerships with parents and organizations for young actors, dancers, and athletes.
- **School district referrals and outreach:** CalCA Central Valley takes every opportunity to brief school district administrators and guidance personnel on CalCA Central Valley as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalCA Central Valley makes use of paid media, including broadcast announcements, cable and/or digital and/or print advertisements and/or social media. The school also takes full advantage of the local media's interest in raising awareness of California Connections Academy schools and celebrates the accomplishments of the students and teachers.
- **Referrals/Word of Mouth:** As CalCA Central Valley 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, traditional school leaders and family. More than 93% of CalCA Central Valley parents reported that they recommend the program to other parents they know.
- **Digital Media:** CalCA Central Valley 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 Central Valley 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 Central Valley 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 Central Valley complies with state requirements regarding enrollment and disenrollment for charter schools, including those contained in Education Code section 47605.

### **No Tuition**

As a public school, CalCA Central Valley does not charge tuition or any fees that are prohibited. CalCA Central Valley 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 Central Valley'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 Central Valley if they reside in one of the following counties: Fresno, Inyo, Kern, Kings, and Tulare.

### **Admission Methods and Eligibility Criteria**

Through its recruitment/marketing and application guidance activities, CalCA Central Valley regularly discloses full details about its program and encourages families to carefully consider its academic rigor and practical implications before applying. CalCA Central Valley also provides tools (such as contact with other parents and contact with a CalCA counselor if desired) to help parents decide whether CalCA Central Valley 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 all necessary school-family agreements (such as an Independent Study Master Agreement similar to what is shown in Exhibit A and/or the PLCA in Exhibit C). 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 Central Valley 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 Valley has historically been able to accommodate all eligible students who apply and complete the registration process. Enrollment (and re-enrollment) for the following school year generally opens on or around March 1, and enrollment for the current school year closes around that same time. However, if demand for enrollment exceeds the school resources, the Board ensures that students are admitted in a fair and transparent manner. In order to accomplish this, the Board may set an enrollment cap and an open enrollment window, and then develop and implement a detailed public lottery procedure in accordance with California Education Code section 47605 (e)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (e)(2)(A) and section 47605 (e)(2)(C), CalCA Central Valley, in partnership with Alpaugh Unified, 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 during the open enrollment window, development of a more detailed public lottery process is not necessary at this time. If the school adopts a lottery process, it will conform to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery. There has not been a need to conduct a lottery in any past years, however the school is prepared to do so if necessary. 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 Alpaugh Unified

Once a student starts attending CalCA Central Valley, they become “existing pupils of the charter school” for purposes of any lottery and for determining sibling preferences. 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 the open enrollment period, 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 CalCA 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 BALANCE OF PUPILS**

*Describe how the charter school will ensure a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including re-designated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)].*

The California Connections Academy schools typically reflect the statewide demographic balance, and CalCA Central Valley actively works to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA Central Valley 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 Central Valley 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 Central Valley provides parents with a clear and accurate picture of the CalCA Central Valley learning experience so they can make the most appropriate choices for their children.

CalCA Central Valley utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, linguistic, academic and socioeconomic backgrounds. In particular, the school will focus on achieving a student population reflective of the geographic areas served including students with disabilities, and English Language learners, including students who have been re-designated as fluent in English. In order to accomplish this, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process. Information is included on the public website which describes how the school serves students with disabilities. During information sessions or outreach to communities which speak languages other than English, the school may provide translators and/or informational materials in other languages. More details of the schools outreach program are described above in Section VI.A.

The EMS 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, Alpaugh Unified, 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)(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 Alpaugh Unified student is required to attend CalCA Central Valley.

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 Central Valley 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 Local Education Agency (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 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(c)(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 Valley has established suspension and expulsion policies. As part of the initial registration process, and annually thereafter, parents/guardians confirm they have been provided access to and agree they are bound by the terms of the school handbooks, including suspension/expulsion procedures.

Handbooks (general and supplement applicable to CalCA Central Valley – see Exhibit B) are available in the 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 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 expectations for student conduct in several different areas is explained throughout the School Handbook (see Exhibit B) and includes steps to be followed in the event of misbehavior.

### Academic Honesty

Academic Honesty is 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 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 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 Valley 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 Central Valley 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 Central Valley 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 the EMS. 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:

- Abusive or threatening language or conduct
- Bullying/cyberbullying

- Harassment
- Vandalism
- Theft and robbery
- Sexual harassment
- Violation of academic honesty code
- Violation of acceptable use policy
- Repeated violations of any discipline issue

The School Handbook (see Exhibit B) includes a list of disciplinary issues that may lead to suspension. This list is regularly reviewed and update as needed. 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 pupil, the school shall provide access, either directly or indirectly, to a pupil who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the pupil would otherwise have been given during that time period. If an assignment that is requested and turned in by the pupil according to the school's procedures, either upon the pupil's return to school from suspension, or within the timeframe originally prescribed by the teacher or the school's protocols, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

## 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 after providing an opportunity for a hearing before a neutral school official appointed from time-to-time as necessary by the presiding officer of 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). 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 School Handbook (see Exhibit B) includes a list of disciplinary issues that may lead to expulsion. This list is regularly reviewed and updated as needed.

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
- (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, in coordination with 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 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 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 Central Valley 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) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)].*

CalCA Central Valley annually develops a budget which is submitted each year of operation to Alpaugh Unified and the Tulare 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 Central Valley 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.D).

#### Budget Development

The Executive Director, working with the school's Director of Finance and/or 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 Alpaugh Unified 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 Alpaugh Unified following the start of the new school year.

#### Fiscal Year

The fiscal year for CalCA Central Valley is July 1 through June 30, as stated in the corporation Bylaws (see Exhibit D).

#### Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2021-22 school year, demonstrates a school with sound financial planning (see Exhibit G).

### 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 Central Valley, 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 2021-22 school year budget has been derived from an LCFF calculator which uses estimated state target per pupil funding rates, the anticipated annual 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 Central Valley is eligible for Federal Title funds and can access these programs annually. When federal funds are received, CalCA Central Valley then ensures 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.

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. Due to the fiscal situation across the state in 2020-21, the school's reserve amounts are lower than they have been historically. The three-year budget plan will bring the reserve amounts up to approximately \$18,000, which is in line with the Board approved fiscal policies.

### Cash Outflows

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

The program provides for the following:

- **Teaching and administrative staff:** Staff budgets and staffing numbers are prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with past years, when the calculated ratio has been less than 25:1, and with the state's current 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 24.5% of salary.

Payroll taxes and STRS contributions are also included, using the state's current STRS contribution rate chart. The costs for teaching and administrative services, including salary and benefits, are allocated as appropriate with CalCA Central Valley'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 OBL and the annually adopted budget and fee schedule. 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. Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular program. These are determined by agreement between the Governing Board and OBL. OBL provides an EMS that includes, among other things, a student information system, lesson scheduling tools, accountability tools, email, 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 the organization's Northern California office located 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 workspaces 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 Central Valley 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 OBL for some administrative support 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, etc. In addition to the high-quality curriculum, OBL offers a wide range of administrative support services to assist the school with implementing the instructional program. A few examples include: 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 Alpaugh Unified (see Exhibit F), along with any District services that may be agreed upon on a fee-for-service basis. The District shall charge CalCA Central Valley for supervisory oversight of CalCA Central Valley, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1%.

The budget is prepared to maximize cost efficiency and to leverage the resources available through CalCA Central Valley's relationship with OBL 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 currently contracts with OBL for various products and task-related services for California Connections Academy Central Valley, as laid out in the Statement of Agreement, and expects to do so through the term of the charter. OBL 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 Finance review the invoices, and those invoices are then also approved by the Governing Board as an open session agenda item prior to payment to OBL.

In accordance with the SOA, CalOPS may defer/delay payment of any invoices owed to OBL 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 the current deferrals of state payments, has limited negative effect on the charter school and the school is able to maintain positive cash balances at all times.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalOPS and OBL have agreed to negotiate, in good faith, a credit or discount to maintain a positive net asset position 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 credit or discount is limited to the year for which such reduction is negotiated, and is not recoverable by OBL in any subsequent years.

## Funding Determination

As is required of all non-classroom-based programs, CalCA Central Valley continues to submit a funding determination application to the California Department of Education (CDE) by the mandated deadlines. CalCA Central Valley most recently requested a multi-year funding determination from the Advisory Commission on Charter Schools in 2019, which was approved for four years. The current Funding Determination expires at the end of the 2022-23 school year. The budgets are always prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalCA Central Valley will submit a revised budget to Alpaugh Unified for approval by July 1 for the following fiscal year. The CalCA Central Valley educational program, as outlined in the charter petition, is of the highest quality. CalCA Central Valley 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 Central Valley's Director of Finance 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 Central Valley submits all documents, reports, and information to the District and Tulare 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 Alpaugh Unified and the Tulare County Office of Education by September 15 and sent to the California Department of Education following certification by Alpaugh Unified.

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 Central Valley to Alpaugh Unified 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 Alpaugh Unified 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. In order to ensure responsible fiscal management, CalCA Central Valley 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**

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 Valley utilizes accurate and sophisticated systems for documenting student attendance. CalCA Central Valley'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 Valley 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.

CalCA Central Valley 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.

## 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

Under the terms of the Statement of Agreement, CalOPS will be included as an additional insured on all insurance policies where appropriate for the 2021-22 school year and anticipates continuing with the arrangement in future years. The CalOPS Board may also seek out and obtain separate insurance policies for the school if the coverages are in alignment with the charter requirements and there is a benefit to the organization to do so.

The school maintains at least the following amounts 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

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 as a sample in Exhibit H.

Note that annually Alpaugh Unified will also be issued a certificate of insurance as an additional insured, if required through the MOU (see Exhibit H 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 Central Valley 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 Central Valley from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA Central Valley, or of the public, which may arise from school operations, whether such operations be by CalCA Central Valley 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) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)].*

The Executive Director, with the assistance of School Leadership Team, manages the school's day-to-day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Finance, with oversight from the Board Treasurer, manages budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from OBL, 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) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)].*

As a virtual charter school, CalCA Central Valley 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 Central Valley budget includes funds for lease and operations of its shared costs for administrative office facilities, based on the current lease agreement(s).

If CalCA Central Valley 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 Central Valley 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 Central Valley do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among CalCA Central Valley students and their families, the families are responsible for providing their own transportation for these activities. The school assists families with arranging transportation to the greatest extent possible, and complies with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that requires students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must currently take at proctored locations.

If CalCA Central Valley 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, and/or any student driving themselves 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(c)(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 Valley 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 Central Valley. 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 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 California Connections Academy schools have not historically had audit findings, exceptions, or deficiencies. A copy of the annual audit, including any auditor's findings is forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. If so appointed, the Audit Committee 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 Alpaugh Unified 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)(5)(O)].*

In the event that CalCA Central Valley ceases operation for any reason, CalCA Central Valley and its Governing Board are responsible for school closure procedures and will cooperate with Alpaugh Unified 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 Valley 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 chooses to dissolve, 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 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 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 Central Valley does not have sufficient assets to pay all of its bills at the time it ceases operation, neither Alpaugh Unified, the Tulare 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. In addition, the following would occur:

- A notice of school closure will be sent to parents/guardians, Alpaugh Unified, 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 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 Alpaugh Unified's Governing Board.

- If financial liabilities are incurred during the closure procedures, CalCA Central Valley will be fully responsible for payment of these, according to the Board adopted financial plan.

This closure protocol shall survive the revocation or expiration of this charter or any other act or event that would end CalCA Central Valley's right to operate as a charter school pursuant to this charter or cause CalCA Central Valley to cease operation.

### **VII.I SCHOOL SERVICES CONTRACTS**

The current Statement of Agreement with Connections Education dba Pearson Online & Blended Learning K-12 USA (OBL), is provided in Exhibit E, and includes, as some examples:

- Licensing of OBL's curriculum for use by CalCA Central Valley
- Access to resources and assistance designed to enhance teacher effectiveness in creating personalized learning 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 the EMS
- Communication via multiple technologies, including phone, email, and chat
- Access to technology tools for students, teachers, and other school staff
- Training materials for Learning Coaches and teachers
- Student record management tools
- Support regarding special needs accommodations of the curriculum

CalOPS intends to continue the current Statement of Agreement with OBL to cover the term of this renewal charter, so long as quality is maintained at fair market value, consistent with California law under AB 406. The Statement of Agreement may be modified through negotiation of both parties in the future and an updated copy of the current agreement is available to the authorizing district upon request.

### **Financial Reporting and Controls**

The school's budget is developed and managed by CalCA Central Valley staff and approved by the school's Governing Board.

OBL provides some administrative and fiscal support services. CalCA Central Valley 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

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 is included in the Statement of Agreement. In order to provide a stable educational program for CalCA Central Valley families, the term of the Statement of Agreement is intended to cover the five years of the renewal charter term. This agreement will be renewable.

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 OBL if it determines OBL has not performed as expected or if it determines that OBL has failed to provide educational services that meet California independent study requirements. OBL may terminate the agreement if CalCA Central Valley does not meet its financial obligations to OBL. 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 OBL under the terms of the Statement of Agreement. Currently, payments are made 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 include disclosure between the charter school and OBL of estimated revenues and expenditures, development and approval of budgets, and an annual negotiation of fees based on the SOA. Payments are made 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 Central Valley compiles and provides a Local Control and Accountability Plan (LCAP) to Alpaugh Unified 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.D. The LCAP includes 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, the Local Indicator reports 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
- The annual audit and other relevant financial information

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA Central Valley may seek input from Alpaugh Unified 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 Alpaugh Unified.

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. Because the school does not have a physical facility, the MOU with the District will lay out the means of conducting oversight visits by the District.

#### ***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 Alpaugh Unified Governing Board, and expiring five fiscal years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval.

#### ***VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES***

Alpaugh Unified 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. Alpaugh Unified 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 Alpaugh Unified 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 Central Valley 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 Central Valley shall promptly comply with all reasonable inquiries from the District in accordance with Education Code § 47604.3. CalCA Central Valley shall be subject to the California Public Records Act.

#### **VIII.D REVOCATION**

Prior to commencement of revocation proceedings, Alpaugh Unified and CalCA Central Valley 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(f) 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
- Failure to meet generally accepted accounting principles
- A material violation of any of the conditions, standards, or procedures set forth in the charter
- Fiscal mismanagement
- Violation of the law

CalCA Central Valley and Alpaugh Unified agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet pupil outcomes. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year. In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

### **VIII.E RENEWAL AND AMENDMENT PROCESS**

The Governing Board of CalCA Central Valley may request from the Alpaugh Unified Governing Board a renewal or material revision of the charter at any time prior to expiration. It will be the goal of CalCA Central Valley 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 Central Valley 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 Central Valley, including an electronic version of the revised charter and attachments thereto, and printed versions upon request of the District. The school will work with Alpaugh Unified to follow District policy regarding charter renewals.

The Alpaugh Unified 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.

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 District 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 Alpaugh Unified staff.

CalCA Central Valley and Alpaugh Unified 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 Alpaugh Unified 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 Alpaugh Unified 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(h)].*

### IX.A ALPAUGH UNIFIED'S MISSION

Alpaugh Unified's mission states that "the mission of Alpaugh Unified is to meet the educational need of every student. The vision is every student will receive and work to attain a common core knowledge and the life skills necessary to make the transition to the next level of education and/or career."<sup>34</sup>

CalCA Central Valley supports and enhances this mission by working with each student to develop a personalized learning process 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 Valley also promotes strong parent partnerships and offers a safe learning environment for all students.

### IX.B BENEFITS

There are many benefits that Alpaugh Unified receives through sponsoring CalCA Central Valley. 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 21<sup>st</sup> century curriculum meets the goals and mission of Alpaugh Unified. It also provides an opportunity for Alpaugh Unified to reengage students in a charter sponsored by Alpaugh Unified 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 Central Valley. 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 Central Valley represents an outstanding virtual educational choice for families in Tulare County and contiguous counties and this builds awareness of Alpaugh Unified's innovative approach to learning. Increased awareness of Alpaugh Unified is of benefit to Alpaugh Unified's own community outreach efforts.

<sup>34</sup> <https://alpaughusd.com/District/portal/mission-statement>

### **IX.C FACILITIES**

CalCA Central Valley has no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA Central Valley 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 Central Valley 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 Central Valley is legally independent from Alpaugh Unified. 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 Central Valley and CalOPS have retained services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

## **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 Central Valley, 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)(1)].
2. Will, through the California non-profit public benefit corporation which operates California Connections Academy Central Valley, 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)(6)].
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)].
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(e) (1) and 49010 et seq.].
5. Will not determine admission to the school according to the place of residence of the pupil, or of that pupil's parent or legal guardian, within this state, except as provided in Education Code section 47605(e)(2) or other applicable law. [Ref. California Education Code Section 47605(e)(1)].
6. 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 as described in the charter petition. [Ref. California Education Code Section 47605(e)(2)].
7. 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)].

8. Will not discriminate against any student on the basis of the characteristics listed in Education Code section 220, including 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)(1)].
9. Will not discourage a student from enrolling or seeking to enroll in the school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)].
10. 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)].
11. Will not encourage a student currently attending the 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 school pursuant to the procedures by which student can be suspended or expelled from the school for disciplinary reasons or otherwise involuntarily removed from the school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)].
12. Will comply with Education Code section 47605(e)(4)(D) by posting the appropriate notice on the school's website and providing a copy to a parent or guardian as required.
13. 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.
14. 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 Section 47605(e)(3)].
15. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(d)(2)].
16. 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 Education Code Section 44237.
17. Will ensure that teachers in the school hold a California Commission on Teacher Credentialing certificate, permit, or other document required under Education Code section 47605(l) or other applicable. [Ref. California Education Code Section 47605(l)].
18. Will at all times maintain all necessary and appropriate insurance coverages.

19. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1].
20. Will submit an annual accountability plan to the authorizer as laid out in California Education Code Section 47606.5.
21. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
22. Will comply with all regulations regarding independent study programs that are applicable to charter schools.
23. Will comply with all state audit and other state reporting requirements for charter schools.
24. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
25. Will comply with the Public Records Act.
26. Will comply with the Family Educational Rights and Privacy Act.
27. Will ensure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act.
28. Will comply with Education Code Section 47604.1 and be subject to the Political Reform Act and Government Code Section 1090 et. Seq.
29. 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)].
30. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.



December 18, 2020

**Signature**

**Date**

Dr. Richard Savage

Printed Name

Executive Director

Title

## EXHIBITS

- A Master Agreement (Sample)
- B General School Handbook 2020-21 & California Connections Academy School Handbook Supplement
- C Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)
- D California Online Public Schools (CalOPS) Documents
- E Statement of Agreement (Current)
- F Memorandum of Understanding (Current)
- G Business Plan, including Budgets and Cash Flow Narrative
- H Insurance Certificates (Samples)



## COLLEGE AND CAREER ACCESS PATHWAYS DUAL ENROLLMENT PARTNERSHIP AGREEMENT

This is a College and Career Access Pathways Partnership Agreement (CCAP) hereinafter known as "Agreement" between Saddleback College ("COLLEGE"), a college of the South Orange County Community College District, (SOCCCD), and California Connections Academy Schools ("SCHOOL DISTRICT").

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the South Orange County Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a network of public charter schools-school-district which serves grades 9 through 12 located in South Orange County and within the regional service area of SOCCCD; and

WHEREAS, COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office, SOCCCD and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k) (3)

NOW THEREFORE, SOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

### 1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall begin on July 1, 2021 and ending on June 30, 2022. Any amendments to this agreement will be submitted for Board approval by the community college Board and the charter school district Board.
- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses Sec. 2(c) (1). The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c) (2)
- 1.3 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c) (3)

1.4 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.

1.5 COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)

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## **2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS**

2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of SOCCCD and applicable law. Sec. 2 (a)

2.2 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.

2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

## **3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

3.1 Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and SOCCCD standards and policies.

3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and SOCCCD policy.

3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.

3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3) (g)



- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Students will only be able to enroll into one Dual Enrollment class under this agreement. If they wish to enroll into an additional Dual Enrollment course, they must obtain approval by the high school by filling out an authorization form.
- 3.9 Minimum School Day - The SCHOOL DISTRICT shall certify that it ~~shall teach-offer~~ SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

**Commented [FS1]:** Because we are 100% independent study, this is the more correct term to use

#### 4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

#### 5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f) (q). The SOCCCD governing board shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring). ~~If the location is at a SCHOOL DISTRICT site, then the SCHOOL DISTRICT will coordinate. If the location is at a COLLEGE site, the COLLEGE will coordinate.~~

**Commented [FS2]:** We don't have any onsite instructions, so we may want to delete this portion of the statement

#### 6. CCAP AGREEMENT COURSES

- 6.1 ~~COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o) (1)~~
- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.

**Commented [FS3]:** This section is N/A

- 6.3 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Curriculum Committee and COLLEGE Board and submitted to the Chancellor's office, unless course is a standalone class. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.4 The scope, nature, time, location, and listing of courses offered by the COLLEGE shall be determined by COLLEGE with the approval of the SOCCCD Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c) (1)
- 6.5 Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester basis.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with SOCCCD academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department and approved by the COLLEGE curriculum committee, the SOCCCD Board of Trustees and the state Chancellor's Office.
- 6.9 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by SOCCCD Administrative Procedures.
- 6.10 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to SOCCCD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between SOCCCD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the SOCCCD regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or SOCCCD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with SOCCCD academic standards.
- 6.12 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with SOCCCD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.13 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with SOCCCD guidelines, policies, pertinent statutes, and regulations.
- 6.14 COLLEGE has the sole right to control and direct the instructional activities of all instructors regarding any COLLEGE courses, including those who are SCHOOL DISTRICT employees.
- 6.15 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as

**Commented [FS4]:** This might involve sitting in on a virtual course vs. a classroom visit

determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

## 7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the SOCCCD and become SOCCCD employees or be provided by the District and be District employees.
- 7.2 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of SOCCCD specifically with regard to their duties as instructors of applicable COLLEGE courses.
- 7.3 Supplemental instruction related to the material presented in classes conducted under this Agreement by COLLEGE employees, which extends beyond the college schedule, is the SCHOOL DISTRICT's responsibility.
- 7.4 The COLLEGE will be the employer of record for all community college-paid faculty teaching at the SCHOOL DISTRICT.
- 7.5 SCHOOL DISTRICT or COLLEGE will be selected as the Employer of Record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m) (1)
- 7.6 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m) (2)
- 7.7 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.8 Prior to teaching, faculty provided by the SCHOOL DISTRICT may receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.9 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of SOCCCD.
- 7.11 Faculty provided by the SCHOOL DISTRICT who do not comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.

**Commented [F55]:** Confirm that our DOJ clearance is sufficient, instructors don't have to also go through COLLEGE fingerprinting?

## 8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.
- 8.5 Students who withdraw from a dual enrollment course will not receive any COLLEGE credit for work completed and must submit appropriate information/paperwork by all published deadlines to avoid a "W" on their transcript.
- 8.6 A dropped class will follow the COLLEGE drop date deadlines and may appear on the high school transcript as a college course depending on when the class was dropped. A student may complete the course to receive high school credit.

## 9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with SOCCCD policies and standards. Sec. 2 (c) (2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c) (2)
- 9.3 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE on all the following information: Sec. 2 (t) (1) (A-D)
  - The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t) (1) (A)
  - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t) (1) (B)
  - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t) (1) (C)
  - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t) (1) (D)

**Commented [F56]:** Confirm if this will be by CalCA school (as LEAs) vs. all CalCA combined

## 10. APPORTIONMENT

- 10.1 SOCCCD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o) (2)
- 10.3 SOCCCD shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s) Standard FTES computation rules, support documentation, Course selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and Title.5.

**Commented [FS7]:** Need to get more details on this portion related to claiming ADA funding.

**Commented [FS8]:** See above. Does this mean the course cannot count towards work samples/instructional time for ADA under IS?

## 11. CERTIFICATIONS

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 SOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.3 The SCHOOL DISTRICT agrees and acknowledges that SOCCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7 The COLLEGE certifies that:
- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k) (1)
  - A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k) (2)

- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead to the displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k) (3)

11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

Commented [FS9]: This is N/A but we can leave it in.

## 12. PROGRAM IMPROVEMENT

12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

## 13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

13.2 College shall provide the SCHOOL DISTRICT with transcripts of participants and their final grades.

13.3 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

## 14. CCAP AGREEMENT DATA MATCH AND REPORTING

14.1 COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.

14.2 COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges. Note: All referenced Sections from AB 288 (Education Code § 76004) 13 | Page 005142.00043 13951870.1

## 15. PRIVACY OF STUDENT RECORDS

15.1 COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

15.2 Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

15.3 Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and

under Education Code § 49064 as applicable. d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

## 16. REIMBURSEMENT

- 16.1 The financial arrangements implied herein may be adjusted each semester with sixty (60) days written notice and approved by both Parties.

## 17. FACILITIES

- 17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to SOCCCD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

The COLLEGE at its discretion may need to provide use of equipment to SCHOOL District students. The parties understand that such equipment are COLLEGE's sole property.

- 17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

## 18. INDEMNIFICATION

- 18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and SOCCCD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 18.2 The SOCCCD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SOCCCD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SOCCCD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

## 19. INSURANCE

- 19.1 The SCHOOL DISTRICT, in order to protect the SOCCCD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved

**Commented [FS10]:** Confirm that this section can be removed or modified unless there is some type of in person offering being developed. All instruction would be online and no classroom facility would be needed.

**Commented [FS11]:** Need to confirm that our coverage meets these requirements, but at first read it looks fine.

program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident/THREE MILLION DOLLARS (\$3,000,000) aggregate, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and SOCCCD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including a separate endorsement shall be furnished to the COLLEGE and to SOCCCD.

- 19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE and SOCCCD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

## **20. NON-DISCRIMINATION**

- 20.1 Neither the SCHOOL DISTRICT nor the COLLEGE and SOCCCD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

## **21. TERMINATION**

- 21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 22.
- 21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All Note: All referenced Sections from AB 288 (Education Code § 76004) 16 | Page 005142.00043 13951870.1 agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

## **22. NOTICES**

- 22.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

### **COLLEGE**

[Campus Name]  
[Campus Street Address]  
[Campus City, State, Zip]  
Attn: [Enter Contact's Name, Title and Department Name]

### **SOCCCD**

South Orange County Community College District  
28000 Marguerite Parkway  
Mission Viejo, CA 92692  
Attn: Priya Jerome, Executive Director of Business Services



**SCHOOL DISTRICT**

California Online Public Schools dba California Connections Academy Schools

33272 Valle Rd

San Juan Capistrano, CA 92675

Attn: Dr. Richie Romero, Director of Student Achievement

**23. INTEGRATION**

- 23.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

**24. MODIFICATION AND AMENDMENT**

- 24.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**25. GOVERNING LAWS**

- 25.1 This agreement shall be interpreted according to the laws of the State of California.

**26. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

- 26.1 For locations outside the geographical boundaries of SOCCCD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**27. SEVERABILITY**

- 27.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**28. COUNTERPARTS**

- 28.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

**South Orange County Community College District Board Meetings:**

(a) Information Board Meeting Date: [\[Enter Date\]](#)

(b) Public Comment Board Meeting Date: [\[Enter Date\]](#)

**School District Board Meetings:**

(a) Information Board Meeting Date: [Tuesday, January 26, 2021](#)

(b) Public Comment Board Meeting Date: [\[Enter Date\]](#)

**SCHOOL DISTRICT**

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

**SOUTH ORANGE COMMUNITY COLLEGE  
DISTRICT**

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

District Initiating Department:	<a href="#">Administration</a>
District Contact Name:	<a href="#">Dr. Richie Romero</a>
District Contact Phone & Email:	<a href="mailto:rromero@calca.connectionsacademy.org">rromero@calca.connectionsacademy.org</a>

## APPENDIX

### COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE, SOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

#### 1. SOCCCD, COLLEGE and SCHOOL DISTRICT Point of Contact:

LOCATION	NAME	TELEPHONE	EMAIL
SOCCCD:	Priya Jerome	949-582-4680	<a href="mailto:pjerome@socccd.edu">pjerome@socccd.edu</a>
College:	[College Contact Name]	949-582-4273	[Email Address]
School District:	<a href="#">Richie Romero</a>	[Phone No.]	<a href="mailto:rromero@calca.connectionsacademy.org">rromero@calca.connectionsacademy.org</a>

#### 2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

2.1 COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

3. CCAP AGREEMENT PROGRAM YEAR - college has identified the following: program year(s), educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR(S): [2021-2022](#) COLLEGE: [\[Campus Name\]](#)  
EDUCATIONAL PROGRAM: [\[Course Name\(s\)\]](#)  
SCHOOL DISTRICT: [California Connections Academy Schools](#)  
HIGH SCHOOLS: [California Connections Academy Schools](#)

TOTAL NUMBER OF STUDENTS TO BE SERVED: [# of Students]	TOTAL PROJECTED FTES: [# of FTES]
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COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR(S)	LOCATION*
1. [Course Name]	[Course No.]	[Course Term]	[Course Time(s)]	[Course Days/Hours]	[Course Instructor Name(s)]	<input type="checkbox"/> CC <input type="checkbox"/> HS

\*Due to availability or unforeseen circumstances, location site may change as needed.

**Required:** Describe the criteria used to assess the ability of students to benefit from the course(s) offered (Sec. 2 (c) (1):

[Briefly Describe Benefit to Students]

4. **BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	ESTIMATED COST	OTHER INSTRUCTIONAL MATERIALS	COST
[Course Name]	[Enter Text Book]	\$(Cost)	[Other Req'd Materials]	\$ [Cost]
[Course Name]	[Enter Text Book]	\$(Cost)	[Other Req'd Materials]	\$ [Cost]
[Course Name]	[Enter Text Book]	\$(Cost)	[Other Req'd Materials]	\$ [Cost]

**5. FACILITIES USE**

5.1 COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 17, Facilities, of this CCAP Agreement.

5.2 COLLEGE, as part of Section 15.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

BUILDING	CLASSROOM	DAYS	HOURS
[Building Name]	[Classroom No.]	[Course Day(s)]	[Course Hours]
[Building Name]	[Classroom No.]	[Course Day(s)]	[Course Hours]
[Building Name]	[Classroom No.]	[Course Day(s)]	[Course Hours]
[Building Name]	[Classroom No.]	[Course Day(s)]	[Course Hours]

**SCHOOL DISTRICT**

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

**SOUTH ORANGE COUNTY  
COMMUNITY COLLEGE DISTRICT**

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

**California Online Public Schools**  
A California Nonprofit Public Benefit Corporation

**Operating**  
**California Connections Academy Schools**

**RESOLUTION OF THE BOARD OF DIRECTORS**  
**TO AUTHORIZE ENROLLMENT LIMITS FOR 2021-22**

RESOLUTION NUMBER 02-2021-1

Presented on February 23, 2021

WHEREAS, the California Online Public Schools Board of Directors governs the California Connections Academy Schools, comprised of six charter schools serving 32 counties in California and,

WHEREAS, as a network of online charter schools, in support of the mission of the schools, the approved charters for each school, along with the enrollment practices, have historically allowed all students who are interested and eligible to attend one of the schools, and,

WHEREAS, state funding mechanisms for non-classroom based charter schools have changed dramatically in the past year due to several factors, and,

WHEREAS, the school Administration must plan for the upcoming school year, including ensuring that appropriate staffing resources are available to implement the educational program in alignment with the mission of the schools, and to meet any compliance requirements, and,

WHEREAS, state law regarding charter schools requires that if enrollment demand exceeds capacity, a public lottery must be held, and,

WHEREAS, enrollment interest and demand for online public school programs has increased significantly in the past year and is not following historic patterns or predictability, and,

WHEREAS, the California Online Public Schools Board of Directors adopted Lottery and Wait List Policies to be implemented for the 2021-22 school year, and,

WHEREAS, the California Online Public Schools Board of Directors, has fiduciary responsibility to the organization, as well as responsibility for the performance of each school, and therefore recognizes that there must be advanced planning regarding the number of students who attend each school as well as the number in each grade level,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes enrollment limits for each California Connections Academy school for the 2021-22 school year, as shown in the chart below, and,

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the Executive Director to develop and implement procedures to do the following: implement the Lottery and Wait List Policies adopted by the Board, establish grade level and/or grade span specific enrollment limits, establish procedures for waiting list(s) for each school, temporarily suspend or re-open new applications as needed, communicate effectively to stakeholders of the organization regarding enrollment procedures, and ensure returning eligible students are given the opportunity to attend during the 2021-22 school year.

<b>SCHOOL NAME</b>	<b>SCHOOL ENROLLMENT LIMIT 2021-22</b>
CalCA SoCal	5150
CalCA Ripon	1700
CalCA Central	700
CalCA Monterey Bay	550
CalCA North Bay	200
CalCA Central Coast	100
<b>CalCA TOTAL</b>	<b>8400</b>

Attested by:

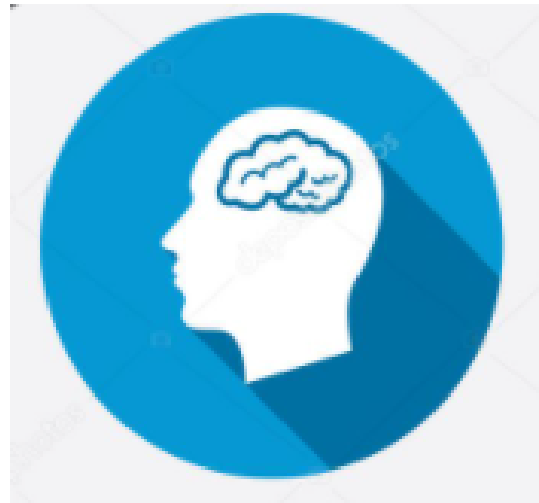
\_\_\_\_\_  
Elaine Pavlich  
President, California Online Public Schools  
Board of Directors

\_\_\_\_\_  
Date

# SCHOOL FINANCIAL SERVICES

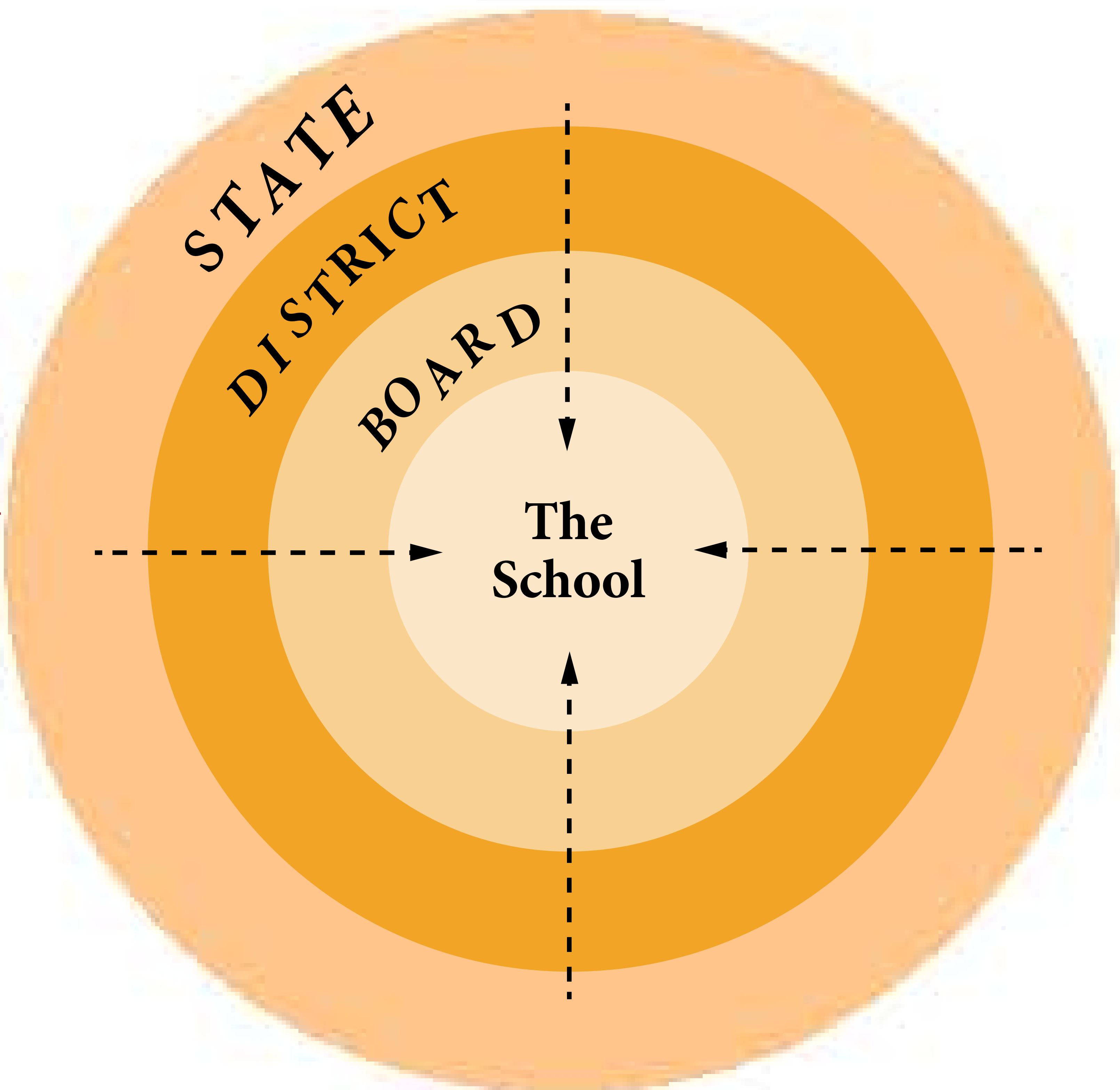
## Who We Are

**Experienced Professionals**  
CPAs, CFEs, Professional Accountants, GAAP and Regulatory Experts



### Committed

To helping the Board achieve its mission and the financial success of your School



### Financial Partners

- Board Support
- Financial Reporting
- Grant Accounting
- General Ledger Maintenance



### Trusted Advisors

- Audit Support and State Reporting
- Business Operations and Support
- District/Authorizer Liason





From: Jessica Davis  
To: California Connections Academy Board of Directors  
Re: Connections Academy School-Specific Handbook 2020-2021 and Beyond

Attached for board approval are updates to the California Connections Academy School-Specific Supplement Handbook for 2020-2021. For your convenience, a summary of the change is provided below. Once approved, the updates will be reflected in the 2020-2021 California Connections Academy School-Specific Supplement Handbook and carried over to the 2021-2022 California Connections Academy School-Specific Supplement Handbook. The revised Handbooks will be posted on the Virtual Library.

## 9.2 Bullying and Prohibited Behaviors

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**Sexual Harassment** – (as defined by Title IX regulations) conduct on the basis of sex that may be one or more of the following:

1. An employee of California Connections Academy conditioning the provision of aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (commonly referred to as quid pro quo).
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to the school's education program or activity.
3. Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the FBI.
4. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on a consideration of these factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
5. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

## Complaints

### ~~Title IX complaints~~

~~Complaints regarding suspected discrimination in any school program based on the protected categories may be directed to the School's Title IX Coordinator. Contact information may be found on the school website. Complaints are filed using the Uniform Complaint Procedures available on the school website. The Title IX Notification can be found here.~~

## External Video and Web Conferencing Services

CalCA may use external video and web conferencing services and tools (e.g., Zoom) in addition to the Education Management System. When using external communication services and/or tools students must comply with the expectations provided by their teacher, school policies and the Honor Code.

## APPENDIX 4: TITLE IX – THE FINAL RULE

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive federal funding. The U.S. Department of Education (USDOE) enforces Title IX and has created regulations relating to how schools are required to respond to reports of sexual harassment. The regulations are known as the Final Rule. The Title IX sexual harassment protections apply to [California](#) Connections Academy schools that do or may receive Federal financial assistance.

Under the Final Rule, [California](#) Connections Academy is required to promptly respond to and investigate every formal complaint of sexual harassment by a student. The Final Rule establishes an emphasis on restoring a student's access to the [California](#) Connections Academy's education program and/or sanctioned events and activities using supportive measures. Additionally, the Final Rule places the burden of proof on the school and requires a strict adherence to due process measures.

### Definitions

#### Actual Knowledge

Actual knowledge occurs upon receipt of Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any designated school official/employee with the authority to institute corrective measures. Under state law, school employees are mandatory reporters. In the K-12 environment any employee may receive notice of sexual harassment.

### **Formal Complaint**

A document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the alleged sexual harassment. A complainant must be an active student participating or attempting to participate in the education program provided by [California](#) Connections Academy.

### **Sexual Harassment**

Conduct on the basis of sex that satisfies one or more of the following:

- An employee of [California](#) Connections Academy conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to a [California](#) Connections Academy education program or sanctioned activity.

### **Supportive Measures**

Supportive measures are designed to restore or preserve equal access to [California](#) Connections Academy education programs and sanctioned events and activities. Such measures are designed to protect the safety of all parties, the education environment, and ultimately deter sexual harassment

### **Title IX Coordinator**

The employee designated by [California](#) Connections Academy to coordinate its efforts to comply with Title IX responsibilities will be referred to as the Title IX Coordinator. In addition to students and current employees, the Title IX Coordinator's contact information must be provided to prospective employees, parents or legal guardians, and all unions (if applicable).

The name or title, office address, e-mail address, and telephone number of the Title IX Coordinator shall be prominently posted on the school's website.

Any person, including a student's parent or guardian, may report sex discrimination and sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email at any time, including non-business hours through the Uniform Complaint Procedures.

## Formal Complaint

A formal complaint of sexual harassment should be filed with the Title IX Coordinator in person, by mail, by electronic mail, or by phone using the Uniform Complaint Procedures contact information provided below:

~~Current Designated Title IX Coordinator or Manager of Counseling~~  
~~OBLTitleIXCoordinator@pearson.com~~  
~~California Connections Academy~~  
~~33272 Valle Rd~~  
~~San Juan Capistrano, CA 92675~~  
~~CalCA SoCal Phone: (949) 461—1667~~  
~~CalCA Central Valley Phone: (559) 571—2300~~  
~~CalCA North Bay Phone: (707) 232—5470~~  
~~CalCA Ripon Phone: (209) 253—1208~~  
~~CalCA Central Coast Phone: (661) 230—9820~~  
~~CalCA Monterey Bay Phone: (831) 200—1006~~

## Required Grievance Procedures

### ~~Formal Complaints~~

[California](#) Connections Academy is required to follow the grievance process defined by the Final Rule before disciplinary measures, not to include supportive measures, against the respondent are made. The procedures include:

All parties will be treated equitably through the remediation process. Remedies under the Final Rule are designed to restore or preserve equal access to [California](#) Connections Academy's education program and sanctioned events and activities.

Title IX Coordinators, investigators, decision makers, and any designee tasked to assist in the informal resolution process must be free of bias or conflicts of interest. Additionally, training must be completed on:

- the definition of sexual harassment;
- the scope of [California](#) Connections Academy's education program or sanctioned events/activities;

## Notice

If, during an investigation, [California](#) Connections Academy decides to investigate allegations not included in the original notice, the school will provide subsequent notice to include the additional allegations to all known parties.

## Dismissal

Under some circumstances, [California](#) Connections Academy must dismiss a formal complaint of sexual harassment

If the conduct did not occur while participating in the school's education program or sanctioned events or activities or did not occur in the United States, the complaint will be dismissed.

However, the school may pursue action under the ~~Code of Conduct Policy~~ Section 9.2 Bullying and Prohibited Behavior.

The school may dismiss the formal complaint if:

- a complainant notifies the Title IX Coordinator in writing wishing to withdraw the formal complaint and included allegations,
- the respondent is no longer enrolled, registered, or employed by [California](#) Connections Academy, and
- specific circumstances prevent the school from gathering enough evidence to reach a determination regarding the formal complaint and/or allegations.

## Investigation

- Under the Final Rule, the burden of proof and the burden of gathering evidence to make a determination as to responsibility of alleged sexual harassment falls to [California](#) Connections Academy. Voluntary written consent must be obtained to use a party's physician, psychiatrist, psychologist or other professional treatment records.
- All parties will be provided the same opportunities to have others present at any grievance proceeding. If either or both parties are joined by an advisor, including an attorney, at a proceeding, [California](#) Connections Academy may limit or restrict their participation.

## Determination

- A statement and rationale for:
  - If remedies designed to restore or preserve equal access to [California](#)

## **Recordkeeping**

The records shall provide a basis for the conclusion and show the response was not deliberately indifferent. Additionally, records should document the measures to restore or preserve equal access to [California](#) Connections Academy's education program or sanctioned events and activities. Further, records shall indicate the rationale for not providing the complainant with supportive measures, if applicable.

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



To: California Connections Academy School Board of Directors  
From: Jessica Davis  
Re: California Connections Academy School Handbook Supplement for 2021-2022

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Attached for board approval is a redlined version of the 2021-2022 California Connections Academy School Supplement. This has been provided to and carefully reviewed by your school's leadership team and key Connections Academy staff. Once approved, the School Supplement will be posted to the Virtual Library for the 2021-2022 school year.

You will see there are substantive changes to the following sections of the school supplement: *UC "a-g" Course Approval, Project Success, and Internet Subsidy*, as well as updates to dates, grammar and punctuation have been made throughout.

For your awareness, the school leadership team is working with Connections Academy staff on the reorganization of the California Connections Academy School Handbook Supplement. The information within the Handbook Supplement will remain the same.

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised supplement.



# California Connections Academy

## HANDBOOK SCHOOL SUPPLEMENT

**2021-2022**

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Handbook Supplement and the General Handbook, the policies in this Supplement override policies in the General Handbook and are the binding policies that should be followed.

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## 2.1 Mission Statement

California Connections Academy (CalCA) Schools educate to empower compassionate global citizens by leveraging 21<sup>st</sup> 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 is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

## 3 School Organization and Roles

### 3.1 Roles and Responsibilities

Parental involvement, while not required for enrollment in a CalCA school, is strongly encouraged. Please click on the link below to review a copy of CalCA's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send an email message to the Executive Director or one of the Principals or Assistant Principals at any time.

\*\*The [2020-2021 SY Title I Parent and Family Engagement Policy and Compact Link](#) will be used until the [20202021-20224](#) SY Title I Parent and Family Engagement Policy and Compact link is approved and added.\*\*

### 3.3 School Information

School Information	School Contact
CalCA SoCal Phone	(949) 461 – 1667
Fax	(949) 240 – 7895
Office Location	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Central Valley Phone	(559) 571-2300
Fax	(559) 746 – 0497
Mailing Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA North Bay Phone	(707) 232 – 5470
Fax	(707) 987 – 5770
Mailing Address	580 N Wilma Ave Suite G Ripon CA 95366
CalCA Ripon Phone	(209) 253 – 1208
Fax	(209) 253 – 0406
Office Location	580 N Wilma Ave Suite G Ripon CA 95366
CalCa Central Coast Phone	(661) 230-9820
Fax	(661) 568-0053
Mailing Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Monterey Bay Phone	(831) 200-1006
Fax	(831) 401-2669

Mailing Address	580 N Wilma Ave Suite G Ripon CA 95366
School Leadership	Richard Savage, Executive Director Kara Mannix, High School Principal and Northern California Regional Site Administrator Heather Tamayo, Middle School Principal and Southern California Regional Site Administrator Marcus White, Elementary School Principal and Central California Regional Site Administrator Leslie Dombek, High School Assistant Principal Dan Hertzler, High School Assistant Principal Lauren Weed, High School Assistant Principal Amy <del>Phillips-Hunt</del> , High School Assistant Principal Tracy Pinckney, Middle School Assistant Principal Cameron Shepherd, Middle School Assistant Principal Marissa Carter, Elementary Assistant Principal Ashley Taylor, Elementary Assistant Principal Mia Hardy, Director of Counseling Services Franci Sassin, Director of Business Services LaChelle Carter, Director of Finance Tanya Gustin, Director of Student Services
Board of Directors	California Connections Academy Schools is governed by the <a href="#">California Online Public Schools (CalOPS)</a> Board of Directors
Email	All staff and support services are located in the Education Management System's email address book.
School Hours	8:00 am- 4:00 pm M-F
Technical and General Support	(800) 382-6010

## California Connections Academy School Names

California Connections Academy Schools (CalCA) refers to six charter schools located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts. While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy to provide the high quality virtual school program. The following chart shows the legal name as well as the acronym and common name for each of the charters.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy Ripon	CalCA Ripon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay*	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California**	California Connections Academy SoCal	CalCa SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego

California Connections Academy Central Valley***	California Connections Academy Central Valley	CalCa Central Valley or CalCA Central	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCa Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis, Obispo, Ventura
California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz

\*formerly California Connections Academy @ North Bay

\*\*formerly Capistrano Connections Academy

\*\*\*formerly Central California Connections Academy [and California Connections Academy @Central](#)

## School Accountability Report Cards

Consistent with California Education Code Section 35256, the California Connections Academies will prepare and publish annually, and make available to Caretakers of students, a School Accountability Report Card (SARC). Reports for each location can be found by following the links to the school websites below.

CalCA Southern California – [CalCA Southern California](#)

CalCA North Bay – [CalCA North Bay](#)

CalCA Ripon – [CalCA Ripon](#)

CalCA Central Valley – [CalCA Central Valley](#)

CalCA Central Coast - [CalCA Central Coast](#)

CalCA Monterey Bay-[CalCA Monterey Bay](#)

Printed copies are available upon request from the School Leader.

## Local Control Accountability Plan

Consistent with California Education Code Section 47606.5 and 52064, the California Connections Academies will prepare and publish annually a Local Control Accountability Plan (LCAP). For the 2021-22 school year the schools will prepare and publish the state's alternative to the LCAP, as appropriate. Plans for each location can be found by following the links below.

CalCA Southern California – [CalCA Southern California](#)

CalCA North Bay – [CalCA North Bay](#)

CalCA Ripon – [CalCA Ripon](#)

CalCA Central Valley – [CalCA Central Valley](#)

CalCA Central Coast—[CalCA Central Coast](#)

CalCA Monterey Bay - [CalCA Monterey Bay](#)



## 3.4 School Schedule

### 3.4.1 The CalCA ~~2021~~~~2020-2022~~~~2021~~ School Year Calendar

\*\*The CalCA 2021-2022 School Year Calendar will be posted once approved\*\*

### 3.4.2 Required Instructional Hours

In order to meet the State of California's required annual instructional time per year, the chart below lists the average hours per day and per week students should be engaged in school-approved educational activity.

Grade Level	Recommended Minimum	Recommended Average	Required Annual Hours
	Hours per Day	Hours per Week	
Kindergarten	3 to 4 hours	17 hours	600 hours
Grades 1 – 3	5 hours	24 hours	840 hours
Grades 4 – 8	5 hours	25 hours	900 hours
Grades 9 – 12	6 hours	30 hours	1080 hours

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time. **The school requires regular daily schoolwork be completed on each day of the school calendar.**

### 3.5 Enrollment, Withdrawal and Transfers

\*No student will be involuntarily removed<sup>i</sup> from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's withdrawal has been issued.

\*Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

CalCA schools comply with state laws regarding enrollment and dis-enrollment for charter schools, including the state's independent study regulations which dictate the terms under which students may remain enrolled in an independent study program like CalCA's.

CalCA schools do not discriminate in enrollment practices and encourages families to become informed about the CalCA program before and during the enrollment process. Enrollment is limited to eligible students. In California, student eligibility requirements are determined by the state, which regulates all public schools including CalCA Schools. Before enrolling, please review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades K–12.

CalCA schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools, subject to any limits on enrollment approved by the Board of Directors. While we are required to collect information in order to show that the age and residency requirements have been met, we do welcome all students, including students who have unusual circumstances, such as homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless will be enrolled promptly and may be awarded partial credits based on their educational history. Children of military families may also be enrolled in an expedited manner even if the student is unable to produce records typically required for enrollment (e.g., proof of residency or previous academic records) if proof is provided at the time of initial enrollment of active military service by the parent or legal guardian of the student. [Contact the respective school office](#) for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a CalCA school. After providing information to determine eligibility, students will be given an “offer of enrollment” by one of the regional CalCA schools. Following acceptance of the offer, additional processes are required in order for the student to receive their classes and start attending school. This is referred to as the placement process.

The School’s homeless policies, adopted in compliance with the federal McKinney Vento Act, are available in Appendix III of this supplement and upon request. Please contact the School Counselor for more information.

## **Immunization Status**

California laws regarding student immunization status apply to students enrolled in a CalCA school. The CalCA program is generally considered a ‘non classroom-based program’ because students are in a virtual learning environment. Students may not be eligible to participate in certain classroom instruction, when applicable, as defined by school policy, if they do not have all required vaccinations.

Under California law, students are allowed to attend a public independent study program as long as they are not engaged in classroom-based instruction, regardless of their immunization status. The CalCA virtual school program meets the criteria of an independent study program for purposes of enrollment. The schools are required to collect information from parents and report to the state on immunizations. Therefore, all immunization records should be submitted for students during the registration process and resubmitted upon entry into seventh grade.

*\*Note: Students’ immunization records do not need to document all vaccines required for full compliance with regulatory requirements to attend the school. However, students that want to participate in activities that are designated as classroom-based instruction, if and when the school offers this type of activity, must provide proof of all state-required vaccines or a proper exemption, such as a legally valid medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in*

*these activities. See Definition of Classroom Instruction below for additional information. Caretakers should contact the School with any questions.*

## **Definition of Classroom Instruction**

CalCA Schools are virtual charter schools and instruction is delivered exclusively online. The schools are defined under state law as non-classroom-based schools using the independent study model. The school does offer certain face to face, in-person activities which currently include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered “classroom instruction” by school policy. While on occasion these in-person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law.

## **Military Family Eligibility**

If you are a military family, and are moving outside of one of the CalCA service areas, please reach out to the school for additional information. The school has policies to facilitate enrollment of military families. California law provides that a child of a military family may continue attending, regardless of any change of residence of the military family or the end of military service of the student’s parent, as long as the residence at the time of the student’s initial enrollment was located within the residency boundaries required by one of the CalCA schools. California law provides that such students enrolled in grades Kindergarten through 8th grade may attend through the end of the school year in which the move took place, but would be ineligible to re-enroll for the following school year unless or until the family relocated back to an eligible county. For such students who are in grades 9 through 12 at the time of their move, California law allows that the student remain enrolled with CalCA through graduation. For all grade levels, continuing enrollment is subject to state requirements regarding residence in the state of California.

## **3.5.2 Kindergarten and First Grade Admission Policies**

**Kindergarten:** As required by California Education Code Section 48000, a kindergarten student may enroll in a CalCA School if the student is five years of age on or before September 1st of that school year. A CalCA School may enroll a student who turns five after September 2nd but before December 2nd; these students are considered “transitional kindergarteners” and would typically complete two years of kindergarten.

The School’s policy is to follow the state’s age guidelines for entry into Transitional Kindergarten and Kindergarten. Exceptions will be made if, and only if, the School Leader or Grade Level Principal determines that it is in the best interest of the student, and only after the Caretaker(s) is given information explaining the advantages and disadvantages of early admittance. State funding is partially based on

student age, so it is only in very exceptional circumstances that the school would admit a student early if sufficient funding cannot be received for that student.

Please note that the transitional kindergarten program is subject to annual approval by the Board of Directors. Therefore, updates or changes to the implementation of the transitional kindergarten program may be added to this Supplement as needed.

### **3.5.3 Enrollment After the Start of the School Year**

Students may enroll after the start of the school year or semester up until the application deadline. The actual date for the application deadline is determined annually by the school's Board of Directors. This is typically near the beginning of the second semester. Applications may be closed at any time if enrollment limits for the year have been met. At the discretion of the Board, applications may close at different times for different grade levels. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. See also the section in the High School Policies below entitled "Enrollment after the Start of the School Year."

### **Additional Information for High School**

High school students entering mid-year or mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the placement process. CalCA school teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade into the Education Management System's grade book that represents the student's efforts at the previous school. That grade will be averaged in with the CalCA grades earned in that same semester. If students enter after the school year has started and have no prior academic history for that school year or semester, they may be given an abbreviated schedule (fewer classes) depending on the date of enrollment. See also the Promotion information in *Section 6 High School Program and Policies*.

### **3.5.4 Dual Enrollment in Another K-12 Program**

Because the CalCA schools are full-time public charter school programs, students must be enrolled full-time in the school and must exit from their previous school prior to their first day of attendance in a CalCA school. Under California law, students may *not* be enrolled in two different public schools at the same time. Even one day of attendance overlap is not allowed, so the prior public school must be notified of the student's exit immediately upon final placement into classes in a CalCA school. In addition, the California Education Code 47602(b) does not allow a student to attend a public charter school and a private school at the same time. Students must exit any full-time private school prior to their effective attendance date with a CalCA school.

If a student is confirmed to be enrolled in another public school or full time enrolled in a private school, the school reserves the right to dis-enroll the student from CalCA. If the student has been actively completing

schoolwork and has been in contact with the teacher(s), the school will attempt to resolve the dual enrollment situation. If the student is not actively working and/or is not able to be contacted, the student will be removed from enrollment in the school.

While enrolled full-time at a CalCA school, it may be possible for a student to participate in a course or activity at another public or private school, for example, in order to participate in a sports or arts program. (Please see Section 6 for requirements specific to high school students (grades 9-12)). Seeking such permission should be initiated after the start of the CalCA school year. Approval by CalCA is based on individual circumstances and is subject to the policies and procedures of the partnering school and/or school district.

To make these arrangements, Caretakers must obtain the Request for Local School Activities form from the document repository. The form essentially outlines the activity, lists contact information, and indicates that the cooperating school agrees to: 1) not claim or collect any state, local or federal funding for the student, and 2) assumes all liability for that student while on the school grounds. Once the form is completed and signed, the Caretaker should present it to the grade level Principal, who will ensure that the student is in good standing.

As students must be enrolled full-time at CalCA, only a limited number of courses may be taken during the regular school year at a different school.

Violations of this policy may be grounds for dismissal from the program.

### **3.5.5 Dual Enrollment in a College or University**

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in CalCA. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take, and students must be in good standing at California Connections Academy to be permitted to enroll in college courses. Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will take into account prior to approval of concurrent enrollment in college classes include the following:

- Ability to maintain a 2.0 average GPA
- Passing all current courses
- Meeting legal attendance requirements

- No Honor Code violations

Note that the school requires sufficient time to process requests for dual enrollment in a college. Please submit your request at least two (2) weeks in advance in order to provide your School Counselor adequate time to process. Contact the student's School Counselor for more information on the process and timeline. (See also the Credit for College Courses section in *Section 6 High School Programs and Policies, which includes information on grading and credits for college courses.*)

### 3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. Prior to any relocation, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled. Students must be participating in the program from the physical location established during the enrollment or re-enrollment process. If the student is not at that location, the procedures for a Location Change must be followed and the school must approve all temporary Location Changes. Approval of temporary Location Changes is subject to revocation at any time at the discretion of School Administration. If the Location Change is denied or is revoked and the student does not return to the approved physical location, the student is subject to withdrawal from the school due to geographic ineligibility. The maximum length of time that a family may maintain their temporary Location Change status is five (5) months, and the request may not carry over into the next school year. Families may apply for an extension or renewal of the Location Change, but approval must be obtained upon each new request. Families must notify the school upon their return to their regular address. If the school is unable to verify that the student has returned to their regular address at the expiration of an approved temporary Location Change, the student is subject to withdrawal from the school due to geographic ineligibility. For more information see the General Handbook.

### Enrollment Following a Change of Residence

If a family undergoes a "Permanent In-Area Location Change" as defined in the General Handbook but maintains residency in a county served by that school, the student may remain enrolled in their current CalCA School. If a student undergoes a permanent location change to a county not served by that school, they are no longer eligible for enrollment in that CalCA school per state law, and must withdraw from the school. If the student moves to a county served by a different CalCA school, the student may transfer to the other CalCA school at any time during the school year.

Families must follow all procedures for the location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family may need to enroll in a different school. Students who are homeless are subject to the board approved Homeless Policies regarding enrollment eligibility if they change locations.

For questions concerning enrollment changes or eligibility, please contact the school.

3.6.3 Mandatory Testing

As required by law, the CalCA schools must administer all achievement tests that are designated as part of the state’s California Assessment of Student Performance and Progress System. Additionally, students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all of the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state standardized testing is available on the [state website](http://www.cde.ca.gov/ta/tg/ca) (<http://www.cde.ca.gov/ta/tg/ca>).

More information about the administration of the tests will be posted by the school once the school year is underway.

4 Attendance

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Student Information System and the school verifies that the attendance records are accurate. The school’s attendance procedures under California law require that teachers determine final attendance based on several parameters, including the Education Management System’s attendance log and the amount of work completed each day by the student. The day after each attendance month ends, attendance can only be changed in the Student Information System by the school. The cut off dates for each “attendance month” are determined by the school annually and Caretakers are notified by their homeroom or advisory teacher of these dates. These dates are also found in the Academic Calendar distributed to families by the school.

Attendance Codes

The following attendance codes are available in the Education Management System

Code	Definition of Code	Who enters the code?
P	Present for school	Learning Coach (and the school, as necessary)
N	No educational activity occurred	Learning Coach (and the school, as necessary)



## Hours of Schooling

In order to meet the state’s requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each day and week that school is in session according to the school calendar:

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week
Kindergarten	3 to 4 hours	17 hours
Grades 1 – 3	5 hours	24 hours
Grades 4 – 8	5 hours	25 hours
Grades 9 – 12	6 hours	30 hours

## Learning Coach Attendance Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in the Education Management System to indicate whether the student engaged in any educational activities for that school day. Sanctioned school events count as “educational activity”. They should aim to meet the daily and weekly totals listed above to ensure compliance with state regulations and to ensure that students are given attendance credit for every day of school. Students are expected to attend school every day of the academic calendar. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student’s homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday) or student holidays.
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year. If a student completes their regularly assigned lessons before the end of the semester or school year, the family must contact the homeroom teacher for additional work so that the student will not be marked absent on a school day. Absences at the end of the semester

or school year can still trigger issues in the student's official attendance record, which is part of the student's official school record and cumulative file. Although the education management system may allow the end date of a course to be modified, course end dates should not be changed by the parent/Caretaker. **Course end dates may only be changed with approval of the grade level Principal (or designee).** Students must complete schoolwork on all days of the school academic calendar. If course work is completed before the end of the semester, it may lead to student attendance issues and result in unnecessary absenteeism.

## School Attendance Responsibilities

- **Review Attendance Records** – Teachers monitor and review attendance records on a daily and weekly basis. They remind Learning Coaches to enter attendance (P or N) for every school day. If a teacher has concerns about the validity of a student's attendance records, they may place the student in an "alarm" status and will proceed with additional steps per school policy.
- **Monitor Attendance Issues** – School staff monitors student attendance. Families with low attendance rates are contacted by teachers and/or other school staff as appropriate; these staff members work with the family to help the student stay in compliance. The Attendance Manager can alter Learning Coaches' attendance records (with proper documentation).
- **Maintain the Integrity of the Attendance Data** – At the end of each attendance month, the attendance records are reviewed and the school locks attendance on the Education Management System to prohibit any further editing. Any requests for adjustments to the previously verified records must be sent in writing to the student's teacher as soon as possible for review, approval and adjustment.
- **Official Attendance Record** – the Education Management System's attendance system is the record of the student's attendance as documented by the Learning Coach. It is, however, only one of many sources used to determine if a student is meeting the minimum requirements of the school program. In certain cases where it has been determined that a student has not completed enough work, or that certain other program requirements have not been fulfilled, the school may determine that the student has not fulfilled their contract with the school, resulting in sanctions up to and including withdrawal. The student's official attendance record for legal and funding purposes is held in a state approved attendance system used by the school to report attendance to the state and is part of the student's cumulative file. Requests for the student's official attendance record can be made to the State Attendance Manager.

## 4.4 Truancy

In order to maximize student learning, regular attendance is imperative. While the CalCA Schools offer a great deal of flexibility within the program, minimum attendance requirements are established by the state and students who do not complete work daily, and who do not complete adequate work throughout each month are at risk of losing attendance credit and being considered either chronically absent or truant from school.

Due to state requirements, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy and chronic absenteeism, and to comply with the terms of the Master Agreement, the Caretaker must ensure that the following activities are taking place:

- The student is actively logging in to the Learning System.
- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in *Section 3.4.2 Required Instructional Hours* of this Supplement.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends all mandatory LiveLesson® sessions.
- The student is able to demonstrate that they are doing their own schoolwork.
- The student attends all required state or other proctored testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance and received approval if they need to deviate from the regular school calendar.

Students are expected to do some amount of schoolwork on every school day of the academic calendar.

On at least a monthly basis, students' teachers review the attendance log and the amount of work completed by the student. If the student is not fully participating in school as outlined above, attendance credit for the student will not be able to be given by the teacher. The homeroom/advisory teacher would then override the attendance codes previously entered by a Learning Coach, directing that the attendance

code be marked as, or changed to an 'N', if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused". Absences are generally considered "excused" for state approved reasons, and/or documented reasons only, such as student illness or the death of an immediate family member. If there is a disagreement over whether an absence is considered excused or unexcused, the final decision will be made by the Executive Director (or designee).

According to Education Code 48260, a student is considered truant if they have three (3) or more unexcused absences from school in one school year. State law (as per Education Code 48263.6) defines a "chronic truant" as a student who has eighteen (18) or more unexcused absences (10% of the school year) within a single school year. The state considers a student "chronically absent" if the student misses 10% or more of the total days of enrollment for circumstances where the student is not enrolled in the school for the entire school year. Unexcused absences on a student's attendance record may result from lack of sufficient work completed. For this reason, it is crucial that a student complete schoolwork each day and that sufficient schoolwork is completed over the course of each month to meet the state minimum instructional time. (See also *Section 3.4.2 Required Instructional Hours* and *Section 4.2 Hours of Schooling*).

The processes in Section 4.3 above will apply for students who have excessive unexcused absences. In certain circumstances, the Counseling Department may also be involved in order to work with a student and family to reduce absences. Since the CalCA virtual charter programs follow California's independent study rules, withdrawal from a CalCA school for non-compliance with the Master Agreement may result from excessive unexcused absences.

### **No-Show Policy and Contact Requirement**

CalCA schools require, in addition to completing course work in the Learning System, that students and their Learning Coaches and Caretakers comply with all school communication and contact requirements, starting with the initial phone contacts between school and student/family immediately following the student's first scheduled day of attendance at the school. Therefore, if a student does not meet the school's established minimum criteria for initial engagement in the program as described below, the student may be withdrawn from the program and reported to the state as a "no show."

If, within three (3) days of a student's start date for each school year (the first day of each school year that the student is scheduled to attend their CalCA school), the student has not logged into the Learning System and completed school work (note that school work completed must be done under the student's log in), the student will be considered a "no show" and may be removed from the school's enrollment. Prior to removing the student from the school's enrollment, the school will make repeated attempts to contact the student, using all contact information provided by the family. When a student mobile phone number is provided, the school will use this as one method to contact students, unless the parent/guardian

has submitted written instructions not to contact the student through that phone number. Note that a working phone number is required for enrollment in the school; therefore, if the school is unable to contact the student or Caretaker via the phone numbers provided during enrollment, written correspondence will be sent and the student may be removed from enrollment if a phone number is not provided in accordance with the timeline outlined in the correspondence. A working phone number is defined as a number that is active, in service, and where a voice mail message can be left. If the school is unable to contact a student through the contact information supplied, the school may disable, or otherwise restrict, the student's access to the Education Management System. Once a student has been identified as a potential "no show", there are several requirements before a student may be re-activated as an enrolled student. These include the requirement that the student log in to the Learning System with their assigned user credentials and complete schoolwork, as well as a requirement that the student must complete a successful synchronous contact with an assigned staff member within the school specified timeline. If the student does not complete all requirements as set out by the school, the student will be withdrawn from the school. See also Section 3.5.4 above regarding withdrawal due to Dual Enrollment.

## **5 Grading and Student Evaluation**

### **CalCA Grading Policy**

The grades given for any course (or for any subject area for elementary students) is the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of a clerical mistake, shall be final.

If a Caretaker or student elects to contest the final grade given by the teacher of the course or subject, the school's grade level Administrator will be consulted, and the teacher, to the extent practicable, will be given the opportunity to state orally, or in writing, or both, to the Administrator and the student/Caretaker the reasons for grade given. The teacher will also be given the opportunity to participate in all discussions related to a potential grade change and thereby have input into any decision to make a change to a final grade. When necessary, the School's Executive Director or designee may be involved in the discussions and will be authorized to make a final decision on whether a grade change should be made.

The School determines which courses are considered "weighted" for purposes of GPA calculation. For more information see also Section 6 High School Programs and Policies, under the High School Course Credit section below.

### **National Honor Society**

Students who are in good academic standing, have attended a CalCA school for at least one semester, and meet grade level and other eligibility requirements, may be eligible to join the National Honor Society. Please contact the school for more details.

## **Advancement via Individual Determination (AVID)**

The CalCA AVID program is available to students in 6th through 12th grade. AVID is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. At its heart, AVID is a philosophy that resonates with the ideas of holding students accountable to the highest standards, providing academic and social support, and expecting they will rise to the challenge. Students must apply for the program each year. Students who typically receive grades in the B through D range but who are willing to work hard and have a desire to go to college are ideal candidates for AVID. The class is given for credit for high school students.

Currently students in the CalCA AVID program have three (3) weekly AVID LiveLessons. Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. LiveLesson topics include the following: developing note-taking and study skills; exploring college and careers; and practicing writing, inquiry, collaboration, organization, and reading (WICOR).

For more information about this national program, please visit [avid.org](https://www.avid.org) or contact the grade level administrator.

## **Gifted and Talented Program (Grades 3 through 8)**

CalCA offers Gifted and Talented coursework for students in grades 3-8. Gifted and Talented (GT) courses are offered in English Language Arts and Science. In addition, elementary students in grades 3-4 who are formally designated as gifted in math are offered a GT math course. These courses are designed to provide additional academic challenges to students. Some students may already be formally designated as Gifted and Talented by their previous school prior to enrollment. Those students are eligible to be placed initially into GT courses if they choose. Students in grades 3 through 8 who are enrolling into a CalCA school and who are not already formally designated as Gifted and Talented are eligible only after completing CalCA coursework with a grade of A or B in their standard courses. For middle school English Language Arts GT courses, a student must complete a year of the standard English course, and for Science GT courses, a student must complete a semester of the standard science course.

Gifted and Talented courses have additional requirements to continue participation. Students can expect to work additional hours in these courses. Students and Caretakers must complete an acknowledgement of all course requirements prior to participation. Because the GT courses are based on projects and discussion, the additional requirements include mandatory attendance at LiveLessons and a working microphone. Students must also keep up on the coursework and maintain their grade above a minimum level to stay in the course. Details of the participation requirements for middle school students are laid out

in the Middle School Gifted and Talented Acknowledgement Data Views which must be signed by both the student and Caretaker. Students who do not meet the continuing requirements of the program may be moved back to courses from the regular school curriculum.

**Retention and Promotion in grades K-8**

Student grade levels will be determined at the time of enrollment based on prior school history. Students will not be retained in a grade level already completed based on Caretaker request. If the Caretaker has concerns about the academic placement or abilities of the student, the teacher, counselor or grade level administrator should be consulted. Retention decisions for grades K-5 are made by the student’s homeroom teacher. The recommendation for retention (repeating of a grade level) is made in the spring and the Caretaker is notified in writing. Final decisions for retention are made at the end of the school year. Students in grades 6-8 are not generally retained but rather are placed in academically appropriate courses and promoted to the next grade level.

**6 High School Programs and Policies**

**Promotion**

Student grade levels will be determined at the time of placement based on prior school history. At the time of a student’s placement, school counselors will establish estimated grade levels based on preliminary information about such things as past school history, previously earned credits, state testing results, and the school counselor’s professional judgment.

**Typically, students are placed in cohort grade level classifications regardless of credits previously earned.** The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

Classification	Grade	Minimum Number of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

CalCA uses the Connections Academy standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in



order to be able to complete their assigned coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will ensure that the student will still be considered a full-time student.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade and/or course load to most appropriately match the student's current academic needs.

## **Mathematics Placement**

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). In particular, a student's 9th grade math course placement is a crucial crossroads for their future educational success.

The policy for all CalCA schools is listed below.

[California Connections Academy – Mathematics Placement Policy](#)

## **Maximum Age**

Based on Education Code Section 47612(b) and CCR Title 5, Section 11960, all students, including students with an IEP or 504 Plan, who are below the age of nineteen (19) years old on the first day of attendance at the School are eligible to enroll. Any student, including students with an IEP or 504 Plan, who are nineteen (19) years of age or older may be eligible to enroll, but must meet specific eligibility requirements, including being continuously enrolled in public school prior to turning nineteen (19).

Therefore, if a student will be nineteen (19) years old by the first day of attendance at a CalCA school, and has experienced a gap in public school enrollment, they are not eligible to enroll. Students who first apply when over nineteen (19) years of age are not eligible to enroll. In addition, if a student first applies while nineteen (19) years old, but will turn twenty (20) years old by the first day of attendance at CalCA, they are not eligible to enroll.

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of nineteen (19), remain continuously enrolled, and are making adequate progress, until the student reaches their 22<sup>nd</sup> birthday. Maximum age limits also apply to students who choose to re-enroll.

Students who are enrolled in 12th grade but do not meet the school's graduation requirements to graduate that year may be eligible to re-enroll in 12<sup>th</sup> grade the following year, subject to certain age and other



eligibility criteria, including a determination by the School Leader or designee that the student was in good standing at the end of the previous school year. (See also Section 4.3 above).

For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

### Progress Monitoring

When the school has identified concerns with a student's performance, a progress monitoring meeting may be set up with the student, parent, teachers, and an administrator. The purpose of this meeting is to discuss student progress in courses, next steps, and ways the school staff can support the student. Teachers will offer feedback on the student's progress as well as strategies for success in their course. Because contact between the student and teachers is a requirement of the program, if the teachers are unable to contact a student through the contact information supplied, the student's access to the Education Management System may be disabled, or otherwise restricted, until contact is established. This may also trigger a progress monitoring meeting. Any student, Learning Coach or Caretaker who would like to request a progress monitoring meeting can reach out to the student's homeroom teacher.

### Mid-Semester Deadline

The Mid-Semester Deadline is a high school-wide deadline that falls around the middle of each semester. Students will need to reach a target lesson in each of their classes by this date. The target lesson for each class is determined by the teacher of each course and will be communicated to both students and Caretakers. Students who do not reach the target lesson in one or more of their classes will receive "conference zeros" on all overdue assignments and will be required to take part in a Caretaker/Student/Homeroom Teacher conference to discuss the reason they are behind in school and come up with a plan for success going forward. Once this conference has taken place students will be able to complete their overdue assignments. Students who complete the required lessons early, prior to the mid-semester deadline, must also continue to work daily in order to avoid unexcused absences on their attendance record.

*\*Note: If students are following the planner each day, they will be current with lessons, and the Mid Semester Deadline conference will not be applicable. All students are expected to work daily and complete all assigned lessons.*

### Graduation and Diploma Requirements

To be eligible to receive a diploma from CalCA, a student must meet **all** of the following requirements:

- Be enrolled at a CalCA school during the semester immediately prior to graduation, and not be enrolled full-time in any other school.

- Earn a minimum of two and one-half (2.5) of the credits (or five (5) courses) required for graduation at CalCA, with at least one and one-half (1.5) of these credits (or three (3) courses) earned in the semester immediately prior to graduation. \*
- Earn a total of twenty-two (22) credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state\*\*.

*\*Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as CalCA schools.*

*\*\*Official transcripts from all previous schools must be received in order to issue a diploma. See “Credit from Other Schools” section below for more details.*

These requirements exceed the minimum requirements established by the state of California. Additional requirements of the University of California (UC) and California State University (CSU) are noted below.

The following chart summarizes the coursework and credits a student must complete to receive a diploma from a CalCA school (see first column). In addition, the requirements for entry into a University of California system or the California State University system are shown in the other columns for reference for those students on a college preparatory pathway.

### Graduation Requirements

California Connections Academy Graduation Requirements	University of Calif. Requirements for Freshman Admission	California State Univ. Requirements for Freshman Admission
<b>Language Arts – 4 credits</b> <ul style="list-style-type: none"> <li>• 4 years of approved English courses, usually following this pattern:</li> <li>• English 9</li> <li>• English 10</li> <li>• English 11</li> <li>• English 12</li> </ul>	<b>Language Arts – 4 years</b> 4 years of college-prep English that include frequent writing, and reading of classic and modern literature	<b>Language Arts – 4 years</b> 4 years of college prep English composition and literature
<b>Mathematics – 2 credits</b> <ul style="list-style-type: none"> <li>• Algebra I (or higher)*</li> <li>• Other Mathematics</li> </ul>	<b>Mathematics – 3 years</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> </ul>	<b>Mathematics – 3 years</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> </ul>

<p>*If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.</p>	<ul style="list-style-type: none"> <li>Advanced Algebra</li> </ul> <p><b>*4 years recommended</b></p>	<ul style="list-style-type: none"> <li>Algebra II or higher</li> </ul> <p><b>*4 years recommended</b></p>
<p><b>Science – 3 credits</b></p> <ul style="list-style-type: none"> <li>Biological Science</li> <li>Physical Science</li> </ul> <p>Other Science</p>	<p><b>Laboratory Science – 2 years</b></p> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> </ul> <p><b>Note:</b> <i>Physics may be substituted for either Biology or Chemistry</i></p> <p><b>*3 years recommended</b></p>	<p><b>Laboratory Science – 2 years</b></p> <ul style="list-style-type: none"> <li>Biological Science</li> </ul> <p>Physical Science</p>
<p><b>Social Studies 3 credits</b></p> <ul style="list-style-type: none"> <li>World History</li> <li>U.S. History</li> <li>American Government (.5 credit)</li> <li>Economics (.5 credit)</li> </ul>	<p><b>Social Studies 2 years</b></p> <ul style="list-style-type: none"> <li>World History</li> <li>U.S. History</li> <li>*can take U.S. History (.5 year) and American Government (.5 year) <b>OR</b></li> <li>Economics (.5 year)</li> </ul>	<p><b>Social Studies 2 years</b></p> <ul style="list-style-type: none"> <li>U.S. History</li> <li><b>OR</b> U.S. History (.5 year) and Civics or Am. Government (.5 year) <b>AND</b></li> <li>Social Science (1 year)</li> </ul>
<p><b>Physical Education 2 credits</b> PE (2 credits)</p>	<p><b>Physical Education 0 years</b></p>	<p><b>Physical Education 0 years</b></p>
<p><b>Foreign Language, Art, OR CTE (Career and Technical Education)</b> 1 credit</p>	<p><b>Foreign Language 2 years</b> <i>Must be in the same language</i> <b>*3 years recommended</b></p>	<p><b>Foreign Language 2 years</b> <i>Must be in the same language</i> <b>*3 years recommended</b></p>
<p><b>Visual/Performing Art 0 credits (see above)</b></p>	<p><b>Visual/Performing Art 1 year</b> Dance/drama/theater/music or visual art</p>	<p><b>Visual/Performing Art 1 year</b> Dance/drama/theater/music or visual art</p>

<b>Additional Electives 7 years</b>	<b>Additional Electives 1 year</b> *Additional year chosen from UC a-g list	<b>Additional Electives 1 year</b> *Additional year chosen from UC a-g list
<b>Total Credits: 22</b>	<b>Total Courses: 15 Year Long Classes</b>	<b>Total Courses: 15 Year Long Classes</b>
<b>TESTING</b>  There are currently no required state tests for a high school diploma.	<b>TESTING*</b>  ACT Assessment + writing <b>or</b> SAT Reasoning Test  Two SAT Subject Tests* <b>*Subject tests are recommended, though not required</b>	<b>TESTING</b>  ACT Assessment <b>or</b> SAT Reasoning Test  *CSU does not require writing scores for ACT or SAT

**Note:** Due to the online environment, many, but not all of Connections Academy's lab sciences and visual and performing arts are currently "a-g" approved. Please refer to the options for satisfying "a-g" requirements on the UC website at <https://hs-articulation.ucop.edu/guide>.

### UC "a-g" Course Approval

The UC "a-g" subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple AP courses and most core English, Math and Social Studies courses have been approved by the University of California.

Many lab science, visual/performing arts and career/technical education courses have also been approved. Additional courses may be submitted by the school annually for approval. The "a-g" approved courses for [California](#) Connections Academy [schools](#) appear on the [University of California Doorways Home website](#). (Go to [www.ucop.edu/doorways](http://www.ucop.edu/doorways) or to <https://doorways.ucop.edu/list/app/home?execution=e2s1>). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information.

Alternatives to meet the UC "a-g" requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a three (3) or more semester unit (or four (4) or more quarter unit) UC-transferable California

college course in the UC “a-g” subject(s). Students may also complete “a-g” course requirements prior to coming to, or after leaving a CalCA school.

The UC and CSU “a-g” requirements are detailed below, and can be researched in more detail at the University of California website ([www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions)).

<b>a-g</b>	<b>Content Area</b>	<b>Requirements</b>
“a”	History/Social Science	2 years required
“b”	English	4 years required
“c”	Mathematics	3 years required, 4 years recommended
“d”	Laboratory Science	2 years required, 3 years recommended
“e”	Language other than English	2 years required, 3 years recommended
“f”	Visual and Performing Arts	1 year required
“g”	College Preparatory Electives	1 year required

## Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student's unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

## Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from CalCA schools based on

satisfactory completion of their IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student's transcript will reflect the earning of a Certificate of Completion.

### **Foster, Homeless, Migratory and Adjudicated Youth Course Credits and Graduation Requirements**

A student identified as foster, homeless, migratory or adjudicated, or participating in a newcomer program and who enrolls during their 11<sup>th</sup> or 12<sup>th</sup> grade year will be supported in their progress towards a diploma. Foster, homeless, migratory or adjudicated students in grades 11-12 who have transferred schools after completion of their second year of high school, or are participating in a newcomer program, are eligible for full or partial credit for coursework satisfactorily completed while attending another school. If the student did not complete the entire course, credit will be applied to the same or equivalent course, and the school will not require the student to retake any completed portions of that equivalent course. The school will not require a migratory student or student participating in a newcomer program who did not complete an entire course to retake the uncompleted portion of the course unless the Executive Director (or designee), in consultation with the Caretaker, finds the student is able to complete the requirements in time to graduate high school. The student shall not be prevented from taking or retaking a course to meet California State University or University of California eligibility requirements.

When an 11<sup>th</sup> or 12<sup>th</sup> grade student has been identified as foster, homeless, migratory, adjudicated or part of a newcomer program, either during the enrollment process or at any point during the school year, the school will do the following:

1. Obtain any verification or documentation that might be needed for the student's status.
2. Determine if the student was previously granted a reduction in graduation requirements at a previous school.
3. Determine if the student is eligible for a review of graduation requirements based on their past school history.
4. For students eligible after the above steps have been completed, review the student transcript and make a determination as to whether the student can reasonably complete CalCA graduation requirements and graduate with their cohort by the end of the student's 12<sup>th</sup> grade year.
5. If the student cannot reasonably complete the CalCA graduation requirements as determined above, then the eligible student (and Caretaker if the student is under eighteen (18) years of age) will be notified in writing that they qualify for a diploma after completion of the state's minimum graduation requirements.

6. If the student (and Caretaker for students under eighteen (18) years of age) agree to the modified graduation requirements, the school will issue a written designation of this determination which will become part of the student's school record, and will also modify the graduation requirements in the student information system as needed to align to these modified requirements.

The school will determine any additional exceptions based on this policy and state law and notify the student and their Caretaker of the exemption(s) within thirty (30) days of the determination of their qualification. If a student declines an exemption, they may request an exemption at any time if do they still qualify. Once the school exempts a student from the local graduation requirements, the exemption may not be revoked.

If the Executive Director or designee determines the student is reasonably able to complete the school's additional graduation requirements within the student's fifth (5th) year of high school, the student may be permitted to stay in school for a fifth (5th) year. The school will inform the student and Caretaker (if the student is under eighteen (18) years old or if the student agrees) of the following possible outcomes:

- The student has the option to remain in school for a fifth (5th) year to complete the additional required coursework for graduation
- The student's completion of the additional graduation requirements may positively affect their ability to gain admission to a college or university
- The student's transfer opportunities available through California Community Colleges

Upon agreement of the student (if eighteen (18) years of age) and/or Caretaker, the student will be permitted to complete the additional coursework during their fifth (5th) year.

See the California Department of Education website at <http://www.cde.ca.gov/ci/gq/hs/hsqrtable.asp> for more information. Similar procedures may also apply to students of military families. Contact the School Counselor for more information on the state's minimum graduation requirements.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, can be found in Appendix III of this supplement and are available upon request. Please contact the School Counselor for more information.

### **High School Peer Mentoring**

Students who begin attending a CalCA school after October 1st are eligible to be partnered with a peer mentor, under the guidance of teachers and counselors. Peer mentoring assists the enrolling student in making positive connections with other students and navigating the Education Management System, and also helps with the adjustment to online school.

## National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA- approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

## Accreditation

All CalCA Schools are fully accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because the schools are WASC-accredited, all of their high school courses are considered transferable to other high schools.

## Early Graduation and Graduation Date

At the close of the second (2<sup>nd</sup>) semester, the grade level School Leader, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The High School Principal or designee will then initiate the "withdrawal for graduation" process in the Education Management System for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the High School Principal. The High School Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the High School Principal grants approval for early graduation, they will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to the Education Management System.

The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements. Students who complete their graduation requirements during the summer may be given a graduation date of the last day of the previous school year but will usually have a graduation date based on the date they complete all summer coursework. Students enrolled in credit recovery courses who are making up credits towards the graduation requirements (see section on Project Success below) may be eligible to have a mid-semester graduation date if they complete all the required credits and are approved by their counselor for a mid-semester graduation.



Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the Executive Director (or designee) upon recommendation by the High School Principal or Director of Counseling Services.

### **Enrollment Following Completion of Graduation Requirements**

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered ninth (9<sup>th</sup>) grade less than four school years earlier (in other words, if the student did not start high school more than four (4) years prior to the expected completion date at the end of that school year). Students who have taken longer than four (4) years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the CalCA graduation requirements.

Unofficial transcripts will be available to students via the Education Management System *as long as the student is enrolled in a CalCA School*, and official transcripts will be available at any time by request through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by their CalCA School, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the school counselor or the school records department with any questions regarding transcript requests.

### **High School Course Credit**

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other accredited schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. CalCA typically does not award course credit from schools or programs which are not accredited. (See also the section below on *Credit for Coursework Completed in a Non-Standard School Program*.)

Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a CalCA transcript. The School's grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: Credit for College Courses).

Semester and year-end GPA calculations will follow a four-point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non Weighted	Weighted (Honors)	Weighted (AP)
A+	98-100	Yes	4.00	4.50	5.00
A	92-97	Yes	4.00	4.50	5.00
A-	90-91	Yes	3.67	4.17	4.67
B+	88-89	Yes	3.33	3.83	4.33
B	82-87	Yes	3.00	3.50	4.00
B-	80-81	Yes	2.67	3.17	3.67
C+	78-79	Yes	2.33	2.83	3.33
C	72-77	Yes	2.00	2.50	3.00
C-	70-71	Yes	1.67	2.17	2.67
D+	68-69	Yes	1.33	1.83	2.33
D	62-67	Yes	1.00	1.50	2.00
D-	60-61	Yes	0.67	1.17	1.67
F	0-59	No	0.00	0.00	0.00

### Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. Credit and grades for transferred courses are subject to verification through an official transcript from the previous school.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will

compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript, but is available for release upon written request.

## **Prerequisites**

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

## **Duplicate Course Work: Repeating a Course**

Students may repeat a course in order to improve their grade; however, repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will show on the transcript.

## **Schedule Changes and Adding/Dropping Courses**

Students may request changes to their schedules within the first six (6) weeks of the first (1<sup>st</sup>) day of attendance at the school, or within the first six (6) weeks of the semester. To add or drop a course, a Caretaker (or the student, if eighteen (18) or older) must submit a written request to the School Counselor.

If the School Counselor receives a request to drop a course, the process must be completed no later than thirty (30) calendar days prior to the last day of that semester. The final deadline to be withdrawn from a course is thirty (30) calendar days prior to the end of each semester. Courses may not be dropped after the course withdrawal deadline. Requests to drop a course must be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the course withdrawal deadline, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to course withdrawal deadline of thirty (30) calendar days before the last day of the semester, it will appear on the student's transcript as a "withdraw other". When a student withdraws from the school without completing any course, those courses will also be indicated on the transcript as "withdraw other". Courses shown in this manner do not count in the student's GPA calculation.

## **Transcripts**

Students will be able to access ongoing information about their courses through their online gradebooks within the Education Management System. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request or may go directly to [www.parchment.com](http://www.parchment.com) to set up an account and request a transcript. Both official and unofficial transcripts

can be generated via the online Parchment system, which can be reached via a link from the School website, on the “Request a Transcript” page. Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through the Education Management System if the student is currently enrolled and attending and are able to request a transcript through Parchment if the student is not currently enrolled. When a student withdraws from the school without completing a course, or drops a course, that course is indicated on the transcript as “withdraw other”. Please contact the School with any questions regarding transcript requests.

## Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over eighteen (18) years old.) unless such requests are of a nature that would require the school to release the records, such as upon receipt of a legal subpoena.

For students in grades K-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each CalCA school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post- secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

In order to ensure that application deadlines are successfully met, we require advance notice of at least **ten (10) working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require thirty (30) days’ notice for letters of recommendation.** Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the document repository.

Parents (or students over the age of eighteen (18)) may request a copy of items in the student’s record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of eighteen (18) and has graduated, they must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student’s records.

## Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time, but may complete that course and start the next course at their own pace. Teacher support will be provided, and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

## Project Success

High school seniors [\(and possibly some juniors\)](#) that are severely credit deficient and meet specific requirements outlined by the high school Administrative team, will be evaluated for entrance into Project Success. This program sections the school year in to four (4) quarters instead of the traditional two (2) semesters. This allows students to complete more courses, including credit recovery courses, in order to earn the credits they need toward graduation at a faster rate. Entrance to the program and the courses taken are determined by the high school Administrative team and the high school Counseling team. Caretakers and students must agree to the requirements of the program prior to entrance. Students who are actively participating in Project Success are eligible to graduate immediately upon completion of all the school's graduation requirements.

## Credit from other Schools

As part of the placement process, families are asked to submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. The accreditation status of the previous school is also considered when transferring credit. Official transcripts are required within the first thirty (30) days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at the CalCA school as well as any transfer credits. Transfer credits shown are based on official transcripts only. **An official transcript must be received from the student's previous school(s) in order to issue a diploma to graduating students.**

## Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three (3) options for requesting and being granted credit by California Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the California Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of “Proficient” or higher they will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.
2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
  - Samples of prior work
  - Lists of texts used in prior courses
  - Artwork
  - Writing samples
  - Report card from prior school/home school
  - Student Interview
  - Other materials as requested by the school counselor

The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student’s prior coursework. For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in California Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

The School Counselor and/or grade level Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Validation:** If the student earns a "C" grade or better in the California Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized in order to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester at CalCA.

### High School Courses Taken in Middle School

Students **may** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript in order to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student's IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

### Credit for College Courses

Families must consult with the School Counselor for permission prior to earning high school credit for college courses taken while the student is still enrolled in CalCA. Students wishing to earn high school

credit for college courses must have written approval of the School Counselor in advance. The number of college courses taken in any semester will be limited by the School based on the student's individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice and processing time will be needed through the end of September.

Contact the student's Counselor for more information on the process and timeline. Students must be in good standing at CalCA to be permitted to enroll in college courses. See also Section 3.5.5 *Dual Enrollment in a College or University* above for more information. The School Counselor will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of the student's high school GPA. College credits and letter grades from dual enrollment courses will appear on the CalCA high school transcript. The student is responsible for providing a copy of the college transcript to CalCA at the conclusion of the course. If a student has replaced a core course in their schedule (defined here as one needed for high school graduation) with a college course, and has reduced their course load of CalCA courses, the grade in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances.

Students should provide the following to the School Counselor in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School



## Regional Occupational Centers and Programs (ROCP)

California's seventy-four (74) Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over thirty-five (35) years. ROCPs provide high school students sixteen (16) years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months. ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

## Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit.

## Work Permits Requests

Students under the age of eighteen (18) who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a "Permit to Employ and Work form (CDE Form B1-4)", otherwise known as a work permit. The School may issue the work permit upon written request, but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school, and are able to issue work permits. In order to process work permits in a timely manner, School Registrars are also designees when a School Counselor is unavailable. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a CalCA designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School's legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who have completed the placement process for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student's prior academic record when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work may be issued using the student's past academic history, but the permit issued will be temporary and will expire once school begins. For students exiting a CalCA school, the student should first attempt to work with the new school to issue the work permit. However, if that is not possible, the School Counselor would be able to evaluate the exiting student's status for the previous semester and is allowed to issue a work permit for the summer following the last day of school. Work permits issued to exiting students would only be valid through the end of that summer.

See the [Frequently Asked Questions](#) on the state website for more information about work permits and the state requirements.

## Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students **not** be permitted to drive unaccompanied to any CalCA school sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a CalCA sanctioned event, students must meet the following guidelines:

- Must be eighteen (18) years of age. Where students are under the age of (eighteen) 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event\*.
- Must possess a valid driver's license and follow all rules regarding licensing.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.

\*Exceptions may be made for state testing. Contact the School more information about these limited exceptions.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the document repository or the school).
- Document school permission to drive to Events by obtaining the School Leader's (or designee approval on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Adhere to all state and local laws at all times.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, CalCA shall not be liable for any injuries or damage; all liability rests with the student, their Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above\*. If a student nevertheless permits another student or students to ride with him/her, CalCA shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

## **7 Services for Special Populations**

### **7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students**

#### **Special Education Placement**

During the registration and/or placement process, all Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. In order to serve each student promptly as of the first day of attendance at the school, it is important that any educational assessments and evaluation

reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services (or designee), and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), CalCA will proceed with placement of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the CalCA school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless their IEP specifically provides for participation in independent study.

(Education Code § 51745(c)). Applicants whose IEPs are silent as to participation in independent study

are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented and comparable services provided while a thirty (30)-day administrative review is conducted.

## **During the School Year**

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches. Special Education students are expected to adhere to the requirements of the School's Master Agreement for Independent Study and in accordance with the educational plan laid out in the student's IEP.

## **Conducting IEP Meetings**

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually and all IEP meetings occur in compliance with all state and federal laws.

## **Related Services**

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General Portion and this School Supplement regarding Location Transfers. Because services may be provided face to face, and because of potential licensing concerns for providers working across state lines, students receiving related services must almost always remain in the physical location with which they established enrollment eligibility for their CalCA school.

## **Child Find**

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, they will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along

with the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed.

Once the team receives the referral, they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form in order for the team to proceed with a 504 Evaluation.

## **Due Process for Special Education**

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Area) is responsible for special education oversight and assisting Caretakers if disagreements should arise.

Procedural Safeguards are available in the document repository under "My School: CalCA-Resources Special Education." Any questions or concerns with regard to Procedural Safeguards can be answered by the Special Education Director.

## **7.3 English Language Learners**

All families must complete the California Home Language Survey during the initial placement process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using California's language proficiency assessment screener to determine English fluency within thirty (30) days of the first day of attendance at the School. If the student has taken this test (currently the state is using the English Language Proficiency Assessments for California or ELPAC) at a previous school, test results should be provided to the School during the placement process. If the student has not previously been tested, CalCA staff will contact the family to arrange testing within thirty (30) days of the first day of attendance at the School. If the student has been designated as an English Language Learner (ELL) at any time, and has NOT yet been re-designated as fluent in English, CalCA is required to administer an annual ELPAC test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services. Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselor, and EL teacher and administrator, when necessary.

## **Re-designating English Language Learners as Fluent in English**

CalCA is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. In order to determine if a student may be re-designated as fluent, the state mandates that four factors must be taken into account as follows:

1. Scores on the state assessment of English proficiency (currently the ELPAC)
2. Scores on state standardized assessments (currently under the CAASSP system)
3. Student progress and performance in the curriculum
4. Caretaker (parent/guardian) and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their schoolwork as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process. See Appendix II for the complete Reclassification Policy of CalCA Schools.

## 8 Community Events, Trips, and Activities

The CalCA Schools are public charter schools that provide a free virtual public school education to all their students. As part of this free public education, the CalCA Schools offer their students educational field trips, for which no fees are charged to current students. The school also offers social events such as dances, picnics, graduation ceremonies, etc. Field trips and other school social events are NOT considered "classroom instruction" even though they usually take place in person at a designated location. Transportation to and from field trips and other events is *not* provided by the School; however, in order to ensure that students are able to attend as many field trips and events as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for current students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for current students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because their family does not make a voluntary donation, nor will the



school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

## 9 Conduct, Grievance, Due Process, and Communication

### Medical Cannabis Administration

Pursuant to California state law, qualified students and their primary caregivers are solely responsible for the administration of medical cannabis, to a qualified student. Students who require administration of medical cannabis during a school-sponsored activity or field trip may only receive medical cannabis administration from their Caretaker and/or Guardian. In order to receive medical cannabis a written recommendation for medical cannabis for the student must be provided and be on file with the school in accordance with the process described below.

Primary caregivers of a qualified student who may require administration of medical cannabis during a school-sponsored activity or field trip, should contact the grade level principal at least two (2) weeks in advance of the activity/trip to discuss student needs, administration parameters, and to provide the required documentation demonstrating compliance with California law. Primary caregivers are solely responsible for the safekeeping, administration, and storage of any medical cannabis during a field trip or school-sponsored activity. After the primary caregiver has administered the medical cannabis, they must remove any remaining medical cannabis. Primary caregivers are **prohibited** from the following:

- Administering medical cannabis in a school setting in a way that causes disruption to the educational environment.
- Exposing other students or any other participant in the school sponsored activity to medical cannabis.

Students are **prohibited** from possessing, storing, or self-administering medical cannabis during a school-sponsored activity or field trip. The school prohibits student possession, use, distribution, sale, or being under the influence of a cannabis product in a manner inconsistent with provisions of JoJo's Act, applicable California law and this policy.

### Communication of Available Mental Health Services

CalCA wants to ensure that all families have access to valuable pupil mental health services resources in their local communities.

During the school year School Counselors work with families to identify long term community mental health support. There is a collaborative effort between the School Counselors and Student Services team to identify these resources.



- At the High School level, each high school student has an assigned School Counselor listed on their homepage in the Education Management System, along with an email button and business phone number.
- For Elementary and Middle School levels, please contact Mia Hardy, Director of School Counseling, to be referred to an available Counselor.

Year-round support and mental health services are provided in local communities. For the different school regions, some of the support services available are listed below:

### **Southern California**

[Orange County Health Care Agency - Behavioral Health](#)

[Los Angeles County Dept. of Mental Health](#)

[Riverside County Dept of Mental Health](#)

[San Bernardino County Dept. of Mental Health](#)

[San Diego County Behavioral Health Services](#)

### **Central California**

[Kern County Mental Health Department](#)

[Fresno County Mental Health Services](#)

[Inyo County Public Health](#)

[Kings County Behavioral Health](#)

[Tulare County Health & Human Services](#)

### **Northern California**

[Colusa County Behavioral Health Department](#)

[County of Glenn Behavioral Health](#)

[Lake County Behavioral Health Services](#)

[Mendocino County Behavioral Health Services](#)

[Napa County Mental Health](#)

[County of Sonoma- Behavioral Health Division](#)

[Yolo County Mental Health Services](#)

[Alameda County Behavioral Health](#)

[Amador County Behavioral Health](#)

[Calaveras County Mental Health](#)

[Contra Costa Health Services](#)

[Sacramento County Dept. of Health Services](#)

[San Joaquin County Behavioral Health](#)

[Stanislaus County Behavioral Health](#)

**National Suicide Prevention Lifeline**-24/7 1-800-273-TALK (8255)

**Crisis Text Line**- Text HOME to 741741 anywhere in the US

From “What is Mental Health?” [www.mentalhealth.gov](http://www.mentalhealth.gov)

In addition, the California Department of Education (CDE) has added additional mental health resources statewide which can be found on its website (see link below).

## **Students in Crisis Help**

To support students, schools, and communities during challenging times, the CDE has developed a [website](#) to offer resources and information regarding mental health. This website offers links for direct access to mental health professionals, crisis numbers, and virtual mental health services and information.

Should you have any questions or concerns please feel free to contact your School Counselor or a grade level administrator.

## **Suicide Prevention Policies**

The Governing Board of the CalCA schools have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found in Appendix II of this Supplement. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and also includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for CalCA Schools. Additional resources for staff, students, and family members can be found on the Youth Suicide

Prevention webpage of the California Department of Education:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>. In accordance with state law, school-issued student identification cards will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

## **LGBTQ Youth**

CalCA is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identity or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at <http://www.cde.ca.gov/ls/he/se/resources.asp>.

## **Parental Information on California Healthy Youth Act**

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade seven. CalCA Schools provide this instruction in grades 7 and 10. By state law, instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.

- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

The oversight for this course will be provided by one or more designated schoolteachers as a separate pass/fail non-credit bearing course from the standard Health and PE courses offered. The school will offer detailed information about the curriculum as part of the parent notification.

Parents will have the ability to “opt out” of having their student participate in the comprehensive sexual health and HIV prevention education course. Parents will be notified annually and/or upon enrollment of the method for opting out of the course. If the parents choose to opt out, the course will be removed from the student’s course list.

You may find more information about the California Healthy Youth Act (California *Education Code* sections 51930–51939) and obtain copies of the law online at the California Department of Education website at <https://www.cde.ca.gov/ls/he/se/faq.asp>.

## Freedom of Speech

The CalCA Schools respect students’ rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students’ freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, “school premises” includes the Education Management System as well as the School’s physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered “school premises” while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.

- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts schoolwork or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

### **Written Publications Code**

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity;  
and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) still remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

### **Clothing/Buttons and Badges**

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

## Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are considered to be constitutionally protected speech or communication.

## 9.2 Bullying and Prohibited Behaviors

CalCA is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community. The Non-Discrimination Policy for the CalCA Schools can be found [here](#).

It can also be found in the document repository and on the school's website.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, gender identity, race, color, national origin, parenting or marital status, immigration status, disability or any other category protected by state or federal law.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

**Harassment** - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

**Bullying** – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an

imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

**Cyber-bullying** – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

**Hazing** – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

**Intimidation** – a course of behavior that instills fear or a sense of inadequacy.

**Violence within a dating relationship** - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

**Sexting** - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

**Prohibited behaviors** include all of the above.

The School Administration and School Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as

field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation by using the Uniform Complaint Procedure found here:

CalCA – [California Connections Academy Uniform Complaint Procedure](#)

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s') Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

**Retaliation** against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making



intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

## Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the [Uniform Complaint Procedures](#) available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, on the document repository.

This written report shall be promptly forwarded by the school staff member and/or administrator to the School Leader for review, investigation, and appropriate action.

## Title IX complaints

Complaints regarding suspected discrimination in any school program based on the protected categories may be directed to the School's Title IX Coordinator. Contact information may be found on the school website. Complaints are filed using the Uniform Complaint Procedures available on the school website. The Title IX Notification can be found [here](#).

## Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records

generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

## 9.3 Discipline and Due Process for Students

All students enrolled in CalCA are expected to conduct themselves in accordance with the rules for the School, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

### Discipline Measures

There are three levels of disciplinary measures utilized by the School: 1) Warning 2) Suspension 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the School Leader. All CalCA schools comply with federal and state constitutional procedures surrounding suspension and expulsion, including a student's right to due process.

No student will be involuntarily removed<sup>ii</sup> from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

#### 1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., the Education Management System). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

#### 2. Suspension

When a student is suspended, they are temporarily removed from class (i.e., the Education Management System) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator (up to ten (10) days at a time. A suspension will be documented in writing in a timely manner, and will become part of a student's school record. Please see the below Suspension (no more than ten (10) days) section for more information.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of the Education Management System is restricted. Student access to email, online clubs/activities, and/or all of the Education Management System may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the Education Management System and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, sexual orientation, gender, gender expression, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).

- *Theft and robbery*: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the School reserves the right to contact the proper law enforcement agency.
- *Sexual harassment*: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy*: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.
- *Repeated violation of any disciplinary issues*.

### **3. Expulsion (Suspension of more than ten (10) days)**

When a student is expelled, they are separated from the School for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented timely and in writing, and will become part of a student's permanent record.

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, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The School will not discipline students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) unless the school complies with the requirements of those acts and state law.

### **Expulsion Committee**

If the Executive Director finds that a student committed an offense that may justify expulsion, the Executive Director shall refer the matter to the President of the Board of Directors. The Board President has the discretion to determine if the matter will be heard by the Board of Directors or by an Expulsion Committee. Expulsion Committee members will be appointed by the Board President.

The Expulsion Committee shall be comprised of a minimum of three members; at least one committee member will also be a member of the Board of Directors. Impartial and neutral committee members will be selected for each instance requiring review of a student's potential expulsion. If a matter is referred to the Expulsion Committee, the committee adjudicates in the place of the Board of Directors. The student shall have the right to present their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. All committee decisions regarding a student's expulsion are final.

## **Due Process for Students**

The following actions will be conducted by the School, per each of the disciplinary measures as outlined below:

### **Suspension (no more than ten (10) days)**

An informal hearing will be convened with the student, 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 Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present their version of the occurrence. If the Principal (or Assistant Principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and their 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 ten (10) days.

### **Suspension of more than ten (10) days (Expulsion)**

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (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 of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

## Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a school year, 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.

## 9.4 Academic Honesty

### Plagiarism

CalCA requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Leader or designee.

### Consequences for Violating the Academic Honesty Policy

#### Infractions

The following list includes most instances of plagiarism infractions, but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides schoolwork for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

**Consequences for first infraction:**

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

**Consequences for second infraction:**

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.

**Consequences for third infraction:**

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of “F” where applicable, and/or suspension.

## 9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Master Agreement, the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or behavior which violates the Prohibited Behavior policy.

### Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, they have the following remedies available:

#### Addressing Issues

For routine issues or for a first attempt at redress, contact the school administrator or General Information Services via phone at 1-800-382-6010 or via e-mail at [support@connectionseducation.com](mailto:support@connectionseducation.com).

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

### Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 (eighteen) or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate CalCA staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.



2. The recipient of the grievance must review the issue with their supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter school or the state Department of Education as a last resource.

## **Student and Employee Communications**

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by CalCA. All communications must be appropriate and remain educationally relevant.

## **External Video and Web Conferencing Services**

CalCA may use external video and web conferencing services and tools (e.g., Zoom) in addition to the Education Management System. When using external communication services and/or tools students must comply with the expectations provided by their teacher, school policies and the Honor Code.

## **10 Educational Materials Provided by the School**

The CalCA Schools are publicly funded charter schools, and provide a complete course of study upon completion of the placement process. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you begin the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested or the needed materials may be provided to you.

## 10.2.2 Technology Provided by California Connections Academy

Consult the [Hardware and Connectivity](#) section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below.

The School typically provides one computer per household upon request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

## 10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may take action against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

## 10.2.5 Use of the Internet

### Internet Subsidy

During enrollment, families can elect to receive a subsidy for their internet use. [The subsidy is designed to cover the portion of internet needed for participation in our school.](#) The subsidy is awarded on a per-family basis, not a per-student basis, and is paid via debit card. For the household to receive the internet subsidy, the following information is provided to the third-party vendor contracted to issue the debit cards: payee name, email address, and mailing address. No other information will be provided to such third-party vendors.

The subsidy will be equal to \$16.95 a month but will be paid out three times during the year through a third-party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be \$50.85. If the family starts school after the first day of any of the three payment periods, then the payments are prorated. Families must be enrolled at the time of the disbursement in order to be eligible. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Approximate Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 25	December	Sept, Oct, Nov
2	February 25	March	Dec, Jan, Feb
3	May 25	June	Mar, April, May

## Internet Safety Policy

It is the policy of each CalCA school (the “school”) to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children’s Internet Protection Act (“CIPA”) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of the Education Management System when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Education Management System Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of the

Education Management System and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Education Management System's Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by each Board for each of the CalCA schools at a public meeting, following normal public notice, in April of 2013.

# Appendix 1: Reclassification of English Language Learners Board Policy

## CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

### RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS BOARD POLICY

First APPROVED in 2015

As updated and amended August, 2018

Approved by Board of Directors on August 28, 2018

As updated and amended August 25, 2020

#### BACKGROUND and PURPOSE:

California Connections Academy schools are committed to serving all students, including students who have been identified as English Language Learners (ELL). This includes students who enter the program with an ELL designation from their previous school, as well as students who are newly identified after enrollment. The schools have a program in place for English Language Learners that is further described in the charters. Based on their identified level of proficiency and needs, students will 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. It is the goal of California Connections Academy schools that ELL students receive high quality instruction and support in order to become fluent in English as quickly as possible. When a student identified as an ELL student becomes fluent in English, the student is considered to be "reclassified" and is thereafter identified as a Reclassified Fluent English Proficient (RFEP) student.

As Local Educational Agencies (LEAs) California Connections Academy schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (*Title 5, California Code of Regulations [CCR], Section 11303*). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local Formatted: Centered Formatted: Highlight Page 2 of 4 reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of ELL students as they become fluent in English.

#### CRITERIA FOR RECLASSIFICATION:

EC Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of English language proficiency, which in California is the ELPAC.
2. Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
3. Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
4. Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the Smarter Balance CAASPP testing for ELA).

To meet the criteria laid out by the state, as well as take school-based measures into account, California Connections Academy staff will systematically consider the following four areas in reclassifying ELL students as RFEP as follows:

1. Current ELPAC scores: If the student's current annual ELPAC score is WELL DEVELOPED overall, for their specific grade level, then the remaining three criteria are considered.
2. Standardized test results: If the student's most current standardized test results demonstrate that the student is meeting expected grade level benchmarks for all students, and has been making progress in meeting the state standards in academic areas, then the next criteria will be considered. In absence of recent or reliable state standardized test data, local standardized test scores such as MAP or iReady may be used.
3. Progress in the curriculum, including teacher input: The student's grades and teacher input will be considered. If the recommendation from this analysis is that the student is ready to be reclassified, the final criteria will be considered.
4. Parental input: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.

#### **SUPPORT and MONITORING OF RFEP STUDENTS:**

In order to gather data on the success of the ELL program and the validity of the board approved reclassification criteria and processes, CalCA leadership will collect data and periodically report to the Board of Directors regarding the number of ELL students, the number of years students have been ELL, the reclassification rates and the success of RFEP students. Part of the reporting will include the status of the English Learner Progress Indicator from the California School Dashboard results.

Once a student is moved to RFEP status, an RFEP date is assigned and the student is monitored for two years from the RFEP date. Monitoring will include formal reviews a minimum of three times throughout the

school year. If the student is struggling, additional academic support will be provided, based on an individual assessment of the student's needs.

**RESPONSIBILITY:**

The Director of Student Achievement, overseeing and in conjunction with the ELL Program Coordinator, is responsible for identifying students who may be reclassified based on ELPAC scores and for applying and documenting the remainder of the criteria, and for oversight of proper application of the reclassification policy to reclassification of ELL students.

The State Testing Coordinator is responsible for identification of students who need to take the ELPAC and for the ELPAC administration and scoring.

The Director of Business Services, overseeing and in conjunction with the staff member responsible for State Reporting, is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified, and for collecting any audit documentation or procedures that involve ELL or RFEP students.

The teaching staff assigned to each ELL or RFEP student is responsible for instruction of ELL students, assistance with monitoring of RFEP students, and for providing input into reclassification decisions.

## **APPENDIX 2: YOUTH SUICIDE PREVENTION POLICY**

### **California Connections Academy Schools**

#### **Youth Suicide Prevention Policy**

**Approved by the Boards of Directors on August 22, 2017**

**And Updated February, 2020**

**Initially APPROVED BY:**

**Capistrano Connections Academy**

**Alpaugh Academies**

**Friends of California Virtual Education**

**Update approved by the Board of Directors of California Online Public Schools**

#### **BACKGROUND and INTENTION:**

The Governing Board of California Connections Academy Schools (governed by California Online Public Schools) recognizes that suicide is one of the leading causes of death among youth and that an even greater amount of youth consider and attempt suicide. In addition, the educational environment provided in our virtual school setting may attract students who have been bullied or otherwise previously victimized and who may therefore be more vulnerable.

California Education Code (EC) Section 215 mandates that the Governing Board adopts a policy on pupil suicide prevention, intervention, and postvention for students in kindergarten through grade 12. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment in order to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated



with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

### **Designation of Responsibility**

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, (administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or Designee will ensure that the policies and procedures are reviewed periodically, but at least every five years, and revised as needed. The Director of Counseling Services will be responsible for development and implementation of training for all appropriate school staff.

The Director of Counseling Services or Designee will be the primary suicide prevention liaison for California Connections Academy Schools.

Additional comprehensive resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

## Overall Strategic Plan for Suicide Prevention

The Director of Counseling Services shall develop and implement preventive strategies and intervention procedures as follows:

1. Which specifically address the needs of high risk groups of students, including, but not limited to:
  - Youth bereaved or otherwise affected by suicide.
  - Youth with a history of suicide ideation or attempts.
  - Youth with disabilities, mental illness, or substance use disorders.
  - Youth experiencing homelessness or in out-of-home settings, such as foster care.
  - Lesbian, gay, bisexual, transgender, or questioning youth.
  - Youth who have suffered traumatic experiences.
  - Youth who have been bullied or harassed.
2. Which cover:
  - Suicide Prevention
  - Suicide Intervention, Assessment and Referral
  - Suicide Response Action Plans for suicide or suicide attempts by students or staff members
  - Responding After a Suicide Death (Postvention)
3. Which include training for all appropriate employees.
4. Which include information, resources and roles for students, parents and family members/friends and which includes students and families to the greatest extent possible in the development and implementation of the policies and procedures. Information about the suicide prevention program and policies will be included in the School Specific Handbook Supplement.
5. Which will demonstrate support for the creation and implementation of programs and/or activities within the school environment that raise awareness about mental wellness and suicide prevention.

6. Which will examine ways to incorporate developmentally appropriate and student- focused suicide prevention education into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

### **Suicide Prevention and Intervention Training and Education**

California Connections Academy carefully reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Connections Academy has critically reviewed and will continue to review all materials and resources used in awareness and training efforts to ensure they align with best practices for safe messaging about suicide.

Training shall be provided for all school staff members unless the Director of Counseling determines that a staff member does not have any significant interaction with students.

Training will take place at least annually, and all staff will receive training on the risk factors and warning signs of suicide, suicide prevention, intervention and referral procedures, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed credentialed counselors who have received advanced training (as determined by the school) specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Additional professional development in suicide risk assessment and crisis intervention will be provided to mental health professionals (e.g. school counselors or psychologists) employed by California Connections Academy Schools/California Online Public Schools.

Materials provided for training shall include how to identify appropriate mental health resources, both within the school and within the larger community, and when and how to refer youth and their families to those services.

The training will include access to a list of resources for staff and families, including where additional programs that allow further self-training can be accessed.

The training also will include additional information regarding groups of students regarded to be at elevated risk for suicide, such as the groups listed above.

## **Employee Qualifications and Scope of Services**

Employees of California Connections Academy Schools/California Online Public Schools and of any contracted entity working with California Connections Academy students must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, ongoing treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

## **Intervention, Assessment, Referral**

The Director of Counseling Services or Designee will be the primary suicide prevention liaison for California Connections Academy Schools.

All staff members will be informed about the notification process in case of a suicide crisis. A referral process should be disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Determination of notification to parents/guardians/caregivers should follow an assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

All attempts will be made to make sure that students experiencing suicidal ideation are not left unsupervised.

The Director of Counseling Services, in coordination with the Executive Leadership Team, have established crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult at a school office or at a school-sponsored activity.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

If parents/guardians/caregivers, after notification by the school, refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the Director of Counseling (or other appropriate designated school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and

work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

### **Responding After a Completed Suicide (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Director of Counseling Services for California Connections Academy Schools shall ensure that the schools have an action plan for responding to a suicide death as part of a general crisis response plan. One component would be the use of the Employee Assistance Plan already in place. The Suicide Death Response Action Plan (or Suicide Postvention Response Plan) should incorporate both immediate and long-term steps and objectives.

Areas to be addressed in the Suicide Postvention Response Plan are:

- Identify designated staff members and their roles
- Sharing of resources
- Identify students significantly affected by suicide death as well as students at risk of imitative behavior
- Notification of staff and families if appropriate
- Determination of what information can be disclosed and to whom
- Response to memorial requests, which should be handled in a thoughtful way with consideration of their impact on other students
- Consideration of media coverage if needed, including identifying a media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media and/or school based messaging outlets as needed:

- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses such as important dates, long term support for family members, close friends, teachers, and/or students of deceased, and long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

## Appendix 3: Homeless Policy

### California Connections Academy Schools

#### Homeless Education, Title X: McKinney-Vento Policy

Approved by Board of Directors on April 28, 2020

The Board of Directors recognizes the right of all students, including those who are homeless, to receive a free appropriate public education and to be given meaningful opportunities to succeed in schools. The network of California Connections Academy Schools (“The School”) will ensure that homeless children and youth are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of homeless children and youth, will be available to all students upon enrollment in the Education Management System and at any school office location.

#### Definitions

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If a child or youth's living situation does not clearly fall into the situations described above, the school should refer to the McKinney-Vento definition of "fixed, regular and adequate nighttime residence" and consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Note that incarcerated children and youth and children and youth in foster care are *not* considered homeless.

*Unaccompanied Youth* means a youth not in the physical custody of a parent or guardian, who lack a fixed, regular, and adequate nighttime residence as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*School of Origin* means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

*Local Liaison* is the staff person(s) designated by our School organization as the person(s) responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Homeless children and youth will be identified. Data will be collected on the number of enrolled students identified as homeless children; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

## **School Selection**

Each homeless child and youth has the right to remain at their school of origin or to attend any school that houses students who live in the attendance area or area of eligibility in which the child or youth is actually living. As a charter school, the School is a school of choice and eligibility of students to attend depends on student age and the county in which the student resides or has permanent residency. Therefore, in selecting a school, homeless children and youth will remain at their school of choice to the extent feasible, unless that is against the parent's or youth's wishes. Eligibility for homeless students enrolling for the first time in the school will be based on the location of the student at the time of enrollment. At the time of first enrollment, the student must be residing in a county served by one of the California Connections Academy schools. Once enrolled, students may remain at their school of choice the entire time they are in transition and until the end of any academic year in which they become permanently housed. This also applies if a child or youth loses their housing during the summer, in which



case eligibility and continued enrollment is based on the location that was last documented for the student when they were deemed eligible to enroll. Homeless students who become permanently housed during the school year or during the summer before a school year starts will only be able to attend a California Connections Academy School at the start of that following school year if the location of the permanent housing is in a county served by one of the schools. Services that are required to be provided, including services under federal and other programs, will not be considered in determining feasibility. Because continued eligibility for homeless students is determined in accordance with federal law, the school will claim state pupil funding for any homeless student who decides to remain enrolled even if they are not residing in a county served by one of the California Connections Academy schools, but as long as they are still residing in the state of California. Continuing enrollment for homeless students is subject to state requirements regarding residence in the state of California.

### **Enrollment**

The school shall immediately enroll the eligible homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, or other documentation. The Master Agreement is required by California law and will be collected as part of the application process. School staff will expedite collection of the Master Agreement so that it does not delay enrollment.

### **Transportation**

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

### **Services**

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

### **Training**

The local liaison(s) will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

## **Coordination**

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

## **Disputes**

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

## **LEGAL REFERENCE:**

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

**ADOPTED as REVISED by the Board of Directors on: April 28, 2020**

## Appendix 4: Title IX – The Final Rule

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive federal funding. The U.S. Department of Education (USDOE) enforces Title IX and has created regulations relating to how schools are required to respond to reports of sexual harassment. The regulations are known as the *Final Rule*. The Title IX sexual harassment protections apply to Connections Academy schools that do or may receive Federal financial assistance.

Under the *Final Rule*, California Connections Academy is required to promptly respond to and investigate every formal complaint of sexual harassment by a student. The *Final Rule* establishes an emphasis on restoring a student's access to the California Connections Academy's education program and/or sanctioned events and activities using supportive measures. Additionally, the *Final Rule* places the burden of proof on the school and requires a strict adherence to due process measures.

### Definitions

#### Actual Knowledge

Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any designated school official/employee with the authority to institute corrective measures. Under state law, school employees are mandatory reporters. In the K-12 environment any employee may receive notice of sexual harassment.

This standard is not met when the only person with actual knowledge is the respondent. Additionally, the ability or obligation to report sexual harassment or to inform a student how to make a report of sexual harassment, or having training on how to report sexual harassment does not qualify an individual to have the authority to institute corrective measures on behalf of the school.

#### Complainant

An individual who has alleged to be the victim of conduct that could constitute sexual harassment.

#### Formal Complaint

A document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the alleged sexual harassment. A complainant must be an active student participating or attempting to participate in the education program provided by California Connections Academy.

#### Respondent

An individual who has been reported to be the perpetrator of conduct that may constitute sexual harassment.

## Sexual Harassment

Conduct on the basis of sex that satisfies one or more of the following:

- An employee of California Connections Academy conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to a California Connections Academy education program or sanctioned activity.
- Sexual assault as defined by 20 USC 1092(f)(6)(A)(v), dating violence, domestic violence, and stalking as defined by 34 USC 12291(a)(10), (8), (30).

## Supportive Measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, free of charge to the complainant or the respondent before or after the filing of a formal complaint, as well as, instances where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to California Connections Academy education programs and sanctioned events and activities. Such measures are designed to protect the safety of all parties, the education environment, and ultimately deter sexual harassment.

Supportive measures may include:

- Counseling
- Deadline extensions or other course related adjustments, including changes to class schedule
- Modification of class schedules
- Restricted contact between parties
- Supportive measures provided to the complainant and/or respondent will remain confidential to the extent that confidentiality would not impair the ability of the school to provide such measures.
- Effective implementation of supportive measures is the responsibility of the Title IX Coordinator.

## Title IX Coordinator

The employee designated by California Connections Academy to coordinate its efforts to comply with Title IX responsibilities will be referred to as the Title IX Coordinator. In addition to students and current

employees, the Title IX Coordinator's contact information must be provided to prospective employees, parents or legal guardians, and all unions (if applicable).

The name or title, office address, e-mail address, and telephone number of the Title IX Coordinator shall be prominently posted on the school's website.

Any person, including a student's parent or guardian, may report sex discrimination and sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email at any time, including non-business hours.

## **Formal Complaint**

A formal complaint of sexual harassment should be filed with the Title IX Coordinator in person, by mail, by electronic mail, or by phone using the contact information provided below:

Current Designated Title IX Coordinator or Manager of Counseling

[OBLTitleIXCoordinator@pearson.com](mailto:OBLTitleIXCoordinator@pearson.com)

**California Connections Academy**

33272 Valle Rd

San Juan Capistrano, CA 92675

**CalCA SoCal Phone:** (949) 461 – 1667

**CalCA Central Valley Phone:** (559) 571 – 2300

**CalCA North Bay Phone:** (707) 232 – 5470

**CalCA Ripon Phone:** (209) 253 – 1208

**CalCA Central Coast Phone:** (661) 230 – 9820

**CalCA Monterey Bay Phone:** (831) 200 – 1006

## **Initial Response**

The school must treat complainants and respondents equitably by offering supportive measures to a complainant and respondent. The grievance process outlined below is followed prior to imposing disciplinary sanctions or other actions outside supportive measures against a respondent.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures and consider the complainant's wishes with respect to the use of such supportive measures, inform the complainant of the availability of supportive measures regardless of filing a formal complaint, and explain the process for filing a complaint.

Anyone may report instances of sexual harassment or potential violations to the Title IX Coordinator; reports may be anonymous. However, formal complaints of sexual harassment can only be filed by the complainant or the Title IX Coordinator.

In instances where the respondent faces allegations of sexual harassment and is determined to be an immediate threat to the physical health or safety of a student or other individual, they may be removed upon completion of an individualized safety and risk assessment. If a student is removed under

emergency conditions, instant notice will be provided, and the student will be afforded the opportunity to respond to the emergency removal.

An employee respondent may be placed on administrative leave during the grievance process.

## **Required Grievance Procedures**

### **Formal Complaints**

California Connections Academy is required to follow the grievance process defined by *the Final Rule* before disciplinary measures, not to include supportive measures, against the respondent are made. The procedures include:

All parties will be treated equitably through the remediation process. Remedies under *the Final Rule* are designed to restore or preserve equal access to California Connections Academy's education program and sanctioned events and activities.

An objective and thorough investigation and evaluation of the relevant evidence will be reviewed. This includes both evidence that can establish guilt (inculpatory) and evidence that can exonerate guilt (exculpatory).

Title IX Coordinators, investigators, decision makers, and any designee tasked to assist in the informal resolution process must be free of bias or conflicts of interest. Additionally, training must be completed on:

- the definition of sexual harassment;
- the scope of California Connections Academy's education program or sanctioned events/activities;
- the process for investigation and grievance process including, hearings, appeals, and informal resolution processes;
- how to serve impartially, including by avoiding prejudgment of the facts at hand, conflicts of interest, and bias;
- any person identified as a decision maker must complete training on any technology used during any part of the grievance process, on issues of relevance of questions and evidence (including instances when questions and evidence arise that are not relevant regarding the complainant's sexual predisposition or previous sexual behaviors);
- any person identified as an investigator must complete training on issues of relevance to properly compose a report that summarizes the relevant evidence;

- all training materials must not rely on sex stereotypes and must promote objective investigations and final disciplinary decisions (adjudications) of formal complaints of sexual harassment.
- A presumption the respondent is not responsible for the alleged conduct until the conclusion of the grievance process.
- A reasonably prompt time frame for conclusion to the grievance process, filing and resolving appeals and informal resolutions processes, if offered. A temporary delay or the limited extension of time frames for good cause may be granted. In such instances, written notice outlining the reason for the delay shall be sent to all parties. Examples of good cause are the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or to provide an accommodation of disabilities.
- There will be a range of disciplinary sanctions and remedies that may be issued in the event responsibility of the respondent is determined.
- The standard of evidence used may be the preponderance of evidence standard **or** the clear and convincing standard. The chosen standard must be used throughout the complaint process.
- Include the procedures and permissible bases for the complainant and respondent to appeal.
- List the range of supportive measures available to complainants and respondents.
- Disallow the use of questions or evidence that seek disclosure of information protected under a legally recognized privilege, unless waived by the party holding such privilege.

## Notice

If a formal complaint is made, written notice will be provided to all known parties. Included within the notice are the grievance process and the informal resolution process. Any details known at the time of report of sexual harassment may include the identities of the parties involved (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident (if known). The notice will include a statement acknowledging the respondent is presumed not responsible until the conclusion of the grievance process. The parties may have an advisor who may inspect and review evidence. Such an advisor may be an attorney, though the presence of an attorney is not required. All parties will be afforded enough time to prepare. Finally, the notice will include that knowingly making false statements is against the student and employee code of conduct.

If, during an investigation, California Connections Academy decides to investigate allegations not included in the original notice, the school will provide subsequent notice to include the additional allegations to all known parties.

## Dismissal

Under some circumstances, California Connections Academy must dismiss a formal complaint of sexual harassment.

If the conduct did not occur while participating in the school's education program or sanctioned events or activities or did not occur in the United States, the complaint will be dismissed. However, the school may pursue action under the Code of Conduct Policy.

The school may dismiss the formal complaint if:

- a complainant notifies the Title IX Coordinator in writing wishing to withdraw the formal complaint and included allegations
- the respondent is no longer enrolled, registered, or employed by California Connections Academy, and
- specific circumstances prevent the school from gathering enough evidence to reach a determination regarding the formal complaint and/or allegations.
- If conditions exist that require the school to dismiss the complaint, prompt written notice indicating a dismissal including any reason(s) must be sent to all parties.

## Consolidation of Formal Complaints

Consolidation of formal complaints to allegations of sexual harassment may occur under the following conditions due to the same facts or circumstances:

- against more than one respondent
- by more than one complainant against one or more respondents
- by one party against the other party

## Investigation

- Under *the Final Rule*, the burden of proof and the burden of gathering evidence to make a determination as to responsibility of alleged sexual harassment falls to Connections Academy. Voluntary written consent must be obtained to use a party's physician, psychiatrist, psychologist or other professional treatment records.
- An equal opportunity to present witnesses and evidence will be provided to all parties. The ability of either party to discuss the allegations investigated or gathered and present evidence may not be restricted.



- All parties will be provided the same opportunities to have others present at any grievance proceeding. If either or both parties are joined by an advisor, including an attorney, at a proceeding, California Connections Academy may limit or restrict their participation.

Written notice of the date, time, location, participants and purpose of all hearings, investigations, or any related meetings will be provided to all parties. Such notice shall permit enough preparation time for all parties.

- Equal opportunity to inspect and review all evidence regardless of intent to rely upon said evidence in reaching the final determination will be provided to all parties. Prior to the investigative report, an itemized evidence list subject to review will be sent to all parties, including advisors/attorneys if applicable, in electronic format or hard copy. The parties will have ten (10) days to submit a written response. The response will be considered by the investigator prior to completing the investigative report. All evidence subject to inspection and review will be available at any hearing for reference and purposes of cross-examination.
- Finally, an investigative report will be prepared to summarize the relevant evidence and sent in an electronic format or hard copy to all parties and their advisors/attorneys, if applicable. The report shall be sent to the relevant parties at least ten (10) days prior to a hearing to permit review and the opportunity to provide a written response.

## Hearings

***The Final Rule does not require hearings in the K-12 environment.***

- The designated decision maker shall provide each party the opportunity to submit relevant written questions to any party or witness, permit time for parties to respond, and subsequently allow for limited follow-up questions.
- It is an important distinction that questions and evidence relating to the complainant's sexual predisposition or prior sexual history are not considered relevant to the final determination.
- The exceptions to this rule are if the pertinent information proves that someone other than the respondent committed the alleged sexual harassment, or if the evidence offered relates to specific incidents and prove consent between the complainant and respondent.

## Determination

- The decision maker may not be an investigator or the Title IX Coordinator.
- The decision maker will issue a written determination with respect to responsibility. Under *the Final Rule*, the determination must include:

- A description of the allegation that meets the definition of sexual harassment
- A full description of the procedural steps from receipt of the complaint through final determination (notices, interviews, site visits, evidence gathering methods, and hearings)
- Findings of fact supporting the final determination
- Conclusions as to the application of the school's code of conduct and the known facts
- A statement and rationale for:
  - Each allegation and determination of responsibility
  - Disciplinary sanctions imposed on the respondent, if any
  - If remedies designed to restore or preserve equal access to Connections Academy's education program and/or sanctioned activities will be provided by the school to the complainant; any such remedies will be implemented by the Title IX Coordinator
- The school's allowable reasons and procedures for appeal (see Appeals section below)
- The school shall issue written determination to all parties at the same time. The determination will be considered final when the time for filing a timely appeal has passed. If the allegations are appealed, the decision is considered final upon receipt of the final written determination.

## Appeals

- Both the complainant and respondent have the option to appeal under the following circumstances:
- A procedural irregularity
- New evidence that could affect the outcome – not available prior to dismissal or determination
- Conflicts of interest or bias by the Title IX Coordinator, investigator(s), and/or decision maker(s)
- The school may provide additional equitable circumstances as situations warrant. If a party wishes to appeal the determination, written notice will be provided to the other party that an appeal has been filed and provide procedures that apply to both parties. A new decision maker(s) will be appointed on appeal and such person will not have participated in the complaint prior to appeal, including investigators or the Title IX Coordinator.

- Both parties will be permitted and equal opportunity to submit written statements supporting or opposing the outcome. A written decision will be provided to both parties at the same time and will indicate the result of the appeal and the rationale for the final determination.

## Informal Resolution

- Informal resolutions may be offered once a formal complaint is filed.
- Parties are not required to participate in an informal resolution however, the school may offer this option instead of a full investigation and determination. The school will disclose information about the informal resolution process, including the right to withdraw from the informal resolution process prior to an agreed resolution. Once a party withdraws from the informal resolution process, the grievance process of the formal complaint will resume.
- If both parties wish to proceed with an informal resolution, a voluntary written consent must be obtained waiving the right to an investigation and adjudication of a formal complaint. A common example of informal resolution is mediation.
- The informal resolution process may not be used in instances where the school's employee is the respondent of alleged sexual harassment against a student.

## Recordkeeping

- The school shall maintain a complete record for seven (7) years relating to:
- All investigations, determinations regarding responsibility, disciplinary sanctions (respondent), and remedies (complainant); including audio/audiovisual recordings and/or transcripts
- Appeals and their result,
- Any informal resolutions and their result,
- Training materials used (posted publicly on the school's website), and
- Any actions, including supportive measures, in response to a formal complaint of sexual harassment.
- The records shall provide a basis for the conclusion and show the response was not deliberately indifferent. Additionally, records should document the measures to restore or preserve equal access to California Connections Academy's education program or sanctioned events and activities. Further, records shall indicate the rationale for not providing the complainant with supportive measures, if applicable.

## Retaliation

Retaliation is prohibited. Prohibited behavior includes intimidating, threatening, coercing, or discriminating against anyone for the purpose of interfering with the rights protected by *the Final Rule*.

Specifically, retaliation because an individual made a report or complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing. Retaliation against a student for code of conduct violations that arise from the same facts and circumstances as a report or complaint of sexual discrimination/harassment is also prohibited.

Speech protected by the First Amendment does not constitute retaliation.

The identity of parties and witnesses shall remain confidential except as permitted by FERPA.

Any party that makes a false statement in bad faith may be charged with a code of conduct violation.

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2020–21 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, [LZhou@cde.ca.gov](mailto:LZhou@cde.ca.gov), 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy North Bay	0129601	Y	52%	11/29/2016		

\*\*\*Warning\*\*\*

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020-21 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
Kevin Donnelly, Rural Education and Student Support Office, [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2020-21 Title II, Part A allocation	\$4,858
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$4,858

**Title IV, Part A Transfers**

2020-21 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$9,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$9,000
2020-21 Title IV, Part A allocation after transfers out	\$1,000

**\*\*\*Warning\*\*\***

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**2020–21 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$27,077
Transferred-in amount (+)	\$9,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$36,077

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$35
Direct or indirect services to homeless children, regardless of their school of attendance	\$55

**Authorized Reservations**

Public school Choice transportation	
Other authorized activities	
2020–21 Approved indirect cost rate	5.00%
Indirect cost reservation	\$0
Administrative reservation	\$0

**Reservation Summary**

Total LEA required and authorized reservations	\$90
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$35,987

**\*\*\*Warning\*\*\***

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**2020-21 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [ABobadilla@cde.ca.gov](mailto:ABobadilla@cde.ca.gov), 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2020-21 Title II, Part A allocation	\$4,858
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$4,858
Repayment of funds	\$0
2020-21 Total allocation	\$4,858
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$4,858

**\*\*\*Warning\*\*\***

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**2020-21 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov) , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$9,000
2020-21 Title IV, Part A LEA available allocation	\$1,000
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$1,000

**\*\*\*Warning\*\*\***

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**2020-21 Consolidation of Administrative Funds**

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Jonathan Feagle, Fiscal Oversight and Support Office, [JFeagle@cde.ca.gov](mailto:JFeagle@cde.ca.gov), 916-323-8515

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	Yes

**\*\*\*Warning\*\*\***

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2020–21 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2019–2020) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy North Bay	0129601	K	12	3	186	97

\*\*\*Warning\*\*\*

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2020–21 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, [LZhou@cde.ca.gov](mailto:LZhou@cde.ca.gov), 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerosc@cde.ca.gov](mailto:RDerosc@cde.ca.gov), 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:  
Is a single school LEA  
Has enrollment total for all schools less than 1,000  
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM  
Ranking Schools Highest to Lowest Within the LEA  
LEA-wide low income % 52.15%  
Available Title I, Part A school allocations \$35,987  
Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019–20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy North Bay	0129601	3	186	97	52.15	*	*	1	371.00	35987.00			35987.00	

\*\*\*Warning\*\*\*  
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**2019-20 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year (FY) 2019-20 allocation to determine funds to be carried over.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cded.ca.gov](mailto:RDeros@cded.ca.gov), 916-323-0472

**Carryover Calculation**

2019-20 Title I, Part A LEA allocation	\$27,699
Transferred-in amount	\$8,247
2019-20 Title I, Part A LEA available allocation	\$35,946
Expenditures and obligations through September 30, 2020	\$35,946
Carryover as of September 30, 2020	\$0
Carryover percent as of September 30, 2020	0.00%

**\*\*\*Warning\*\*\***

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2020–21 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, [LZhou@cde.ca.gov](mailto:LZhou@cde.ca.gov), 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy@Central	0112458	Y	59%	01/27/2009		

\*\*\*Warning\*\*\*

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**2020-21 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
Kevin Donnelly, Rural Education and Student Support Office, [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2020-21 Title II, Part A allocation	\$18,930
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$18,930

**Title IV, Part A Transfers**

2020-21 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$5,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$5,000
2020-21 Title IV, Part A allocation after transfers out	\$5,000

**\*\*\*Warning\*\*\***

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**2020–21 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$119,266
Transferred-in amount (+)	\$5,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$124,266

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$23
Direct or indirect services to homeless children, regardless of their school of attendance	\$197

**Authorized Reservations**

Public school Choice transportation	
Other authorized activities	
2020–21 Approved indirect cost rate	5.00%
Indirect cost reservation	
Administrative reservation	

**Reservation Summary**

Total LEA required and authorized reservations	\$220
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$124,046

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020-21 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [ABobadilla@cde.ca.gov](mailto:ABobadilla@cde.ca.gov), 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2020-21 Title II, Part A allocation	\$18,930
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$18,930
Repayment of funds	\$0
2020-21 Total allocation	\$18,930
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$18,930

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020-21 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov) , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$5,000
2020-21 Title IV, Part A LEA available allocation	\$5,000
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$5,000

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2020-21 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Jonathan Feagle, Fiscal Oversight and Support Office, [JFeagle@cde.ca.gov](mailto:JFeagle@cde.ca.gov), 916-323-8515

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	Yes

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020–21 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2019–2020) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy@Central	0112458	K	12	3	623	367

\*\*\*Warning\*\*\*

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020–21 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, LZhou@cde.ca.gov, 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, RDerosc@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:  
Is a single school LEA  
Has enrollment total for all schools less than 1,000  
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	58.91%
Available Title I, Part A school allocations	\$124,046
Available parent and family engagement reservation	\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019–20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy@Central	0112458	3	623	367	58.91	*	*	1	338.00	124046.00			124046.00	

\*\*\*Warning\*\*\*  
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2019-20 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year (FY) 2019-20 allocation to determine funds to be carried over.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

**Carryover Calculation**

2019-20 Title I, Part A LEA allocation	\$94,651
Transferred-in amount	\$5,373
2019-20 Title I, Part A LEA available allocation	\$100,024
Expenditures and obligations through September 30, 2020	\$100,024
Carryover as of September 30, 2020	\$0
Carryover percent as of September 30, 2020	0.00%

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020–21 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, [LZhou@cde.ca.gov](mailto:LZhou@cde.ca.gov), 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy @ Ripon	0125849	Y	41%	01/23/2013		

\*\*\*Warning\*\*\*

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



**2020-21 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
Kevin Donnelly, Rural Education and Student Support Office, [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2020-21 Title II, Part A allocation	\$33,292
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$33,292

**Title IV, Part A Transfers**

2020-21 Title IV, Part A allocation	\$14,296
Transferred to Title I, Part A	\$2,500
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$2,500
2020-21 Title IV, Part A allocation after transfers out	\$11,796

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020–21 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$186,482
Transferred-in amount (+)	\$2,500
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$188,982

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$116
Direct or indirect services to homeless children, regardless of their school of attendance	\$438

**Authorized Reservations**

Public school Choice transportation	
Other authorized activities	
2020–21 Approved indirect cost rate	5.00%
Indirect cost reservation	
Administrative reservation	

**Reservation Summary**

Total LEA required and authorized reservations	\$554
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$188,428

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020-21 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [ABobadilla@cde.ca.gov](mailto:ABobadilla@cde.ca.gov), 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2020-21 Title II, Part A allocation	\$33,292
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$33,292
Repayment of funds	\$0
2020-21 Total allocation	\$33,292
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$33,292

**\*\*\*Warning\*\*\***

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**2020-21 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov) , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$14,296
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$2,500
2020-21 Title IV, Part A LEA available allocation	\$11,796
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$11,796

**\*\*\*Warning\*\*\***

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**2020-21 Consolidation of Administrative Funds**

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Jonathan Feagle, Fiscal Oversight and Support Office, [JFeagle@cde.ca.gov](mailto:JFeagle@cde.ca.gov), 916-323-8515

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	Yes

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020–21 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cded.ca.gov](mailto:RDeros@cded.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2019–2020) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy @ Ripon	0125849	K	12	3	1,421	578

\*\*\*Warning\*\*\*

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2020–21 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, LZhou@cde.ca.gov, 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, RDeroses@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:  
Is a single school LEA  
Has enrollment total for all schools less than 1,000  
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM  
Ranking Schools Highest to Lowest Within the LEA  
LEA-wide low income % 40.68%  
Available Title I, Part A school allocations \$188,428  
Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019–20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy @ Ripon	0125849	3	1421	578	40.68	*	*	1	326.00	188428.00			188428.00	

\*\*\*Warning\*\*\*  
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2019-20 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year (FY) 2019-20 allocation to determine funds to be carried over.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

**Carryover Calculation**

2019-20 Title I, Part A LEA allocation	\$190,758
Transferred-in amount	\$1,511
2019-20 Title I, Part A LEA available allocation	\$192,269
Expenditures and obligations through September 30, 2020	\$192,269
Carryover as of September 30, 2020	\$0
Carryover percent as of September 30, 2020	0.00%

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



2020–21 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, [LZhou@cde.ca.gov](mailto:LZhou@cde.ca.gov), 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerosc@cde.ca.gov](mailto:RDerosc@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy Southern California	0106765	Y	45%	01/27/2009		

\*\*\*Warning\*\*\*

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**2020-21 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
Kevin Donnelly, Rural Education and Student Support Office, [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2020-21 Title II, Part A allocation	\$103,371
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$103,371

**Title IV, Part A Transfers**

2020-21 Title IV, Part A allocation	\$43,854
Transferred to Title I, Part A	\$6,000
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$6,000
2020-21 Title IV, Part A allocation after transfers out	\$37,854

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020–21 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$572,040
Transferred-in amount (+)	\$6,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$578,040

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$5,720
School parent and family engagement	\$6,000
LEA parent and family engagement	\$469
Direct or indirect services to homeless children, regardless of their school of attendance	\$1,336

**Authorized Reservations**

Public school Choice transportation	
Other authorized activities	
2020–21 Approved indirect cost rate	5.00%
Indirect cost reservation	\$0
Administrative reservation	\$0

**Reservation Summary**

Total LEA required and authorized reservations	\$1,805
School parent and family engagement reservation	\$6,000
Amount available for Title I, Part A school allocations	\$570,235

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020-21 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [ABobadilla@cde.ca.gov](mailto:ABobadilla@cde.ca.gov), 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2020-21 Title II, Part A allocation	\$103,371
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$103,371
Repayment of funds	\$0
2020-21 Total allocation	\$103,371
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$103,371

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020-21 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov) , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$43,854
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$6,000
2020-21 Title IV, Part A LEA available allocation	\$37,854
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$37,854

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2020-21 Consolidation of Administrative Funds**

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Jonathan Feagle, Fiscal Oversight and Support Office, [JFeagle@cde.ca.gov](mailto:JFeagle@cde.ca.gov), 916-323-8515

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	Yes

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020–21 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School ranking options
Within the LEA

Select the highest to lowest school ranking method

Select a low income measure
FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2019–2020) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy Southern California	0106765	K	12	3	4,328	1,933

\*\*\*Warning\*\*\*

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020–21 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, LZhou@cde.ca.gov, 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, RDeroses@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:  
Is a single school LEA  
Has enrollment total for all schools less than 1,000  
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM  
Ranking Schools Highest to Lowest Within the LEA  
LEA-wide low income % 44.66%  
Available Title I, Part A school allocations \$570,235  
Available parent and family engagement reservation \$6,000

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019–20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy Southern California	0106765	3	4328	1933	44.66	*	*	1	295.00	570235.00		\$6,000	576235.00	

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**2019-20 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year (FY) 2019-20 allocation to determine funds to be carried over.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

**Carryover Calculation**

2019-20 Title I, Part A LEA allocation	\$585,159
Transferred-in amount	\$0
2019-20 Title I, Part A LEA available allocation	\$585,159
Expenditures and obligations through September 30, 2020	\$585,159
Carryover as of September 30, 2020	\$0
Carryover percent as of September 30, 2020	0.00%

**\*\*\*Warning\*\*\***

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# CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

## FINANCIAL REPORT

Submitted for February, 2021

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA Schools

DATE: February 19, 2021

### BACKGROUND

***Please note that there are two parts to the monthly Business Services Department report: the financial update provided by LaChelle Carter, Director of Finance, and the policy and compliance portion provided separately by Franci Sassin, Director of Business Services.***

*These written updates will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written report which is part of their board packet. Questions or comments about anything in the report, or other related matters, are welcomed during the board meeting. In addition, board members can reach out with questions prior to the board meeting if needed.*

*If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates. These reports will include sections on the monthly financial statements, other financial matters, compliance, policy updates, authorizer updates and accountability matters, as well as other items that are part of the Business Services Department. The monthly reports on the school finances will typically focus on items that have changed or been significantly updated since the previous report.*

### FINANCIAL ITEMS:

### **Monthly Financial Reports:**

Previously, financials were reported through December 2020. The financial reports for January are included in this board package and bring the board up-to-date on the fiscal status of California Online Public Schools and its charter schools.

Overall, the financials are still tracking below budget for this year. Overall costs for assessments are still very low. We anticipate them staying that way as we plan to administer any needed assessments virtually and maintain our no in-person student and family events moratorium. Governance across all schools appears to be high at first glance however that is due to expenses charged against this area being paid early in the school year. Such expenses include: accreditation fees and school dues including but not limited to Charter School Development Center. Our financial standing is healthy.

#### **ITEMS TO NOTE:**

- We currently contract with Pearson to manage our family internet reimbursement program. This is a shared expense that is allocated across all of our schools. In a recent error the allocation was not done and SoCal was charged the full amount. This is being corrected and will be reflected in the financial reports next month.
- SoCal recently received and deposited a check from our insurance company that may have been sent to us in error. The purpose for these funds are being explored but they are believed to be for workman's compensation benefits, which is arranged for through Pearson. We are therefore working on reconciling those amounts and any adjustments will be made and reflected in our next financial reports.
- The state has released more information regarding ESSER II Funding, part of the coronavirus relief package passed in December 2020. School leaders are looking into ways within the required usage mandates to spend this money over the course of the next 2 years, starting . Amounts on average were about four times the amounts allocated for ESSER I, which was received as part of the first coronavirus relief package last spring.
- Our audit visit was completed for all six charters, combined in one audit report under CalOPS non profit. There were 3 recommendations that impacted SoCal, Central and Ripon. The adjustment for Ripon to increase one revenue source, which leads to an increase in the Ending Fund Balance for last year, which changed the DPC we would have needed for the 19-20 school year. However, this adjustment with OBL will be made in the current school year therefore once the DPC reconciles itself we will still have the usual minimum fund balance, however it will look as if expenses exceeded revenue, which is a negative for this year. This is explainable and should not impact any of our relationships.
- All 2020-21 Due to (from) that is between the CalCA school for shared expenses and payroll is being settled and will be reflected in our next financial reports.

### **2nd Interim Reports:**

The Second Interim reports are due for all six schools by March 15. These are based on the financial status of the school through January 31. The draft of the reports are included in the board materials.

The draft version shows how each line item of our budget corresponds to the state reporting form and format. To the right of the page are notes detailing changes made from its original form along with the breakdown for funds considered to make those adjustments. Final versions of the interim reports which are used for submission will be included for ratification at the next board meeting.

### **Fall 2 Reporting:**

CALPADS Fall 2 reports on student course enrollment and teacher staffing assignments. Fall 2 reports on the same population of students counted in Fall 1, as well as the administrators and staff providing student services and instruction on that date. Fall 1 census date is always the first Wednesday of October each year.

The state also has recently started to use Fall 2 data for teacher assignment monitoring. Beginning in 2019–20, the assignments of all certificated staff submitted as part of the Fall 2 data submission are being monitored to ensure that they have the appropriate credentials and authorizations, under the new credentialing laws for charter schools. The Fall 2 assignment data certified in CALPADS is provided to the Commission on Teacher Credentialing (CTC) who will identify mis-assignments. Any mis-assignments are then reviewed by the authorizing district and we attempt to resolve them. The final results, which may include any reportable mis-assignments, if any, will be publicly reported through the CDE starting with the 2020-21 school year results.

The Fall 2 reporting deadline is March 5, 2021. All six schools are ready to be reviewed and certified by this deadline.

### **2021-22 Budget Process:**

The budget development process has already begun with updating the spreadsheets and other tools used to create our school budgets. The next steps are to use the enrollment targets (or limits) to develop the expected revenue. We will be using the revenue amounts in the Governor's January state budget proposal, but will be monitoring this closely as it is subject to change during the legislative process. So far, it appears that funding will be going up on a per pupil basis, plus we will be receiving the ESSER II funds mentioned earlier, and we should be funded for each enrollment student. However, any of this could change by the time the state budget is adopted. We will report back to the board with an initial draft budget for review and input in May, and the final school budgets will be adopted in June.

### **IRS FORM 1096:**

IRS Form 1096 is also called the "Annual Summary and Transmittal of U.S. Information Returns." Its purpose is to be considered a summary and transmittal tax form that gives the IRS information from the 1099 forms we sent out to individual recipients. The due date for filing Form 1096 with the IRS is February 28 of the year after the tax year. Under the California Online Public Schools corporation we are

able to submit this information once for all schools. It is currently being processed and will meet the deadline.

#### **Special Education Service Contracts Update:**

Since our last meeting, we have entered into a new contract with one new special education service provider, Community Center for the Blind.

We continue to screen potential providers as we seek to provide quality, effective and cost efficient programs to our students.

#### ***Current List of Providers***

<b>Service Providers/Vendors 20/21</b>
Adventist Health Glendale
Ball Tutoring Inc.
CARD (Center for Autism and Related Disorders, LLC)
Collaborative Partners for Success, LLC
Community Center for the Blind
Community Therapy Services-Melanie Criss (Virtual OT)
Devereux Cleo Wallace Advanced Behavioral Health
Effectual Educational Consulting Services
El Paseo Children's Center
Global Teletherapy
Jabbergym Inc.
Journey Academy (TLC Child & Family Services)
LiveSpeech
Oxford Consulting
Pathways 2 Speech
Pediatric Therapy Associates
Professional Tutors of America Inc.
Specialized Therapy Services
SPG (Speech Pathology Group)
Stanford Youth Solutions & Sierra Forever Families



# **CALIFORNIA CONNECTIONS ACADEMY SCHOOLS**

**Governed by California Online Public Schools**

## **POLICY AND COMPLIANCE REPORT**

**Submitted for February, 2021**

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: February 19, 2021

### **BACKGROUND**

***Please note that there are two parts to the monthly Business Services Department report: the financial update provided by LaChelle Carter, Director of Finance, and the policy and compliance portion provided separately by Franci Sassin, Director of Business Services.***

*These written updates will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written report which is part of their board packet. Questions or comments about anything in the report, or other related matters, are welcomed during the board meeting. In addition, board members can reach out with questions prior to the board meeting if needed.*

*If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates. These reports will include sections on the monthly financial statements, other financial matters, compliance, policy updates, authorizer updates and accountability matters, as well as other items that are part of the Business Services Department.*

### **STATE BUDGET UPDATE:**

See the Financial Report for more information. The main focus in the state legislature has been on school re-opening planning so far. The allocations have been released for the second round of COVID relief, and 4 of the CalCA schools will be receiving funds, totaling over \$2 million from this package, to be included in the 21-22 budget. Funds can be spent through 2023.

### **FUNDING and FISCAL REPORTING UPDATE:**

The second interim reports will be due March 15. More information is available in the Financial Report.

The mid-year Consolidated Applications, which focuses on federal Title funds, was completed and is included in the board materials for ratification. Of note is that we expect to need to transfer funds from Title IV to Title I this year again, so that has been included in the submission. The budgets for all Title funds will be included with a required plan at the next board meeting

As noted in the Financial Report, several submissions were recently made to El Dorado SELPA for the expenditures of Educationally Related Mental Health funding (ERMHS), which will allow the schools to receive partial reimbursement for the cost of these services for our students.

The final close out grant report for a grant received in 2018, the MTSS grant managed by OCDE, was submitted at the end of January.

The last week of February there are several reports due, including the CSI fund expenditures and an annual report on per pupil expenditures (PPE). Since we have not yet spend all of the CSI funds received last year, we are not planning to apply for any additional CSI funds that may be available.

## **COMPLIANCE AND REPORTING:**

### ***New “School Reopening Status” reports***

Effective in late January, the California Department of Public Health, in coordination with the CDE, is requiring all schools to report their status every other Monday. This entails a series of questions submitted online and then publicly reported. One issue is that the reporting does not take into account schools such as non-classroom based charter schools, which use distance learning rather than in person learning as their primary mode of instruction regardless of the pandemic.

### ***SARCs***

The annual SARC reports, approved by the board last month, have been uploaded to the “public notices” portion of the school website prior to the Feb. 1 deadline.

### ***CalSAAS:***

The Fall 2 CALPADS reports being finalized now (see Financial Report for more information) will result in a list of any potential mis-assignments for teacher credentialing, most likely available in a couple of months. We are working on identifying these in advance and also working to



proactively be sure teacher assignments and credentials are in line with the new laws related to charter schools.

### ***Audit and Tax Returns:***

Final work on the draft audit is still being completed, and there are several edits submitted for the final draft. There are also some adjustments being made which will be reflected in future months on the financial statements. There were no findings or issues identified in the audit process, including the “single audit” of federal funds. More information will be provided at the board meeting. The audit reports are due, under the statewide extension, to the authorizers, county offices of education, SELPA and CDE no later than March 15.

Now that work on the audit has been completed, we will be focusing on completing the corporation’s annual tax return, the federal Form 990 and state form 199. The auditors have all the information needed to complete the returns.

The signed audit engagement for the 2020-21 fiscal year, and other related information, will be submitted to each county office by their requested deadlines.

### ***Prop 39 Energy Grants***

We are continuing to gather information needed to submit amendments in order to install solar options at the two offices.

### ***Form 700s due soon:***

The annual Conflict of Interest filing, the Form 700s, are due April 1. Notices should have gone out to Board members via email. Electronic filing can be done at anytime. Contact me if you have any difficulties accessing the system. Designated staff members will need to file paper forms.

## **POLICY ITEMS:**

While some additional progress has been made on the revisions to the Employee Handbook, we are still not done and so those will be submitted for board approval at a future meeting.

Additional changes were made to the 2020-21 School Handbook Supplement, as well as the 2021-22 supplement, primarily to the way the Title IX requirements are incorporated. A more extensive re-organization of some of the sections will be worked on in the coming months and brought back before the school year starts.

Our legal counsel provided updates to the Uniform Complaint Procedures which will go into effect and be posted immediately after board approval. We had considered trying to incorporate additional Title IX requirements into the UCP, however the attorney advised against this. Certain types of complaints that

are under Title IX must be handled in a very specific way. It is also possible that some of the federal guidance regarding Title IX may be changed or retracted under the new federal administration.

CCSA's Non Classroom Based Workgroup continues to meet periodically to discuss items of interest, especially legislative initiatives. There is additional legislative efforts expected to slow growth of this type of charter school. CCSA put out a report on best practices for NCBs which included California Connections Academy. Recently, a negative report about NCB charters was also published, and we have prepared a document which highlights erroneous and misleading information in that report. We have shared that information with CCSA and CSDC and may also share it with authorizers. We are also preparing information about our organization to share with various legislators, and also hope to be able to do some advocacy outreach efforts this spring to help inform lawmakers about the unique aspects of our program and the families we serve.

## **SCHOOL OPERATIONS:**

### **ENROLLMENT UPDATE:**

The last week for new students to enroll is this week. This would include elementary students on the waiting list who are offered a space when another student withdraws, as well as any secondary students who complete the process and/or are granted an exception. Once all enrollments have been finalized, all the students in the enrollment system will be "archived" for 20-21 and then the process will start for 21-22 applications on March 3. Families who already have an account in the enrollment system (referred to as the Family Enrollment System, or FES) will be able to initiate a new application for the upcoming school year, and applications will open to the general public on March 4 as well. In addition, the re-enrollment process for existing students will also begin, a process known as the Intent to Return or ITR process. We expect to close the applications on March 31 and then determine if any lotteries need to be held in April.

Enrollment limits and a board resolution are on the agenda this month for board consideration. Following approval, grade level limits will be set within the board approved parameters for each school.

### **COVID 19 UPDATE:**

While there have been encouraging trends in the rates of COVID infection across the state, the numbers are still significantly higher than would allow a safe return to normal school activities. Most spring events are now being planned as virtual events. Information on the impact on state testing will be discussed during the board meeting

We continue to monitor the state and county sources of information about vaccinations for school staff. The state has released authorization to vaccinate employees in the education sector, which is part of Phase IB, Tier 1. This means in some places, such as San Joaquin County, vaccine is available for our employees regardless of age. However, in other counties, such as Orange County, they are still working on getting vaccines to persons over 65. We do expect additional opportunities for school employees will be opening up in the coming weeks.

Prior to any further re-opening steps, we will be completing any necessary re-opening checklists or protocols, including any CalOSHA requirements.

### **WASC ACCREDITATION:**

As will be reported during the board meeting, we have started the year long process for the next accreditation visit, which is scheduled for February 2022 and which will incorporate all 6 CalCA schools during one visit.

Because the WASC accreditation process relies on volunteers to do the visits, each school must also contribute staff members to visit other schools. I completed a visit for two non-classroom based charter school in the Southern California region in early February.

### **CHARTER RENEWAL AND OVERSIGHT:**

#### **Charter Renewal for CalCA Central Valley**

The charter renewal for the Central school was officially approved on February 11 at the monthly board meeting for Alpaugh Unified School District. We had four staff members to present via Zoom at the public hearing: Richard Savage, Richie Romero, Franci Sassin and Marcus White. The board and staff did not have any questions and the motion to renew the charter for a five year term was approved unanimously. Following approval of the AUSD board minutes, the renewal package will be submitted to the CDE by the AUSD superintendent.

The name change to California Connections Academy Central Valley will start to take place in the coming months, but will officially go into effect for the 2021-22 school year. Now that the charter has been renewed, we will be working to extend the term of the Statement of Agreement with Connections/OBL.

### **AUTHORIZER RELATIONSHIPS**

We attended the annual oversight meeting with Capistrano Unified School District via Zoom on February 5. Richard Savage, Richie Romero and myself participated. We discussed various aspects of school operations and planning.

We will be following up with Alpaugh Unified School District to complete an updated MOU in the next few of months, with a goal to have it finalized by June.

The CBO for Ripon Unified School District retired and we met with his replacement to review upcoming submissions and answer questions. She has been with the district in a different position and so already has some experience with charter school fiscal and attendance reporting.

**PS Course Completion/Pass Rate Quarterly Comparison 19/20 v. 20/21**

<b>2019 - 2020</b>	<b>2020 - 2021</b>
<p>Quarter 1</p> <ul style="list-style-type: none"> <li>• 175 total students enrolled</li> <li>• 86 passed all their courses</li> <li>• 30 passed 3 or more courses</li> <li>• 20 passed no courses</li> <li>• 535 courses passed</li> <li>• 205 failed</li> <li>• Pass rate 72%</li> </ul>	<p>Quarter 1</p> <ul style="list-style-type: none"> <li>• 178 total students enrolled</li> <li>• 132 passed all their courses</li> <li>• 17 passed 3 or more courses</li> <li>• 11 passed no courses</li> <li>• 679 courses were passed</li> <li>• 125 courses failed</li> <li>• Pass rate 84%</li> </ul>
<p>Quarter 2</p> <ul style="list-style-type: none"> <li>• 158 total students enrolled</li> <li>• 94 passed all their courses</li> <li>• 24 passed 3 or more courses</li> <li>• 14 passed no courses</li> <li>• 525 courses were passed</li> <li>• 158 courses failed</li> <li>• Pass rate 78%</li> </ul>	<p>Quarter 2</p> <ul style="list-style-type: none"> <li>• 158 total students enrolled</li> <li>• 120 passed all their courses</li> <li>• 16 passed 3 or more courses</li> <li>• 3 passed no courses</li> <li>• 630 courses were passed</li> <li>• 70 courses failed</li> <li>• Pass rate 91%</li> </ul>
<p>Quarter 3</p> <ul style="list-style-type: none"> <li>• 200 total students enrolled</li> <li>• 85 passed all their courses</li> <li>• 43 passed 3 or more courses</li> <li>• 28 passed no courses</li> <li>• 545 courses were passed</li> <li>• 254 courses failed</li> <li>• Pass rate 68%*</li> </ul> <p>*Covid-19 began mid quarter</p>	<p>Quarter 3</p>
<p>Quarter 4</p> <ul style="list-style-type: none"> <li>• 167 total students enrolled</li> <li>• 108 passed all their courses</li> <li>• 19 passed 3 or more courses</li> <li>• 25 passed no courses</li> <li>• 641 courses were passed</li> <li>• 197 courses failed</li> <li>• Pass rate 76%</li> </ul>	<p>Quarter 4</p>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy North Bay  
CDS #: \_\_\_\_\_  
Charter Approving Entity: \_\_\_\_\_  
County: \_\_\_\_\_  
Charter #: \_\_\_\_\_

This charter school uses the following basis of accounting:

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

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

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes. All adjustments are explained in the side notes on the right and will be transferred to the final report.

Description		Object Code	Unrestricted	Restricted	Total	Comments
<b>A. REVENUES</b>						
1.	LCFF Sources					
	State Aid - Current Year	8011	551,731		551,731	
	Education Protection Account State Aid - Current year	8012	18,136		18,136	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	311,660		311,660	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		881,527	0	881,527	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		0	0	
		Federal Funding - Title I	8290	0		
		Federal Funding - Title II-A	8290	0		
		Federal Funding - Title IV	8290	0		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	17,942	0	17,942	
		Federal Funding - E-Rate	0	0	0	
		Learning Loss Mitigation (Federal)	12,240			
		Cares Funding	5,702			
	Total, Federal Revenues		17,942	0	17,942	
3.	Other State Revenues					
	Special Education - State	StateRevSE		56,675	56,675	
	All Other State Revenues	StateRevAO	27,269	8,889	36,158	
		Star Testing	0			
		College and Career Block Grant	0			
		Mandated Cost Reimbursement	3,087			
		One Time State Funding	0			
		Learning Loss Mitigation (State)	15,025			
		Lottery	9,157	8,889		1472.06 Title II Tuition Reimbursement
		ERMHS	0			3859.8235 TITLE I TEACHER SALARIES
		ERMHS - One Time Funds	0			10161.339 TITLE I COUNSELOR SALARIES
		Miscellaneous State Funds	0			2264.4177 TITLE I RETIREMENT
		Classified Employee PD grant	0			3435.1848 TITLE I BENEFITS
		Low Performing Student Block Grant	0			280.42325 TITLE I TAXES
		MEDICAL	0			5980.03 TITLE I ALL BENEFITS
		Prior Year Adjustments	0			1260.25 TITLE II SALARIES
	Total, Other State Revenues		27,269	65,564	92,833	203.53 TITLE II RETIREMENT
4.	Other Local Revenues					308.76 TITLE II BENEFITS
	All Other Local Revenues	LocalRevAO	390	0	390	25.21 TITLE II TAXES
		Interest Income	390			537.5 TITLE II ALL BENEFITS
		Donation	0			688.15 TITLE IV SALARIES
		Miscellaneous	0			111.13598 TITLE IV RETIREMENT
		Prior Year Adjustments	0			168.59638 TITLE IV BENEFITS
	Total, Local Revenues		390	0	390	13.76297 TITLE IV TAXES
5.	TOTAL REVENUES		927,127	65,564	992,691	293.5 TITLE IV ALL BENEFITS
<b>B. EXPENDITURES</b>						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	179,563	33,959	213,522	Added Title I Teacher Salaries and Title IV Salaries
	Certificated Pupil Support Salaries	1200	7,564	10,161	7,564	Added Title I Counselor Salaries
	Certificated Supervisors' and Administrators' Salaries	1300	37,023	8,213	45,236	
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		224,151	52,333	276,483	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	0	0	0	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	30,851	0	30,851	Moved amount from '2200'. Due to rounding caused .03 off balance
	Total, Non-certificated Salaries		30,851	0	30,851	
						307,334.13 0.03

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	39,127	8,945	48,072	Added Title I and Title IV Retirement ONLY
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	5,610	759	6,369	
	Health and Welfare Benefits	3401-3402	50,965.85	15,125	66,091	Added: Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only
	Unemployment Insurance	3501-3502	3,443	706	4,149	
	Workers' Compensation Insurance	3601-3602	5,100	1,047	6,147	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	<b>Total, Employee Benefits</b>		<b>104,246</b>	<b>26,582</b>	<b>130,828</b>	438,161.87 0.03
4.	Books and Supplies					
	<b>Approved Textbooks and Core Curricula Materials</b>	<b>4100</b>	<b>0</b>	<b>0</b>	<b>0</b>	Move to '4100' on Final Report
	<b>Books and Other Reference Materials</b>	<b>4200</b>	<b>127,848</b>	<b>8,889</b>	<b>136,737</b>	
	Tangible and Intangible Instructional Materials	4200	136,139			
	Other Curriculum	4200	598			
	minus restricted lottery funds	4200	(8,689)			
	<b>Materials and Supplies</b>	<b>4300</b>	<b>68,688</b>	<b>0</b>	<b>68,688</b>	
	Office Supplies	4300	181			
	Expensed Furniture and Equipment	4300	0			
	Equipment/Supplies	4300	0			
	ConnexusTM Annual License (LMS)	4300	60,900			
	Hardware/Software - Employees	4300	3,150			
	School Curriculum Supplies	4300	2,333			
	Graduation	4300	2,124			
	<b>Noncapitalized Equipment</b>	<b>4400</b>	<b>38,238</b>	<b>0</b>	<b>38,238</b>	
	Student Technology Assistance	4400	38,238			
	Student Testing Technology	4400	0			
	<b>Food</b>	<b>4700</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Total, Books and Supplies</b>		<b>234,774</b>	<b>8,889</b>	<b>243,663</b>	
5.	Services and Other Operating Expenditures					
	<b>Subagreements for Services</b>	<b>5100</b>	<b>160,452</b>	<b>23,020</b>	<b>183,471</b>	
	Educational Resource Center	5100	12,789			
	Short -Term Substitute Teaching	5100	9,614			
	Direct Course Instruction Support	5100	5,203			
	Technical Support and Repairs	5100	15,225			
	Enrollment and Records Management	5100	5,297			
	Human Resources Support	5100	6,562			
	Facility Support Services	5100	525			
	Community Outreach	5100	0			
	Accounting and Regulatory Reporting	5100	5,075			
	Treasury Services	5100	16,533			
	Marketing Services	5100	11,022			
	Special Populations Consultative Services	5100	0	11,550		
	Contractual Service Credit	5100	0			
	School Administration	5100	66,134			
	Title I - SES Tutoring	5100	0			
	Sales and Use Tax	5100	6,472			
	Special Education Direct Services	5100	0	11,470		Will be moved to '5800' on Final Report
	<b>Travel and Conferences</b>	<b>5200</b>	<b>(737)</b>	<b>0</b>	<b>(737)</b>	
	Travel and Conferences - Teachers	5200	0			
	Travel and Conferences - Administration	5200	(738)			
	Board Expenses	5200	1			
	Student Activities	5200	1			
	<b>Dues and Memberships</b>	<b>5300</b>	<b>3,800</b>	<b>0</b>	<b>3,800</b>	
	Dues	5300	3,800			
	<b>Insurance</b>	<b>5400</b>	<b>281</b>	<b>0</b>	<b>281</b>	
	Insurance - D&O	5400	281			
	<b>Operations and Housekeeping Services</b>	<b>5500</b>	<b>527</b>	<b>0</b>	<b>527</b>	
	Maintenance & Repair	5500	527			
	<b>Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>7,923</b>	<b>0</b>	<b>7,923</b>	
	Copiers/Reproduction	5600	222			
	Rent	5600	6,495			
	Rent Operating Expense	5600	713			
	Rent Storage Unit	5600	219			
	Utilities	5600	274			
	<b>Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>20,559</b>	<b>0</b>	<b>20,559</b>	
	Student Testing & Assessment	5800	1			
	Staff Recruiting	5800	118			
	Staff Training / Prof. Dvlpmnt.	5800	163			
	Team Building	5800	0			

	M&T Credit Suspense	5800	0		
	Banking Fees	5800	0		
	Financial Audit	5800	352		
	District Oversight	5800	10,285		
	District Administration	5800	0		
	SELPA Admin Fee	5800	4,078		
	SELPA One-Time Fee	5800	554		
	STRS Reporting	5800	558		
	Accreditation and Consulting	5800	1,070		
	Internet Subsidy Payment Processing	5800	(0)		
	Legal	5800	431		
	Manager Services	5800	0		
	Other School Contracted Services	5800	446		
	Other School Expenses	5800	20		
	Prop 39 Clean Energy Planning	5800	0		
	AERIES	5800	1,548		
	LiveSpeech		0		
	Math Time to Talk	5800	0		
	Summer School	5800	935		
<b>Communications</b>		<b>5900</b>	<b>8,091</b>	<b>0</b>	<b>8,091</b>
	ISP Payment Reimbursement	5900	2,442		
	Curriculum Postage	5900	4,370		
	Office Postage	5900	274		
	High Speed Internet	5900	484		
	Voice Over IP Services	5900	0		
	Phone	5900	522		
	<b>Total, Services and Other Operating Expenditures</b>		<b>200,896</b>	<b>23,020</b>	<b>223,916</b>
<b>6.</b>	<b>Capital Outlay</b>				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	6900	0	0	0
	Total, Capital Outlay		0	0	0
<b>7.</b>	<b>Other Outgo</b>				
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	Total, Other Outgo		0	0	0
<b>8.</b>	<b>TOTAL EXPENDITURES</b>		<b>794,917</b>	<b>110,823</b>	<b>905,741</b>
<b>C.</b>	<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>132,210</b>	<b>(45,259)</b>	<b>86,950</b>
	<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>D.</b>	<b>OTHER FINANCING SOURCES / USES</b>				
1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(45,259)	45,259	0
4.	<b>TOTAL OTHER FINANCING SOURCES / USES</b>		<b>(45,259)</b>	<b>45,259</b>	<b>0</b>
<b>E.</b>	<b>NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>86,951</b>	<b>(0)</b>	<b>86,950</b>
<b>F.</b>	<b>FUND BALANCE, RESERVES</b>				
1.	Beginning Fund Balance				
a.	As of July 1	9791	35,509	0	35,509
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0
c.	Adjusted Beginning Balance		35,509	0	35,509
2.	Ending Fund Balance, June 30 (E + F1c)		122,460	(0)	122,459
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	122,460	(0)	122,459

86,950.45 (0.03)

<b>G. ASSETS</b>						
1.	Cash					
	In County Treasury	9110	0	0	0	
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0	
	In Banks	9120	820,562	0	820,562	
	In Revolving Fund	9130	0	0	0	
	With Fiscal Agent	9135	0	0	0	
	Collections Awaiting Deposit	9140	0	0	0	
2.	Investments	9150	0	0	0	
3.	Accounts Receivable	9200	335,068	0	335,068	
4.	Due from Grantor Government	9290	0	0	0	
5.	Stores	9320	0	0	0	
6.	Prepaid Expenditures (Expenses)	9330	1,501	0	1,501	
7.	Other Current Assets	9340	0	0	0	
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0	
9.	TOTAL ASSETS		1,157,130	0	1,157,130	
<b>H. LIABILITIES</b>						
1.	Accounts Payable	9500	1,034,671	0	1,034,671	
2.	Due to Grantor Government	9590	0	0	0	
3.	Current Loans	9640	0	0	0	
4.	Deferred Revenue	9650	0	0	0	
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0	
6.	TOTAL LIABILITIES		1,034,671	0	1,034,671	
<b>I. FUND BALANCE</b>						
	Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		122,459	0	122,459	122,459 (0.01)

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

**1. Federal Revenues Used for Capital Outlay and Debt Service:**

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

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

**2. Community Services Expenditures:**

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0



**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy @ Ripon  
CDS #: \_\_\_\_\_  
Charter Approving Entity: \_\_\_\_\_  
County: \_\_\_\_\_  
Charter #: \_\_\_\_\_

This charter school uses the following basis of accounting:  
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes. All adjustments are explained in the side notes on the right and will be transferred to the final report.

Description		Object Code	Unrestricted	Restricted	Total	Comments
<b>A. REVENUES</b>						
1.	LCFF Sources					
	State Aid - Current Year	8011	4,460,763		4,460,763	
	Education Protection Account State Aid - Current year	8012	541,571		541,571	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	849,587		849,587	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		5,851,921	0	5,851,921	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		53,277	53,277	
	Federal Funding - Title I	8290		46,621		
	Federal Funding - Title II-A	8290		0		
	Federal Funding - Title IV	8290		6,656		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	39,267	0	39,267	
	Federal Funding - E-Rate		0	0	0	
	Learning Loss Mitigation (federal)		81,255			
	Cares Funding		39,267			
	Total, Federal Revenues		120,522	53,277	173,799	
3.	Other State Revenues					
	Special Education - State	StateRevSE		376,385	376,385	
	All Other State Revenues	StateRevAO	160,968	78,417	239,385	
	Star Testing	StateRevAO	0			11760.34 Title II Tuition Reimbursement
	College and Career Block Grant	StateRevAO	0			28199.698 TITLE I TEACHER SALARIES
	Mandated Cost Reimbursement	StateRevAO	19,800			74310.992 TITLE I COUNSELOR SALARIES
	One Time State Funding	StateRevAO	0			16555.476 TITLE I RETIREMENT
	Learning Loss Mitigation (state)	StateRevAO	99,744			25115.119 TITLE I BENEFITS
	Lottery	StateRevAO	41,424	78,417		2050.2138 TITLE I TAXES
	ERMHS	StateRevAO	0			43720.81 TITLE I ALL BENEFITS
	ERMHS - One Time Funds	StateRevAO	0			9176.17 TITLE II SALARIES
	Miscellaneous State Funds	StateRevAO	0			1481.9511 TITLE II RETIREMENT
	Classified Employee PD grant	StateRevAO	0			2248.1611 TITLE II BENEFITS
	Low Performing Student Block Grant	StateRevAO	0			183.52335 TITLE II TAXES
	MEDICAL	StateRevAO	0			3913.64 TITLE II ALL BENEFITS
	Prior Year Adjustments	StateRevAO	0			5010.56 TITLE IV SALARIES
	Total, Other State Revenues		160,968	454,802	615,769	809.2055 TITLE IV RETIREMENT
4.	Other Local Revenues					1227.5873 TITLE IV BENEFITS
	All Other Local Revenues	LocalRevAO	3,859	0	3,859	100.21121 TITLE IV TAXES
	Interest Income	LocalRevAO	3,859			2137 TITLE IV ALL BENEFITS
	Donation	LocalRevAO	0			
	Miscellaneous	LocalRevAO	0			
	Prior Year Adjustments	LocalRevAO	0			
	Total, Local Revenues		3,859	0	3,859	
5.	<b>TOTAL REVENUES</b>		<b>6,137,269</b>	<b>508,079</b>	<b>6,645,348</b>	6,645,347.50 0.00
<b>B. EXPENDITURES</b>						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	1,334,369	251,877	1,586,246	Added Title I Teacher Salaries and Title IV Salaries
	Certificated Pupil Support Salaries	1200	56,851	74,311	56,851	Added Title I Counselor Salaries
	Certificated Supervisors' and Administrators' Salaries	1300	192,979	42,807	235,786	
	Other Certificated Salaries	1900	0	0	0	
	<b>Total, Certificated Salaries</b>		<b>1,584,198</b>	<b>368,995</b>	<b>1,953,193</b>	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	0	0	0	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	160,807	0	160,807	Moved amount from '2200'. Due to rounding caused .47 off balance
	<b>Total, Non-certificated Salaries</b>		<b>160,807</b>	<b>0</b>	<b>160,807</b>	2,113,999.84 0.47

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	278,417	63,403	341,820	Added Title I and Title IV Retirement ONLY
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	35,273	5,350	40,623	
	Health and Welfare Benefits	3401-3402	347,725.51	108,228	455,954	Added: Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only
	Unemployment Insurance	3501-3502	23,558	4,981	28,539	
	Workers' Compensation Insurance	3601-3602	34,900	7,380	42,280	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	<b>Total, Employee Benefits</b>		<b>719,872</b>	<b>189,343</b>	<b>909,215</b>	3,023,215.16 0.47
4.	Books and Supplies					
	<b>Approved Textbooks and Core Curricula Materials</b>	<b>4100</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Books and Other Reference Materials</b>	<b>4200</b>	<b>1,004,731</b>	<b>78,417</b>	<b>1,083,148</b>	Move to '4100' on Final Report
	<i>Tangible and Intangible Instructional Materials</i>	4200	1,079,269			
	<i>Other Curriculum</i>	4200	3,879			
	<i>minus restricted lottery funds</i>	4200	(78,417)			
	<b>Materials and Supplies</b>	<b>4300</b>	<b>525,925</b>	<b>349</b>	<b>526,274</b>	349 spent on PPE WITH CARES ACT Funding
	<i>Office Supplies</i>	4300	1,419	349		
	<i>Expensed Furniture and Equipment</i>	4300	0			
	<i>Equipment/Supplies</i>	4300	0			
	<i>ConnexusTM Annual License (LMS)</i>	4300	478,800			
	<i>Hardware/Software - Employees</i>	4300	26,250			
	<i>School Curriculum Supplies</i>	4300	19,250			
	<i>Graduation</i>	4300	206			
	<b>Noncapitalized Equipment</b>	<b>4400</b>	<b>292,148</b>	<b>0</b>	<b>292,148</b>	
	<i>Student Technology Assistance</i>	4400	292,148			
	<i>Student Testing Technology</i>	4400	0			
	<b>Food</b>	<b>4700</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Total, Books and Supplies</b>		<b>1,822,803</b>	<b>78,766</b>	<b>1,901,569</b>	
5.	Services and Other Operating Expenditures					
	<b>Subagreements for Services</b>	<b>5100</b>	<b>1,157,598</b>	<b>348,579</b>	<b>1,506,177</b>	
	<i>Educational Resource Center</i>	5100	100,548			
	<i>Short -Term Substitute Teaching</i>	5100	70,826			
	<i>Direct Course Instruction Support</i>	5100	24,346			
	<i>Technical Support and Repairs</i>	5100	119,700			
	<i>Enrollment and Records Management</i>	5100	41,790			
	<i>Human Resources Support</i>	5100	54,687			
	<i>Facility Support Services</i>	5100	3,675			
	<i>Community Outreach</i>	5100	29,167			
	<i>Accounting and Regulatory Reporting</i>	5100	39,900			
	<i>Treasury Services</i>	5100	109,829			
	<i>Marketing Services</i>	5100	73,219			
	<i>Special Populations Consultative Services</i>	5100	0	118,500		
	<i>Contractual Service Credit</i>	5100	0			
	<i>School Administration</i>	5100	439,314			
	<i>Sales and Use Tax</i>	5100	50,598			
	<i>Special Education Direct Services</i>	5100	0	230,079		Will be moved to '5800' on Final Report
	<b>Travel and Conferences</b>	<b>5200</b>	<b>(4,682)</b>	<b>0</b>	<b>(4,682)</b>	
	<i>Travel and Conferences - Teachers</i>	5200	(4,886)			
	<i>Travel and Conferences - Administration</i>	5200	0			
	<i>Board Expenses</i>	5200	5			
	<i>Student Activities</i>	5200	199			
	<b>Dues and Memberships</b>	<b>5300</b>	<b>6,242</b>	<b>0</b>	<b>6,242</b>	
	<i>Dues</i>	5300	6,242			
	<b>Insurance</b>	<b>5400</b>	<b>1,954</b>	<b>0</b>	<b>1,954</b>	
	<i>Insurance - D&amp;O</i>	5400	1,954			
	<b>Operations and Housekeeping Services</b>	<b>5500</b>	<b>6,289</b>	<b>0</b>	<b>6,289</b>	
	<i>Maintenance &amp; Repair</i>	5500	6,289			
	<b>Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>55,224</b>	<b>0</b>	<b>55,224</b>	
	<i>Copiers/Reproduction</i>	5600	1,650			
	<i>Rent</i>	5600	45,185			
	<i>Rent Operating Expense</i>	5600	4,960			
	<i>Rent Storage Unit</i>	5600	1,525			
	<i>Utilities</i>	5600	1,904			
	<b>Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>152,529</b>	<b>0</b>	<b>152,529</b>	
	<i>Student Testing &amp; Assessment</i>	5800	(911)			
	<i>Staff Recruiting</i>	5800	835			
	<i>Staff Training / Prof. Dvlpmnt.</i>	5800	1,225			
	<i>Team Building</i>	5800	0			

	M&T Credit Suspense	5800	0			
	Banking Fees	5800	1,780			
	Financial Audit	5800	2,497			
	District Oversight	5800	68,376			
	District Administration	5800	5,833			
	SELPA One-Time Fee	5800	4,194			
	SELPA Admin Fee	5800	27,614			
	STRS Reporting	5800	4,196			
	Accreditation and Consulting	5800	1,070			
	Internet Subsidy Payment Processing	5800	18,589			
	Legal	5800	3,219			
	Other School Contracted Services	5800	1,568			
	Other School Expenses	5800	(579)			
	Prop 39 Clean Energy Planning	5800	0			
	AERIES	5800	10,108			
	Summer School	5800	2,915			
<b>Communications</b>		<b>5900</b>	<b>65,679</b>	<b>0</b>	<b>65,679</b>	
	ISP Payment Reimbursement	5900	21,575			
	Curriculum Postage	5900	34,477			
	Office Postage	5900	2,131			
	High Speed Internet	5900	3,627			
	Voice Over IP Services	5900	0			
	Phone	5900	3,869			
	<b>Total, Services and Other Operating Expenditures</b>		<b>1,440,835</b>	<b>348,579</b>	<b>1,789,414</b>	
<b>6.</b>	<b>Capital Outlay</b>					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0	0	
	Buildings and Improvements of Buildings	6200	0	0	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	
	Equipment	6400	0	0	0	
	Equipment Replacement	6500	0	0	0	
	Depreciation Expense (for accrual basis only)	6900	0	0	0	
	Total, Capital Outlay		0	0	0	
<b>7.</b>	<b>Other Outgo</b>					
	Tuition to Other Schools	7110-7143	0	0	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	
	All Other Transfers	7280-7299	0	0	0	
	Debt Service:					
	Interest	7438	0	0	0	
	Principal (for modified accrual basis only)	7439	0	0	0	
	Total, Other Outgo		0	0	0	
<b>8.</b>	<b>TOTAL EXPENDITURES</b>		<b>5,728,516</b>	<b>985,683</b>	<b>6,714,199</b>	
<b>C.</b>	<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>408,753</b>	<b>(477,604)</b>	<b>(68,851)</b>	
						(68,850.59) (0.47)
	<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>	
<b>D.</b>	<b>OTHER FINANCING SOURCES / USES</b>					
1.	Other Sources	8930-8979	0	0	0	
2.	Less: Other Uses	7630-7699	0	0	0	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(477,604)	477,604	0	
4.	<b>TOTAL OTHER FINANCING SOURCES / USES</b>		<b>(477,604)</b>	<b>477,604</b>	<b>0</b>	
<b>E.</b>	<b>NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>(68,851)</b>	<b>(0)</b>	<b>(68,851)</b>	
<b>F.</b>	<b>FUND BALANCE, RESERVES</b>					
1.	Beginning Fund Balance					
a.	As of July 1	9791	10,318	0	10,318	
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	112,915	0	112,915	Audit Adjustment
c.	Adjusted Beginning Balance		123,233	0	123,233	
2.	Ending Fund Balance, June 30 (E + F1c)		54,383	(0)	54,382	
	Components of Ending Fund Balance (Optional):					
	Reserve for Revolving Cash (equals object 9130)	9711		0	0	
	Reserve for Stores (equals object 9320)	9712	0	0	0	
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0	0	
	Reserve for All Others	9719	0	0	0	
	General Reserve	9730	0	0	0	
	Legally Restricted Balance	9740	0	0	0	
	Designated for Economic Uncertainties	9770	0	0	0	
	Other Designations	9775, 9780	0	0	0	
	Undesignated / Unappropriated Amount	9790	54,383	(0)	54,382	

<b>G. ASSETS</b>							
1.	Cash						
	In County Treasury	9110	0	0	0		
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0		
	In Banks	9120	4,261,352	0	4,261,352		
	In Revolving Fund	9130	0	0	0		
	With Fiscal Agent	9135	0	0	0		
	Collections Awaiting Deposit	9140	0	0	0		
2.	Investments	9150	0	0	0		
3.	Accounts Receivable	9200	3,026,007	0	3,026,007		
4.	Due from Grantor Government	9290	0	0	0		
5.	Stores	9320	0	0	0		
6.	Prepaid Expenditures (Expenses)	9330	19,916	0	19,916		
7.	Other Current Assets	9340	0	0	0		
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0		
9.	TOTAL ASSETS		7,307,275	0	7,307,275		
<b>H. LIABILITIES</b>							
1.	Accounts Payable	9500	7,291,882	0	7,291,882		
2.	Due to Grantor Government	9590	0	0	0		
3.	Current Loans	9640	0	0	0		
4.	Deferred Revenue	9650	73,926	0	73,926		
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0		
6.	TOTAL LIABILITIES		7,365,808	0	7,365,808		
<b>I. FUND BALANCE</b>							
	Ending Fund Balance, June 30 (G9-H6)						
	(must agree with Line F2)		(58,532)	0	(58,532)	(58,532)	0.00

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

**1. Federal Revenues Used for Capital Outlay and Debt Service:**

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

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

**2. Community Services Expenditures:**

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES		0

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

**Charter School Name:** California Connections Academy Central Coast  
**CDS #:** \_\_\_\_\_  
**Charter Approving Entity:** \_\_\_\_\_  
**County:** \_\_\_\_\_  
**Charter #:** \_\_\_\_\_

This charter school uses the following basis of accounting:

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

<input type="checkbox"/>	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
<input checked="" type="checkbox"/>	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

**DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31 All restricted funds will be moved as needed for final report**

Description		Object Code	Unrestricted	Restricted	Total	Comments
<b>A. REVENUES</b>						
1.	LCFF Sources					
	State Aid - Current Year	8011	27,954		27,954	
	Education Protection Account State Aid - Current year	8012	3,896		3,896	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	150,230		150,230	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		182,080	0	182,080	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		0	0	
	Federal Funding - Title I	8290		0		School does not get Title Funding
	Federal Funding - Title II-A	8290		0		
	Federal Funding - Title IV	8290		0		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	2,528	0	2,528	
	Learning Loss Mitigation (Federal)		2,528			
	Federal Funding - E-Rate		0	0	0	
	Total, Federal Revenues		2,528	0	2,528	
3.	Other State Revenues					
	Special Education - State	StateRevSE		12,175	12,175	
	All Other State Revenues	StateRevAO	5,709	1,842	7,551	
	Star Testing	StateRevAO	0			
	College and Career Block Grant	StateRevAO	0			
	Mandated Cost Reimbursement	StateRevAO	572			
	One Time State Funding	StateRevAO	0			
	Lottery	StateRevAO	2,035	1,842		Adjusted for Restricted Amount
	Learning Loss Mitigation (State)	StateRevAO	3,103			
	ERMHS	StateRevAO	0			
	ERMHS - One Time Funs	StateRevAO	0			
	Miscellaneous State Funds	StateRevAO	0			
	Classified Employee PD grant	StateRevAO	0			
	Low Performing Student Block Grant	StateRevAO	0			
	MediCAL	StateRevAO	0			
	Prior Year Adjustments	StateRevAO	0			
	Total, Other State Revenues		5,709	14,017	19,726	
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	7,547	0	7,547	
	Interest Income	LocalRevAO	7,547			
	Donation	LocalRevAO	0			
	Miscellaneous	LocalRevAO	0			
	Prior Year Adjustments	LocalRevAO	0			
	Total, Local Revenues		7,547	0	7,547	
5.	<b>TOTAL REVENUES</b>		197,864	14,017	211,881	211,880.57 0.00
<b>B. EXPENDITURES</b>						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	80,903	12,960	93,863	
	Certificated Pupil Support Salaries	1200	7,772		7,772	
	Certificated Supervisors' and Administrators' Salaries	1300	23,189	5,144	28,333	
	Other Certificated Salaries	1900	0	0	0	
	<b>Total, Certificated Salaries</b>		111,864	18,103	129,968	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200		0	0	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	19,323	0	19,323	Moved from '2200'. Caused Balance to be off by .32
	<b>Total, Non-certificated Salaries</b>		19,323	0	19,323	149,291.02 (0.32)

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	18,268	2,969	21,237	
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	3,100	263	3,363	
	Health and Welfare Benefits	3401-3402	27,669.32	4,435	32,105	
	Unemployment Insurance	3501-3502	1,771	244	2,015	
	Workers' Compensation Insurance	3601-3602	2,624	362	2,986	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	<b>Total, Employee Benefits</b>		<b>53,432</b>	<b>8,274</b>	<b>61,706</b>	210,996.75 (0.32)
4.	Books and Supplies					
	<b>Approved Textbooks and Core Curricula Materials</b>	<b>4100</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Books and Other Reference Materials</b>	<b>4200</b>	<b>60,373</b>	<b>1,842</b>	<b>62,215</b>	Move to '4100' for Final Report
	Tangible and Intangible Instructional Materials	4200	61,980			
	Other Curriculum	4200	235			
	minus restricted lottery funds	4200	(1,842)			
	<b>Materials and Supplies</b>	<b>4300</b>	<b>27,290</b>	<b>0</b>	<b>27,290</b>	
	Office Supplies	4300	154			
	Expensed Furniture and Equipment	4300	0			
	ConnexusTM Annual License (LMS)	4300	24,850			
	Hardware/Software - Employees	4300	1,400			
	School Curriculum Supplies	4300	875			
	Graduation	4300	12			
	<b>Noncapitalized Equipment</b>	<b>4400</b>	<b>18,113</b>	<b>0</b>	<b>18,113</b>	
	Student Technology Assistance	4400	18,113			
	Student Testing Technology	4400	0			
	<b>Food</b>	<b>4700</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Total, Books and Supplies</b>		<b>105,775</b>	<b>1,842</b>	<b>107,617</b>	
5.	Services and Other Operating Expenditures					
	<b>Subagreements for Services</b>	<b>5100</b>	<b>45,527</b>	<b>11,136</b>	<b>56,663</b>	
	Educational Resource Center	5100	5,219			
	Short -Term Substitute Teaching	5100	3,972			
	Direct Course Instruction Support	5100	624			
	Technical Support and Repairs	5100	6,213			
	Enrollment and Records Management	5100	2,497			
	Human Resources Support	5100	2,917			
	Facility Support Services	5100	175			
	Community Outreach	5100	0			
	Accounting and Regulatory Reporting	5100	2,071			
	Treasury Services	5100	3,327			
	Marketing Services	5100	2,218			
	Special Populations Consultative Services	5100		3,000		
	Contractual Service Credit	5100	0			
	School Administration	5100	13,306			
	Sales and Use Tax	5100	2,990			
	Special Education Related Services	5100		8,136		Move to '5800' for Final Report
	<b>Travel and Conferences</b>	<b>5200</b>	<b>1</b>	<b>0</b>	<b>1</b>	
	Travel and Conferences - Teachers	5200	0			
	Travel and Conferences - Administration	5200	0			
	Board Expenses	5200	0			
	Student Activities	5200	0			
	<b>Dues and Memberships</b>	<b>5300</b>	<b>671</b>	<b>0</b>	<b>671</b>	
	Dues	5300	671			
	<b>Insurance</b>	<b>5400</b>	<b>110</b>	<b>0</b>	<b>110</b>	
	Insurance - D&O	5400	110			
	<b>Operations and Housekeeping Services</b>	<b>5500</b>	<b>206</b>	<b>0</b>	<b>206</b>	
	Maintenance & Repair	5500	206			
	<b>Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>3,107</b>	<b>0</b>	<b>3,107</b>	
	Copiers/Reproduction	5600	93			
	Rent	5600	2,542			
	Rent Operating Expense	5600	279			
	Rent Storage Unit	5600	86			
	Utilities	5600	107			
	<b>Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>6,538</b>	<b>0</b>	<b>6,538</b>	
	Student Testing & Assessment	5800	50			
	Staff Recruiting	5800	48			
	Staff Training / Prof. Dvlpmnt.	5800	73			
	Team Building	5800	0			

	BoA Credit Suspense	5800	0				
	Banking Fees	5800	717				
	Financial Audit	5800	139				
	District Oversight	5800	2,128				
	SELPA Administration	5800	874				
	STRS Reporting	5800	146				
	Accreditation and Consulting	5800	1,070				
	Internet Subsidy Payment Processing	5800	736				
	Legal	5800	178				
	Other School Contracted Services	5800	72				
	Other School Expenses	5800	8				
	AERIES	5800	300				
	Summer School	5800	0				
<b>Communications</b>		<b>5900</b>	<b>3,436</b>	<b>0</b>		<b>3,436</b>	
	ISP Payment Reimbursement	5900	790				
	Curriculum Postage	5900	2,060				
	Office Postage	5900	165				
	High-Speed Internet	5900	202				
	Voice Over IP Services	5900	0				
	Phone	5900	221				
	<b>Total, Services and Other Operating Expenditures</b>		<b>59,596</b>	<b>11,136</b>		<b>70,732</b>	
<b>6.</b>	<b>Capital Outlay</b>						
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170	0	0		0	
	Buildings and Improvements of Buildings	6200	0	0		0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0	
	Equipment	6400	0	0		0	
	Equipment Replacement	6500	0	0		0	
	Total, Capital Outlay		0	0		0	
<b>7.</b>	<b>Other Outgo</b>						
	Tuition to Other Schools	7110-7143	0	0		0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0	
	All Other Transfers	7280-7299	0	0		0	
	Debt Service:						
	Interest	7438	0	0		0	
	Principal (for modified accrual basis only)	7439	0	0		0	
	Total, Other Outgo		0	0		0	
<b>8.</b>	<b>TOTAL EXPENDITURES</b>		<b>349,991</b>	<b>39,355</b>		<b>389,346</b>	
<b>C.</b>	<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>(152,127)</b>	<b>(25,338)</b>		<b>(177,465)</b>	(177,465.81) 0.32
	<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>		<b>Total</b>	
<b>D.</b>	<b>OTHER FINANCING SOURCES / USES</b>						
<b>1.</b>	<b>Other Sources</b>	8930-8979	0	0		0	
<b>2.</b>	<b>Less: Other Uses</b>	7630-7699	0	0		0	
<b>3.</b>	<b>Contributions Between Unrestricted and Restricted Accounts (must net to zero)</b>	8980-8999	(25,338)	25,338		0	
<b>4.</b>	<b>TOTAL OTHER FINANCING SOURCES / USES</b>		<b>(25,338)</b>	<b>25,338</b>		<b>0</b>	
<b>E.</b>	<b>NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>(177,465)</b>	<b>(0)</b>		<b>(177,465)</b>	
<b>F.</b>	<b>FUND BALANCE, RESERVES</b>						
<b>1.</b>	<b>Beginning Fund Balance</b>						
a.	As of July 1	9791	10,208	0		10,208	
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0		0	
c.	Adjusted Beginning Balance		10,208	0		10,208	
<b>2.</b>	<b>Ending Fund Balance, June 30 (E + F1c)</b>		<b>(167,257)</b>	<b>(0)</b>		<b>(167,257)</b>	
	Components of Ending Fund Balance (Optional):						
	Reserve for Revolving Cash (equals object 9130)	9711		0		0	
	Reserve for Stores (equals object 9320)	9712	0	0		0	
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0		0	
	Reserve for All Others	9719	0	0		0	
	General Reserve	9730	0	0		0	
	Legally Restricted Balance	9740		0		0	
	Designated for Economic Uncertainties	9770	0	0		0	
	Other Designations	9775, 9780	0	0		0	
	Undesignated / Unappropriated Amount	9790	(167,257)	(0)		(167,257)	(167,257.58) (0.32)

<b>G. ASSETS</b>							
1.	Cash						
	In County Treasury	9110		0		0	
	Fair Value Adjustment to Cash in County Treasury	9111		0		0	
	In Banks	9120	745,604	0		745,604	
	In Revolving Fund	9130		0		0	
	With Fiscal Agent	9135		0		0	
	Collections Awaiting Deposit	9140		0		0	
2.	Investments	9150		0		0	
3.	Accounts Receivable	9200	28,963	0		28,963	
4.	Due from Grantor Government	9290	0	0		0	
5.	Stores	9320	0	0		0	
6.	Prepaid Expenditures (Expenses)	9330	0	0		0	
7.	Other Current Assets	9340	0	0		0	
8.	Capital Assets (for accrual basis only)	9400-9499	0	0		0	
9.	TOTAL ASSETS		774,567	0		774,567	
<b>H. LIABILITIES</b>							
1.	Accounts Payable	9500	560,936	0		560,936	
2.	Due to Grantor Government	9590	0	0		0	
3.	Current Loans	9640	0	0		0	
4.	Deferred Revenue	9650	380,889	0		380,889	
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0		0	
6.	TOTAL LIABILITIES		941,825	0		941,825	
<b>I. FUND BALANCE</b>							
	Ending Fund Balance, June 30 (G9-H6)						
	(must agree with Line F2)		(167,258)	0		(167,258)	(167,258) (0.00)

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

**1. Federal Revenues Used for Capital Outlay and Debt Service:**

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

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

**2. Community Services Expenditures:**

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES		0



**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Monterey Bay

CDS #:

Charter Approving Entity:

County:

Charter #:

This charter school uses the following basis of accounting:

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

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

**DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31 All restricted funds will be moved as needed for final report.**

Description		Object Code	Unrestricted	Restricted	Total	Comments
<b>A. REVENUES</b>						
1.	LCFF Sources					
	State Aid - Current Year	8011	515,573		515,573	
	Education Protection Account State Aid - Current year	8012	25,969		25,969	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	680,304		680,304	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		<b>1,221,846</b>	<b>0</b>	<b>1,221,846</b>	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		0	0	Schools do not get any Title Funding
	Federal Funding - Title I	8290		0		
	Federal Funding - Title II-A	8290		0		
	Federal Funding - Title IV	8290		0		
	Learning Loss Mitigation (Federal)			0		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	0	0	0	
	Federal Funding - E-Rate		0	0	0	
	Total, Federal Revenues		<b>0</b>	<b>0</b>	<b>0</b>	
3.	Other State Revenues					
	Special Education - State	StateRevSE		81,153	81,153	
	All Other State Revenues	StateRevAO	29,962	0	29,962	
	Star Testing	StateRevAO	0			
	College and Career Block Grant	StateRevAO	0			
	Mandated Cost Reimbursement	StateRevAO	4,123			
	One Time State Funding	StateRevAO	0			
	Lottery	StateRevAO	25,839	0		No Restricted Funds at this time
	ERMHS	StateRevAO	0			
	ERMHS - One Time Funds	StateRevAO	0			
	Learning Loss Mitigation (State)	StateRevAO	0			
	Miscellaneous State Funds	StateRevAO	0			
	Classified Employee PD grant	StateRevAO	0			
	Low Performing Student Block Grant	StateRevAO	0			
	MediCAL	StateRevAO	0			
	Prior Year Adjustments	StateRevAO	0			
	Total, Other State Revenues		<b>29,962</b>	<b>81,153</b>	<b>111,115</b>	
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	29,349	0	29,349	DPC, moved from '5100'
	Interest Income	LocalRevAO	432			
	Donation	LocalRevAO	28,917			
	Miscellaneous	LocalRevAO	0			
	Prior Year Adjustments	LocalRevAO	0			
	Total, Local Revenues		<b>29,349</b>	<b>0</b>	<b>29,349</b>	
5.	<b>TOTAL REVENUES</b>		<b>1,281,156</b>	<b>81,153</b>	<b>1,362,309</b>	1,333,392.05 28,917.00
<b>B. EXPENDITURES</b>						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	390,268	62,455	452,724	
	Certificated Pupil Support Salaries	1200	37,369		37,369	
	Certificated Supervisors' and Administrators' Salaries	1300	46,478	10,310	56,788	
	Other Certificated Salaries	1900	0	0	0	
	<b>Total, Certificated Salaries</b>		<b>474,115</b>	<b>72,765</b>	<b>546,881</b>	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200		0	0	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	38,730	0	38,730	Moved from '2200'. Cause balance to be off by .42
	<b>Total, Non-certificated Salaries</b>		<b>38,730</b>	<b>0</b>	<b>38,730</b>	585,610.08 0.42

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	81,022	12,541	93,563	
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	9,838	1,055	10,893	
	Health and Welfare Benefits	3401-3402	108,604.19	17,828	126,432	
	Unemployment Insurance	3501-3502	6,923	982	7,906	
	Workers' Compensation Insurance	3601-3602	10,257	1,455	11,712	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	<b>Total, Employee Benefits</b>		<b>216,644</b>	<b>33,862</b>	<b>250,505</b>	836,115.58 0.42
4.	Books and Supplies					
	<b>Approved Textbooks and Core Curricula Materials</b>	<b>4100</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Books and Other Reference Materials</b>	<b>4200</b>	<b>286,777</b>	<b>0</b>	<b>286,777</b>	Being moved to '4100' for Final Report
	<i>Tangible and Intangible Instructional Materials</i>	4200	285,652			
	<i>Other Curriculum</i>	4200	1,125			
	<i>minus restricted lottery funds</i>	4200	0			
	<b>Materials and Supplies</b>	<b>4300</b>	<b>147,470</b>	<b>0</b>	<b>147,470</b>	
	<i>Office Supplies</i>	4300	765			
	<i>Expensed Furniture and Equipment</i>	4300	0			
	<i>ConnexusTM Annual License (LMS)</i>	4300	134,050			
	<i>Hardware/Software - Employees</i>	4300	7,350			
	<i>School Curriculum Supplies</i>	4300	5,250			
	<i>Graduation</i>	4300	55			
	<b>Noncapitalized Equipment</b>	<b>4400</b>	<b>68,760</b>	<b>0</b>	<b>68,760</b>	
	<i>Student Technology Assistance</i>	4400	68,760			
	<i>Student Testing Technology</i>	4400	0			
	<b>Food</b>	<b>4700</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Total, Books and Supplies</b>		<b>503,008</b>	<b>0</b>	<b>503,008</b>	
5.	Services and Other Operating Expenditures					
	<b>Subagreements for Services</b>	<b>5100</b>	<b>264,968</b>	<b>95,353</b>	<b>360,321</b>	
	<i>Educational Resource Center</i>	5100	28,151			
	<i>Short -Term Substitute Teaching</i>	5100	19,645			
	<i>Direct Course Instruction Support</i>	5100	6,185			
	<i>Technical Support and Repairs</i>	5100	33,513			
	<i>Enrollment and Records Management</i>	5100	11,130			
	<i>Human Resources Support</i>	5100	15,313			
	<i>Facility Support Services</i>	5100	1,050			
	<i>Community Outreach</i>	5100	0			
	<i>Accounting and Regulatory Reporting</i>	5100	11,171			
	<i>Treasury Services</i>	5100	22,242			
	<i>Marketing Services</i>	5100	14,828			
	<i>Special Populations Consultative Services</i>	5100		20,850		
	<i>Contractual Service Credit</i>	5100				
	<i>School Administration</i>	5100	88,967			
	<i>Sales and Use Tax</i>	5100	12,776			
	<i>Special Education Related Services</i>	5100		74,503		Being moved to '5800' for Final Report
	<b>Travel and Conferences</b>	<b>5200</b>	<b>4</b>	<b>0</b>	<b>4</b>	
	<i>Travel and Conferences - Teachers</i>	5200	0			
	<i>Travel and Conferences - Administration</i>	5200	0			
	<i>Board Expenses</i>	5200	1			
	<i>Student Activities</i>	5200	1			
	<b>Dues and Memberships</b>	<b>5300</b>	<b>4,246</b>	<b>0</b>	<b>4,246</b>	
	<i>Dues</i>	5300	4,246			
	<b>Insurance</b>	<b>5400</b>	<b>525</b>	<b>0</b>	<b>525</b>	
	<i>Insurance - D&amp;O</i>	5400	525			
	<b>Operations and Housekeeping Services</b>	<b>5500</b>	<b>985</b>	<b>0</b>	<b>985</b>	
	<i>Maintenance &amp; Repair</i>	5500	985			
	<b>Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>14,860</b>	<b>0</b>	<b>14,860</b>	
	<i>Copiers/Reproduction</i>	5600	462			
	<i>Rent</i>	5600	12,143			
	<i>Rent Operating Expense</i>	5600	1,333			
	<i>Rent Storage Unit</i>	5600	410			
	<i>Utilities</i>	5600	512			
	<b>Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>35,221</b>	<b>0</b>	<b>35,221</b>	
	<i>Student Testing &amp; Assessment</i>	5800	2			
	<i>Staff Recruiting</i>	5800	237			
	<i>Staff Training / Prof. Dvlpmt.</i>	5800	351			
	<i>Team Building</i>	5800	0			
	<i>BoA Credit Suspense</i>	5800	0			
	<i>Banking Fees</i>	5800	842			

	Financial Audit	5800	677				
	District Administrative Fees	5800	5,833				
	District Oversight	5800	14,311				
	SELPA Administration	5800	5,992				
	STRS Reporting	5800	1,201				
	Accreditation and Consulting	5800	1,070				
	Internet Subsidy Payment Processing	5800	(0)				
	Legal	5800	893				
	Other School Contracted Services	5800	359				
	Other School Expenses	5800	39				
	AERIES	5800	2,148				
	Summer School	5800	1,265				
	<b>Communications</b>	<b>5900</b>	<b>16,578</b>	<b>0</b>		<b>16,578</b>	
	ISP Payment Reimbursement	5900	4,519				
	Curriculum Postage	5900	9,182				
	Office Postage	5900	780				
	High-Speed Internet	5900	1,014				
	Voice Over IP Services	5900	0				
	Phone	5900	1,083				
	<b>Total, Services and Other Operating Expenditures</b>		<b>337,387</b>	<b>95,353</b>		<b>432,740</b>	
6.	Capital Outlay						
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170	0	0		0	
	Buildings and Improvements of Buildings	6200	0	0		0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0	
	Equipment	6400	0	0		0	
	Equipment Replacement	6500	0	0		0	
	Total, Capital Outlay		0	0		0	
7.	Other Outgo						
	Tuition to Other Schools	7110-7143	0	0		0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0	
	All Other Transfers	7280-7299	0	0		0	
	Debt Service:						
	Interest	7438	0	0		0	
	Principal (for modified accrual basis only)	7439	0	0		0	
	Total, Other Outgo		0	0		0	
8.	TOTAL EXPENDITURES		1,569,884	201,980		1,771,863	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(288,728)	(120,827)		(409,554)	(409,554.21) (0.09)
	<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>		<b>Total</b>	
D.	OTHER FINANCING SOURCES / USES						
1.	Other Sources	8930-8979	0	0		0	
2.	Less: Other Uses	7630-7699	0	0		0	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(120,827)	120,827		0	
4.	TOTAL OTHER FINANCING SOURCES / USES		(120,827)	120,827		0	
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(409,555)	0		(409,554)	
F.	FUND BALANCE, RESERVES						
1.	Beginning Fund Balance						
a.	As of July 1	9791	10,058	0		10,058	
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0		0	
c.	Adjusted Beginning Balance		10,058	0		10,058	
2.	Ending Fund Balance, June 30 (E + F1c)		(399,497)	0		(399,497)	
	Components of Ending Fund Balance (Optional):						
	Reserve for Revolving Cash (equals object 9130)	9711		0		0	
	Reserve for Stores (equals object 9320)	9712	0	0		0	
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0		0	
	Reserve for All Others	9719	0	0		0	
	General Reserve	9730	0	0		0	
	Legally Restricted Balance	9740		0		0	
	Designated for Economic Uncertainties	9770	0	0		0	
	Other Designations	9775, 9780	0	0		0	
	Undesignated / Unappropriated Amount	9790	(399,497)	0		(399,497)	
G.	ASSETS						
1.	Cash						
	In County Treasury	9110		0		0	

	Fair Value Adjustment to Cash in County Treasury	9111		0	0	
	In Banks	9120	743,034	0	743,034	
	In Revolving Fund	9130		0	0	
	With Fiscal Agent	9135		0	0	
	Collections Awaiting Deposit	9140		0	0	
2.	Investments	9150		0	0	
3.	Accounts Receivable	9200	654,241	0	654,241	
4.	Due from Grantor Government	9290	0	0	0	
5.	Stores	9320	0	0	0	
6.	Prepaid Expenditures (Expenses)	9330	0	0	0	
7.	Other Current Assets	9340	0	0	0	
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0	
9.	TOTAL ASSETS		1,397,275	0	1,397,275	
<b>H. LIABILITIES</b>						
1.	Accounts Payable	9500	1,796,771	0	1,796,771	
2.	Due to Grantor Government	9590	0	0	0	
3.	Current Loans	9640	0	0	0	
4.	Deferred Revenue	9650	0	0	0	
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0	
6.	TOTAL LIABILITIES		1,796,771	0	1,796,771	
<b>I. FUND BALANCE</b>						
	Ending Fund Balance, June 30 (G9-H6)					
	(must agree with Line F2)		(399,497)	0	(399,497)	(399,497) (0.00)

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

**1. Federal Revenues Used for Capital Outlay and Debt Service:**

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

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

**2. Community Services Expenditures:**

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES		0

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy @ Central  
CDS #: \_\_\_\_\_  
Charter Approving Entity: \_\_\_\_\_  
County: \_\_\_\_\_  
Charter #: \_\_\_\_\_

This charter school uses the following basis of accounting:

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

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

DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes. All adjustments are explained in the side notes on the right and will be transferred to the final report.

Description		Object Code	Unrestricted	Restricted	Total	Comments
<b>A. REVENUES</b>						
1.	LCFF Sources					
	State Aid - Current Year	8011	2,198,371		2,198,371	
	Education Protection Account State Aid - Current year	8012	229,093		229,093	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	129,139		129,139	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		2,556,602	0	2,556,602	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		0	0	
	Federal Funding - Title I	8290		0		
	Federal Funding - Title II-A	8290		0		
	Federal Funding - Title IV	8290		0		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	0	0	0	
	Federal Funding - E-Rate		0	0	0	
	Learning Loss Mitigation (federal)		35,499			
	CARES		19,483			
	Total, Federal Revenues		54,982	0	54,982	
3.	Other State Revenues					
	Special Education - State	StateRevSE		158,178	158,178	
	All Other State Revenues	StateRevAO	80,780	22,088	102,868	
	Learning Loss Mitigation (state)	StateRevAO	43,576			
	Star Testing	StateRevAO	1,253			
	College and Career Block Grant	StateRevAO	0			
	Mandated Cost Reimbursement	StateRevAO	7,610			
	One Time State Funding	StateRevAO	0			
	Lottery	StateRevAO	28,276	22,088		
	ERMHS	StateRevAO	0			
	ERMHS - One Time Funds	StateRevAO	0			
	Miscellaneous State Funds	StateRevAO	0			
	Classified Employee PD grant	StateRevAO	0			
	Low Performing Student Block Grant	StateRevAO	0			
	MediCAL	StateRevAO	0			
	Prior Year Adjustments	StateRevAO	65			
	Total, Other State Revenues		80,780	180,266	261,046	
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	1,467	0	1,467	
	Interest Income	LocalRevAO	1,467			
	Donation	LocalRevAO	0			
	Miscellaneous	LocalRevAO	0			
	Prior Year Adjustments	LocalRevAO	0			
	Total, Local Revenues		1,467	0	1,467	
5.	<b>TOTAL REVENUES</b>		<b>2,693,830</b>	<b>180,266</b>	<b>2,874,096</b>	2,874,096.06 0.00
<b>B. EXPENDITURES</b>						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	553,458	104,715	658,173	Added Title I Teacher Salaries and Title IV Salaries
	Certificated Pupil Support Salaries	1200	23,012	31,270	23,012	Added Title I Counselor Salaries
	Certificated Supervisors' and Administrators' Salaries	1300	80,814	17,926	98,741	
	Other Certificated Salaries	1900	0	0	0	
	<b>Total, Certificated Salaries</b>		<b>657,284</b>	<b>153,912</b>	<b>811,195</b>	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200		0	0	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	67,341	0	67,341	Moved amount from '2200'. Due to rounding caused .36 off balance
	<b>Total, Non-certificated Salaries</b>		<b>67,341</b>	<b>0</b>	<b>67,341</b>	878,536.78 (0.36)

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	118,394	26,861	145,255	Added Title I and Title IV Retirement ONLY
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	14,682	2,232	16,914	
	Health and Welfare Benefits	3401-3402	144,226.47	45,387	189,614	Added: Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only
	Unemployment Insurance	3501-3502	9,782	2,078	11,860	
	Workers' Compensation Insurance	3601-3602	14,492	3,078	17,571	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	<b>Total, Employee Benefits</b>		<b>301,578</b>	<b>79,636</b>	<b>381,214</b>	
						1,259,750.35 (0.36)
4.	Books and Supplies					
	<b>Approved Textbooks and Core Curricula Materials</b>	<b>4100</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Books and Other Reference Materials</b>	<b>4200</b>	<b>446,090</b>	<b>22,088</b>	<b>468,178</b>	Move to '4100' on Final Report
	Tangible and Intangible Instructional Materials	4200	466,476			
	Other Curriculum	4200	1,703			
	minus restricted lottery funds	4200	(22,088)			
	<b>Materials and Supplies</b>	<b>4300</b>	<b>232,421</b>	<b>0</b>	<b>232,421</b>	
	Office Supplies	4300	579			
	Expensed Furniture and Equipment	4300	0			
	Equipment/Supplies	4300	0			
	ConnexusTM Annual License (LMS)	4300	211,750			
	Hardware/Software - Employees	4300	11,550			
	School Curriculum Supplies	4300	8,458			
	Graduation	4300	84			
	<b>Noncapitalized Equipment</b>	<b>4400</b>	<b>132,490</b>	<b>0</b>	<b>132,490</b>	
	Student Technology Assistance	4400	132,490			
	Student Testing Technology	4400	0			
	<b>Food</b>	<b>4700</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Total, Books and Supplies</b>		<b>811,001</b>	<b>22,088</b>	<b>833,089</b>	
5.	Services and Other Operating Expenditures					
	<b>Subagreements for Services</b>	<b>5100</b>	<b>506,762</b>	<b>242,046</b>	<b>748,808</b>	
	Educational Resource Center	5100	44,468			
	Short -Term Substitute Teaching	5100	30,143			
	Direct Course Instruction Support	5100	6,405			
	Technical Support and Repairs	5100	52,938			
	Enrollment and Records Management	5100	18,340			
	Human Resources Support	5100	24,063			
	Facility Support Services	5100	1,400			
	Community Outreach	5100	14,583			
	Accounting and Regulatory Reporting	5100	17,646			
	Treasury Services	5100	48,420			
	Marketing Services	5100	32,280			
	Special Populations Consultative Services	5100	0	62,850		
	Contractual Service Credit	5100	0			
	School Administration	5100	193,682			
	Sales and Use Tax	5100	22,395			
	Special Education Direct Services	5100	0	179,196		
	<b>Travel and Conferences</b>	<b>5200</b>	<b>(1,901)</b>	<b>0</b>	<b>(1,901)</b>	Will be moved to '5800' on Final Report
	Travel and Conferences - Teachers	5200	0			
	Travel and Conferences - Administration	5200	(1,571)			
	Board Expenses	5200	2			
	Student Activities	5200	(333)			
	<b>Dues and Memberships</b>	<b>5300</b>	<b>8,204</b>	<b>0</b>	<b>8,204</b>	
	Dues	5300	8,204			
	<b>Insurance</b>	<b>5400</b>	<b>794</b>	<b>0</b>	<b>794</b>	
	Insurance - D&O	5400	794			
	<b>Operations and Housekeeping Services</b>	<b>5500</b>	<b>1,488</b>	<b>0</b>	<b>1,488</b>	
	Maintenance & Repair	5500	1,488			
	<b>Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>22,476</b>	<b>0</b>	<b>22,476</b>	
	Copiers/Reproduction	5600	711			
	Rent	5600	18,356			
	Rent Operating Expense	5600	2,015			
	Rent Storage Unit	5600	619			
	Utilities	5600	773			
	<b>Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>59,531</b>	<b>0</b>	<b>59,531</b>	
	Student Testing & Assessment	5800	(2,505)			
	Staff Recruiting	5800	363			
	Staff Training / Prof. Dvlpmnt.	5800	523			
	Team Building	5800	0			

	M&T Credit Suspense	5800	0		
	Banking Fees	5800	54		
	Financial Audit	5800	1,030		
	District Oversight	5800	29,842		
	SELPA One-Time Fee	5800	1,450		
	SELPA Admin Fee	5800	11,695		
	STRS Reporting	5800	1,455		
	Accreditation and Consulting	5800	2,140		
	Internet Subsidy Payment Processing	5800	0		
	Legal	5800	1,375		
	Other School Contracted Services	5800	823		
	Other School Expenses	5800	60		
	AERIES	5800	4,351		
	Summer School	5800	6,875		
<b>Communications</b>		<b>5900</b>	<b>28,955</b>	<b>0</b>	<b>28,955</b>
	ISP Payment Reimbursement	5900	9,751		
	Curriculum Postage	5900	15,131		
	Office Postage	5900	847		
	High Speed Internet	5900	1,564		
	Voice Over IP Services	5900	0		
	Phone	5900	1,662		
	<b>Total, Services and Other Operating Expenditures</b>		<b>626,309</b>	<b>242,046</b>	<b>868,354</b>
<b>6.</b>	<b>Capital Outlay</b>				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	6900	0	0	0
	<b>Total, Capital Outlay</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>7.</b>	<b>Other Outgo</b>				
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	<b>Total, Other Outgo</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>8.</b>	<b>TOTAL EXPENDITURES</b>		<b>2,463,512</b>	<b>497,681</b>	<b>2,961,193</b>
<b>C.</b>	<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>230,318</b>	<b>(317,415)</b>	<b>(87,097)</b>
					(87,097.03) 0.36
	<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>D.</b>	<b>OTHER FINANCING SOURCES / USES</b>				
1.	Other Sources	8930-8979	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(317,415)	317,415	0
4.	<b>TOTAL OTHER FINANCING SOURCES / USES</b>		<b>(317,415)</b>	<b>317,415</b>	<b>0</b>
<b>E.</b>	<b>NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>(87,097)</b>	<b>0</b>	<b>(87,097)</b>
<b>F.</b>	<b>FUND BALANCE, RESERVES</b>				
1.	Beginning Fund Balance				
a.	As of July 1	9791	10,332	0	10,332
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	39,136	0	39,136
c.	Adjusted Beginning Balance		49,468	0	49,468
2.	Ending Fund Balance, June 30 (E + F1c)		(37,629)	0	(37,629)
	Components of Ending Fund Balance (Optional):				
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0
	Reserve for Stores (equals object 9320)	9712	0	0	0
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0
	Reserve for All Others	9719	0	0	0
	General Reserve	9730	0	0	0
	Legally Restricted Balance	9740	0	0	0
	Designated for Economic Uncertainties	9770	0	0	0
	Other Designations	9775, 9780	0	0	0
	Undesignated / Unappropriated Amount	9790	(37,629)	0	(37,629)

<b>G. ASSETS</b>							
1.	Cash						
	In County Treasury	9110	0	0	0		
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0		
	In Banks	9120	1,067,468	0	1,067,468		
	In Revolving Fund	9130	0	0	0		
	With Fiscal Agent	9135	0	0	0		
	Collections Awaiting Deposit	9140	0	0	0		
2.	Investments	9150	0	0	0		
3.	Accounts Receivable	9200	1,928,305	0	1,928,305		
4.	Due from Grantor Government	9290	0	0	0		
5.	Stores	9320	0	0	0		
6.	Prepaid Expenditures (Expenses)	9330	8,290	0	8,290		
7.	Other Current Assets	9340	100	0	100		
8.	Capital Assets (for accrual basis only)	9400-9499	0	0	0		
9.	TOTAL ASSETS		3,004,163	0	3,004,163		
<b>H. LIABILITIES</b>							
1.	Accounts Payable	9500	3,080,928	0	3,080,928		
2.	Due to Grantor Government	9590	0	0	0		
3.	Current Loans	9640	0	0	0		
4.	Deferred Revenue	9650	0	0	0		
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0		
6.	TOTAL LIABILITIES		3,080,928	0	3,080,928		
<b>I. FUND BALANCE</b>							
	Ending Fund Balance, June 30 (G9-H6)						
	(must agree with Line F2)		(76,765)	0	(76,765)	(76,765)	0.00

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

**1. Federal Revenues Used for Capital Outlay and Debt Service:**

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

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

**2. Community Services Expenditures:**

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$
b. Non-certificated Personnel Salaries	
c. Employee Benefits	
d. Books and Supplies	
e. Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES	0



**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: California Connections Academy Southern California  
CDS #: \_\_\_\_\_  
Charter Approving Entity: \_\_\_\_\_  
County: \_\_\_\_\_  
Charter #: \_\_\_\_\_

This charter school uses the following basis of accounting:

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

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

**DRAFT FOR BOARD REVIEW WITH FINANCIAL INFO THROUGH JANUARY 31. Numbers reflect needed changes documented in the side notes and will be transferred to the for final report**

Description		Object Code	Unrestricted	Restricted	Total	Comments
<b>A. REVENUES</b>						
1.	LCFF Sources					
	State Aid - Current Year	8011	5,208,680		5,208,680	
	Education Protection Account State Aid - Current year	8012	382,249		382,249	
	State Aid - Prior Years	8019	0		0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	12,976,169		12,976,169	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		<b>18,567,097</b>	<b>0</b>	<b>18,567,097</b>	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		180,003	180,003	
		Federal Funding - Title I	8290	143,116		
		Federal Funding - Title II-A	8290	25,843		
		Federal Funding - Title IV	8290	11,044		
	Prior Year Adjustments	8019		647	647	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	0	0	0	
		Federal Funding - E-Rate	0	0	0	
		Learning Loss Mitigation (Federal)	257,809		257,809	
		CARES Funding	121,146	0	121,146	
	Total, Federal Revenues		<b>378,955</b>	<b>180,650</b>	<b>559,605</b>	
3.	Other State Revenues					
	Special Education - State	StateRevSE		1,194,528	1,194,528	
	All Other State Revenues	StateRevAO	816,012	6,167	822,179	
		Learning Loss Mitigation (State)	StateRevAO	316,470		35297.19 Title II Tuition Reimbursement
		Star Testing	StateRevAO	0		83876.5995 TITLE I TEACHER SALARIES
		College and Career Block Grant	StateRevAO	0		221129.759 TITLE I COUNSELOR SALARIES
		Mandated Cost Reimbursement	StateRevAO	125,371		49258.5269 TITLE I RETIREMENT
		One Time State Funding	StateRevAO	0		74726.5578 TITLE I BENEFITS
		Lottery	StateRevAO	374,171	6,167	6100.12717 TITLE I TAXES
		ERMHS	StateRevAO	0		130085.21 TITLE I ALL BENEFITS
		ERMHS - One Time Funds	StateRevAO	0		27332.6494 TITLE II SALARIES
		Miscellaneous State Funds	StateRevAO	0		4414.22288 TITLE II RETIREMENT
		Classified Employee PD grant	StateRevAO	0		6696.4991 TITLE II BENEFITS
		Low Performing Student Block Grant	StateRevAO	0		546.652988 TITLE II TAXES
		MediCAL	StateRevAO	0		11657.375 TITLE II ALL BENEFITS
		Prior Year Adjustments	StateRevAO	0		14924.74 TITLE IV SALARIES
	Total, Other State Revenues		<b>816,012</b>	<b>1,200,695</b>	<b>2,016,707</b>	2410.34506 TITLE IV RETIREMENT
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	8,444	0	8,444	3656.56062 TITLE IV BENEFITS
		Interest Income	LocalRevAO	8,414		298.494745 TITLE IV TAXES
		Donation	LocalRevAO	0		
		Miscellaneous	LocalRevAO	30		
		Prior Year Adjustments	LocalRevAO	0		6365.4 TITLE IV ALL BENEFITS
	Total, Local Revenues		<b>8,444</b>	<b>0</b>	<b>8,444</b>	
5.	<b>TOTAL REVENUES</b>		<b>19,770,508</b>	<b>1,381,345</b>	<b>21,151,853</b>	21,151,852.69 0.00
<b>B. EXPENDITURES</b>						
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	3,967,998	749,175	4,717,174	Added Title I Teacher Salaries and Title IV Salaries
	Certificated Pupil Support Salaries	1200	168,536	221,130	168,536	Added Title I Counselor Salaries
	Certificated Supervisors' and Administrators' Salaries	1300	614,765	136,369	751,134	
	Other Certificated Salaries	1900	0	0	0	
	<b>Total, Certificated Salaries</b>		<b>4,751,299</b>	<b>1,106,674</b>	<b>5,857,973</b>	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	0	0	0	
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	512,275	0	512,275	Moved amount from '2200'. Due to rounding caused .36 off balance
	<b>Total, Non-certificated Salaries</b>		<b>512,275</b>	<b>0</b>	<b>512,275</b>	6,370,248.84 (0.36)

Description		Object Code	Unrestricted	Restricted	Total	
3.	Employee Benefits					
	STRS	3101-3102	838,768	190,654	1,029,421	Added Title I and Title IV Retirement ONLY
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	108,083	16,047	124,130	
	Health and Welfare Benefits	3401-3402	1,049,354.68	324,488	1,373,843	Added: Title II-All Benefits and Tuition Reimbursement, Title I and Title IV Benefits and Tax Only
	Unemployment Insurance	3501-3502	71,058	14,940	85,998	
	Workers' Compensation Insurance	3601-3602	105,271	22,133	127,405	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	<b>Total, Employee Benefits</b>		<b>2,172,535</b>	<b>568,263</b>	<b>2,740,798</b>	9,111,046.35 (0.36)
4.	Books and Supplies					
	<b>Approved Textbooks and Core Curricula Materials</b>	<b>4100</b>	<b>0</b>		<b>0</b>	Move to '4100' on Final Report
	<b>Books and Other Reference Materials</b>	<b>4200</b>	<b>3,098,906</b>	<b>6,167</b>	<b>3,105,073</b>	
	Tangible and Intangible Instructional Materials	4200	3,092,819			
	Other Curriculum	4200	12,254			
	minus restricted lottery funds	4200	(6,167)			
	<b>Materials and Supplies</b>	<b>4300</b>	<b>1,593,933</b>	<b>349</b>	<b>1,594,282</b>	349 spent on PPE WITH CARES ACT Funding
	Office Supplies	4300	4,714	349		
	Expensed Furniture and Equipment	4300	0			
	Equipment/Supplies	4300	0			
	Connexus™ Annual License (LMS)	4300	1,450,050			
	Hardware/Software - Employees	4300	79,450			
	School Curriculum Supplies	4300	58,333			
	Graduation	4300	1,386			
	<b>Noncapitalized Equipment</b>	<b>4400</b>	<b>851,958</b>	<b>0</b>	<b>851,958</b>	
	Student Technology Assistance	4400	851,958			
	Student Testing Technology	4400	0			
	<b>Food</b>	<b>4700</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Total, Books and Supplies</b>		<b>5,544,797</b>	<b>6,516</b>	<b>5,551,313</b>	
5.	Services and Other Operating Expenditures					
	<b>Subagreements for Services</b>	<b>5100</b>	<b>3,724,687</b>	<b>1,000,247</b>	<b>4,724,934</b>	
	Educational Resource Center	5100	304,511			
	Short -Term Substitute Teaching	5100	212,150			
	Direct Course Instruction Support	5100	74,335			
	Technical Support and Repairs	5100	362,513			
	Enrollment and Records Management	5100	120,540			
	Human Resources Support	5100	165,521			
	Facility Support Services	5100	10,675			
	Community Outreach	5100	320,833			
	Accounting and Regulatory Reporting	5100	120,838			
	Treasury Services	5100	266,881			
	Marketing Services	5100	231,814			
	Special Populations Consultative Services	5100		330,000		
	Contractual Service Credit	5100	0			
	School Administration	5100	1,390,883			
	Sales and Use Tax	5100	143,194			
	Special Education Direct Services	5100	0	670,247		Will be moved to '5800' on Final Report
	<b>Travel and Conferences</b>	<b>5200</b>	<b>(3,992)</b>	<b>0</b>	<b>(3,992)</b>	
	Travel and Conferences - Teachers	5200	0			
	Travel and Conferences - Administration	5200	(104)			
	Board Expenses	5200	15			
	Student Activities	5200	(3,904)			
	<b>Dues and Memberships</b>	<b>5300</b>	<b>59,468</b>	<b>0</b>	<b>59,468</b>	
	Dues	5300	59,468			
	<b>Insurance</b>	<b>5400</b>	<b>5,741</b>	<b>0</b>	<b>5,741</b>	
	Insurance - D&O	5400	5,741			
	<b>Operations and Housekeeping Services</b>	<b>5500</b>	<b>15,266</b>	<b>0</b>	<b>15,266</b>	
	Maintenance & Repair	5500	15,266			
	<b>Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>162,350</b>	<b>0</b>	<b>162,350</b>	
	Copiers/Reproduction	5600	4,977			
	Rent	5600	132,730			
	Rent Operating Expense	5600	14,571			
	Rent Storage Unit	5600	4,479			
	Utilities	5600	5,593			
	<b>Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>469,249</b>	<b>0</b>	<b>469,249</b>	
	Student Testing & Assessment	5800	10,766			
	Staff Recruiting	5800	2,490			
	Staff Training / Prof. Dvlpmnt.	5800	(2,244)			
	Team Building	5800	0			

	M&T Credit Suspense	5800	9,108				
	Banking Fees	5800	4,509				
	Financial Audit	5800	7,379				
	District Oversight	5800	216,844				
	SELPA One-Time Fee	5800	13,186				
	SELPA Admin Fee	5800	86,928				
	STRS Reporting	5800	12,972				
	Accreditation and Consulting	5800	1,070				
	Internet Subsidy Payment Processing	5800	80,584				
	Legal	5800	9,638				
	Other School Contracted Services	5800	(1,128)				
	Other School Expenses	5800	703				
	Prop 39 Clean Energy Planning	5800	0				
	AERIES	5800	0				
	Summer School	5800	16,445				
	Gain from Insurance Claims						
Communications		5900	194,289	0		194,289	
	ISP Payment Reimbursement	5900	65,636				
	Curriculum Postage	5900	99,446				
	Office Postage	5900	6,627				
	High Speed Internet	5900	10,923				
	Voice Over IP Services	5900	0				
	Phone	5900	11,656				
Total, Services and Other Operating Expenditures			4,627,058	1,000,247		5,627,305	
6.	Capital Outlay						
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170	0	0		0	
	Buildings and Improvements of Buildings	6200	0	0		0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0		0	
	Equipment	6400	0	0		0	
	Equipment Replacement	6500	0	0		0	
	Depreciation Expense (for accrual basis only)	6900	0	0		0	
	Total, Capital Outlay		0	0		0	
7.	Other Outgo						
	Tuition to Other Schools	7110-7143	0	0		0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0		0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0		0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0		0	
	All Other Transfers	7280-7299	0	0		0	
	Debt Service:						
	Interest	7438	0	0		0	
	Principal (for modified accrual basis only)	7439	0	0		0	
	Total, Other Outgo		0	0		0	
8.	TOTAL EXPENDITURES		17,607,964	2,681,700		20,289,665	
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,162,543	(1,300,355)		862,188	
	Description	Object Code	Unrestricted	Restricted		Total	
D.	OTHER FINANCING SOURCES / USES						
1.	Other Sources	8930-8979	0	0		0	
2.	Less: Other Uses	7630-7699	0	0		0	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,300,355)	1,300,355		0	
4.	TOTAL OTHER FINANCING SOURCES / USES		(1,300,355)	1,300,355		0	
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		862,188	(0)		862,188	
F.	FUND BALANCE, RESERVES						
1.	Beginning Fund Balance						
a.	As of July 1	9791	617,086	0		617,086	
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	247,893	0		247,893	Audit Adjustment
c.	Adjusted Beginning Balance		864,979	0		864,979	
2.	Ending Fund Balance, June 30 (E + F1c)		1,727,167	(0)		1,727,167	
	Components of Ending Fund Balance (Optional):						
	Reserve for Revolving Cash (equals object 9130)	9711		0		0	
	Reserve for Stores (equals object 9320)	9712	0	0		0	
	Reserve for Prepaid Expenditures (equals object 9330)	9713		0		0	
	Reserve for All Others	9719	0	0		0	
	General Reserve	9730	0	0		0	
	Legally Restricted Balance	9740	0	0		0	
	Designated for Economic Uncertainties	9770	0	0		0	
	Other Designations	9775, 9780	0	0		0	
	Undesignated / Unappropriated Amount	9790	1,727,167	(0)		1,727,167	

<b>G. ASSETS</b>							
1.	Cash						
	In County Treasury	9110	1,588,404	0	1,588,404		
	Fair Value Adjustment to Cash in County Treasury	9111	0	0	0		
	In Banks	9120	5,762,692	0	5,762,692		
	In Revolving Fund	9130	421	0	421		
	With Fiscal Agent	9135	0	0	0		
	Collections Awaiting Deposit	9140	0	0	0		
2.	Investments	9150	0	0	0		
3.	Accounts Receivable	9200	2,224,627	0	2,224,627		
4.	Due from Grantor Government	9290	0	0	0		
5.	Stores	9320	0	0	0		
6.	Prepaid Expenditures (Expenses)	9330	96,744	0	96,744		
7.	Other Current Assets	9340	20,287	0	20,287		
8.	Capital Assets (for accrual basis only)	9400-9499	28,547	0	28,547		
9.	TOTAL ASSETS		9,721,722	0	9,721,722		
<b>H. LIABILITIES</b>							
1.	Accounts Payable	9500	8,033,130	0	8,033,130		
2.	Due to Grantor Government	9590	0	0	0		
3.	Current Loans	9640	0	0	0		
4.	Deferred Revenue	9650	209,318	0	209,318		
5.	Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0		
6.	TOTAL LIABILITIES		8,242,448	0	8,242,448		
<b>I. FUND BALANCE</b>							
	Ending Fund Balance, June 30 (G9-H6)						
	(must agree with Line F2)		1,479,274	0	1,479,274		1,479,274 (0.00)

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

**1. Federal Revenues Used for Capital Outlay and Debt Service:**

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

Federal Program Name (Indicate if NONE)		Capital Outlay	Debt Service	Total
a.		\$		0
b.				0
c.				0
d.				0
e.				0
f.				0
g.				0
h.				0
i.				0
j.				0
TOTAL		0	0	0

**2. Community Services Expenditures:**

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Personnel Salaries	\$
b.	Non-certificated Personnel Salaries	
c.	Employee Benefits	
d.	Books and Supplies	
e.	Services and Other Operating Expenditures	
TOTAL COMMUNITY SERVICES EXPENDITURES		0