



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, October 27, 2020 at 3:30 p.m. PT

Meeting to be held:

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

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

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

BOARD AGENDA

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

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

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

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

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

- IV. Routine Business
 - a. Approval of Agenda – E. Pavlich

- V. Oral Reports
 - a. Executive Director's Report (MSRs attached) – R. Savage
 - i. School Improvement Plan
 - ii. Final Results on 2019-2020 Goals
 - iii. COVID-19/School Activities Update
 - b. Principals' Reports (attached)
 - i. Elementary School – M. White
 - ii. Middle School – H. Tamayo
 - iii. High School – K. Mannix
 - c. CalCA Financial Report (to follow) – L. Carter
 - i. Special Education Service Contracts Update
 - ii. Fall One Reporting Update
 - iii. Consolidated Financial Report (attached)
 - iv. CalCA North Bay Financial Report (attached)
 - v. CalCA Central Financial Report (attached)
 - vi. CalCA Central Coast Financial Report (attached)
 - vii. CalCA Monterey Bay Financial Report (attached)
 - viii. CalCA Ripon Financial Report (attached)
 - ix. CalCA Southern California Financial Report (attached)
 - d. Policy and Compliance Report (to follow) – F. Sassin
 - i. Audit Timeline Update
 - ii. Special Education Local Plan Area (SELPA) Update

- VI. Consent Agenda
 - a. Approval of Minutes from the September 22, 2020 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Online & Blended Learning (OBL) Invoice(s) (attached)
 - d. Approval of Revisions to SELPA Local Plan Section B: Governance and Administration and Local Education Agency (LEA) Certifications (attached)
 - e. Approval of Revisions SELPA Participation Agreements (attached)
 - f. Approval of Revision(s) to 2020-2021 School Year General School Handbook: Various Updates (to follow)
 - g. Approval of Revision(s) to 2020-2021 School Year State Specific Handbook: Title IX, External Video and Web Conferencing Services Updates (to follow)

- VII. Action Items
 - a. Approval of Revised Budgets (to follow) – L. Carter
 - b. Approval of Comprehensive Support and Improvement (CSI) Plan (attached) – R. Romero

VIII. Information Items

- a. State Accountability Update – R. Romero/ F. Sassin
 - i. Local Control Funding Formula (LCFF) Budget Overview for Parents
- b. Math Placement Annual Report (attached) – R. Romero
- c. State Account Relations (STAR) Update – E. Sigmund
 - i. STAR and Board Relations: What We Do (attached)
- d. Partner School Leadership Team (PSLT) Update – M. Brown/ B. Rosta
 - i. School Operations Metrics (attached)
- e. Sponsoring District(s) Update – R. Savage/ F. Sassin

IX. Adjournment and Confirmation of the Next Meeting on Tuesday, December 1, 2020 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, October 23, 2020

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

September 30, 2020

Currently Enrolled

181

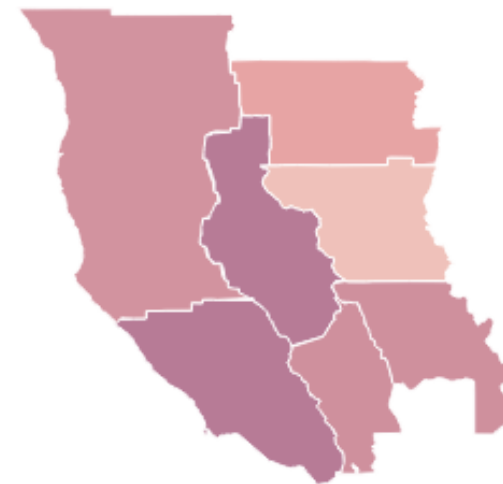
Total YTD Enrolled

191

Enrollment Services Complete (Stage 4)

200

Enrolled Students by County



California Connections Academy at North Bay

September 30, 2020

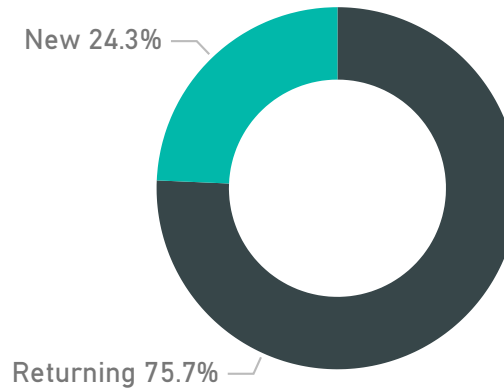
Current Enrollment Month-Over-Month Change

-5%

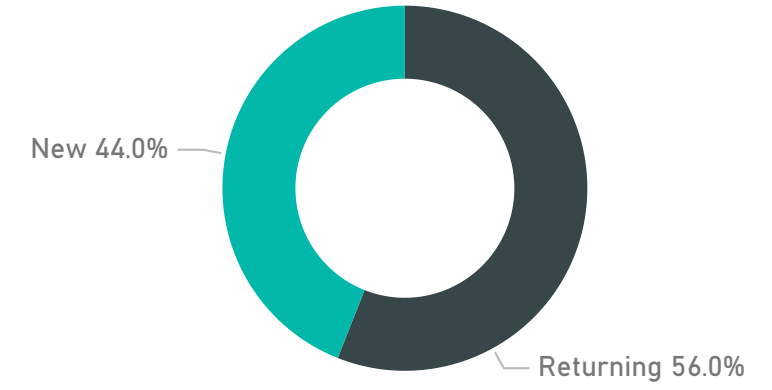
Current Enrollment Year-Over-Year Change

-10%

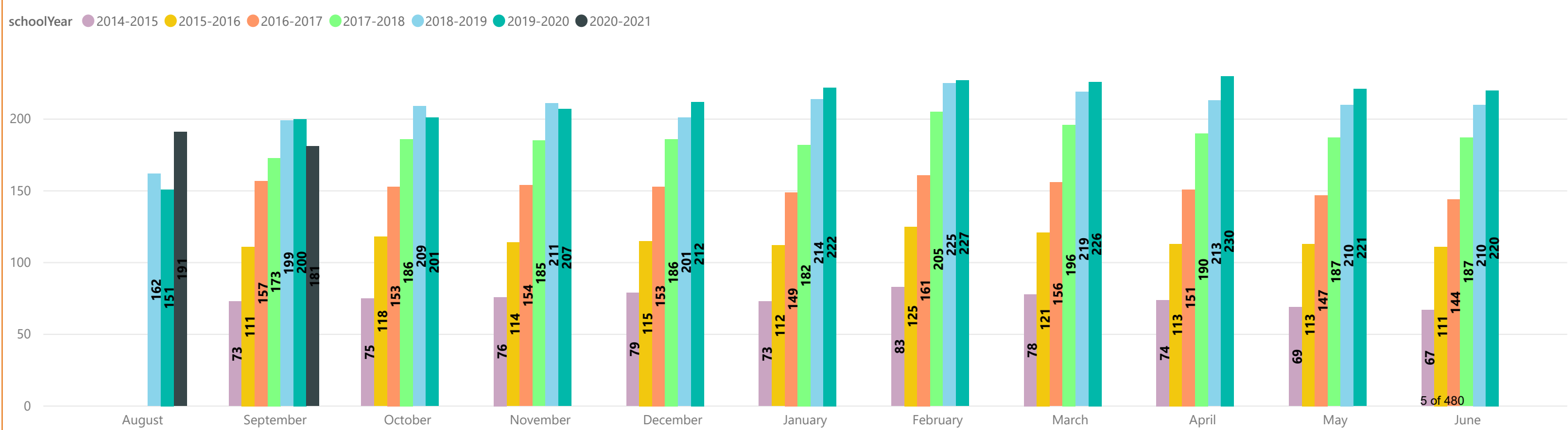
New and Returning



New and Returning Prior Year



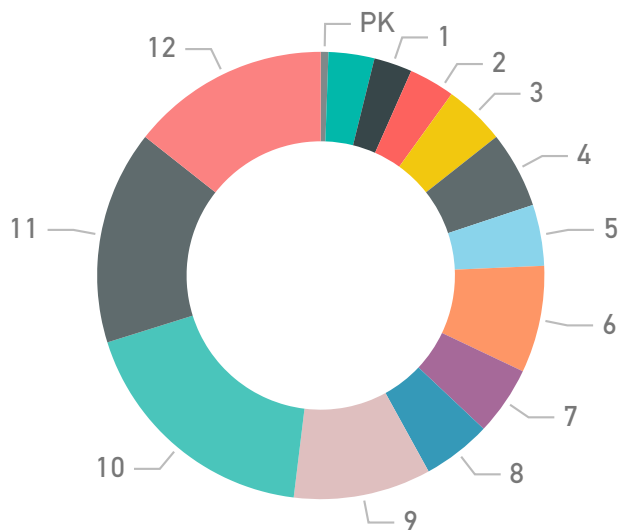
Monthly Student Current Enrollment Comparison



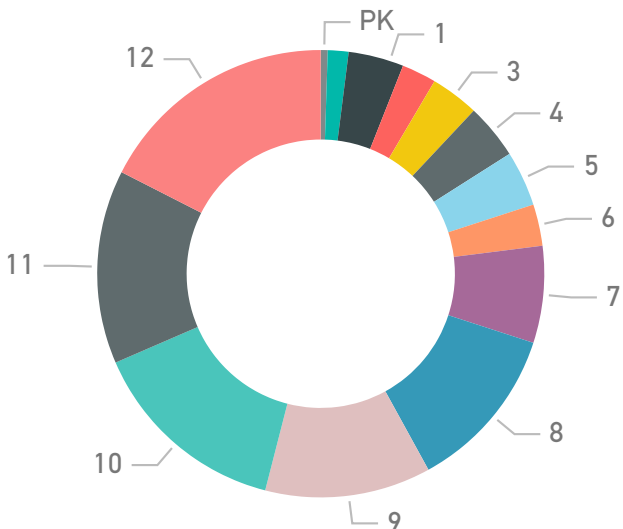
California Connections Academy at North Bay

September 30, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



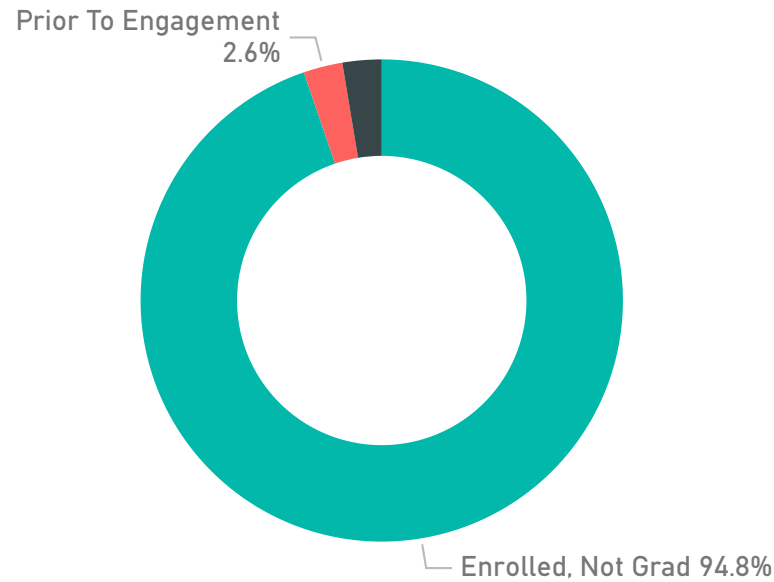
Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	17	9%	19	9%	19	10%	18	10%
PK	1	1%	1	0%			1	1%
KG	3	2%	5	2%	8	4%	6	3%
1	8	4%	7	3%	5	3%	5	3%
2	5	3%	6	3%	6	3%	6	3%
3-5	23	12%	24	11%	28	15%	26	14%
3	7	4%	8	4%	9	5%	8	4%
4	8	4%	5	2%	11	6%	10	6%
5	8	4%	11	5%	8	4%	8	4%
6-8	44	22%	50	23%	34	18%	32	18%
6	6	3%	10	5%	14	7%	14	8%
7	14	7%	15	7%	11	6%	9	5%
8	24	12%	25	11%	9	5%	9	5%
9-12	116	58%	127	58%	109	57%	105	58%
9	24	12%	36	16%	18	9%	18	10%
10	29	15%	32	15%	32	17%	33	18%
11	28	14%	28	13%	32	17%	28	15%
12	35	18%	31	14%	27	14%	26	14%
Total	200	100%	220	100%	190	100%	181	100%

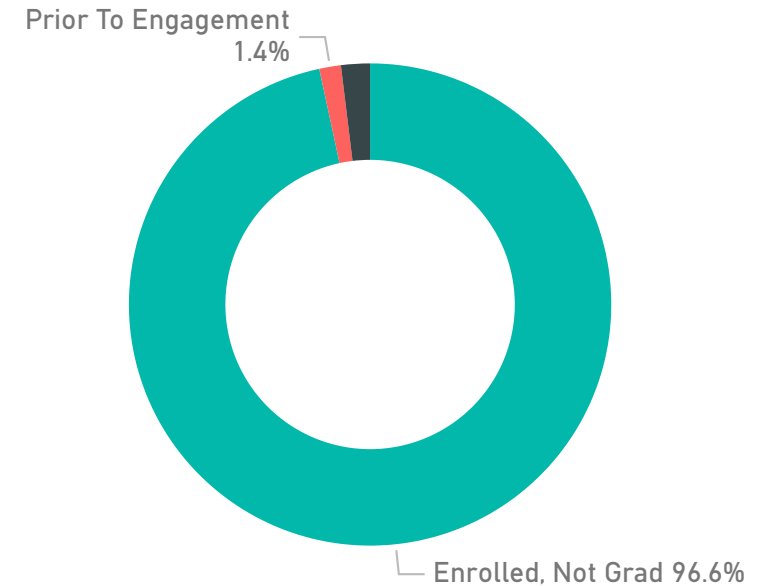
California Connections Academy at North Bay

September 30, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	200	97%	220	71%	192	100%	181	95%
Graduated			4	1%				
Not Returning			1	0%				
Prior To Engagement	3	1%	14	5%			5	3%
Withdrawal During School Year	4	2%	69	22%			5	3%
Total	207	100%	308	100%	192	100%	191	100%

Enrollment Services Complete (Stage 4)

200

California Connections Academy at North Bay
September 30, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	CurrentMonth
		10	4
Another Reason		1	
Different/Better Schooling Option (Not related to socialization)		16	
No Reason Given	2	25	1
Program not flexible enough		1	
Student wants more socialization	1	8	
The curriculum is too hard	1	1	
Transition to virtual school too difficult		1	
We are moving		6	

Other Completer

No reason provided

California Connections Academy at North Bay

September 30, 2020

Household Data

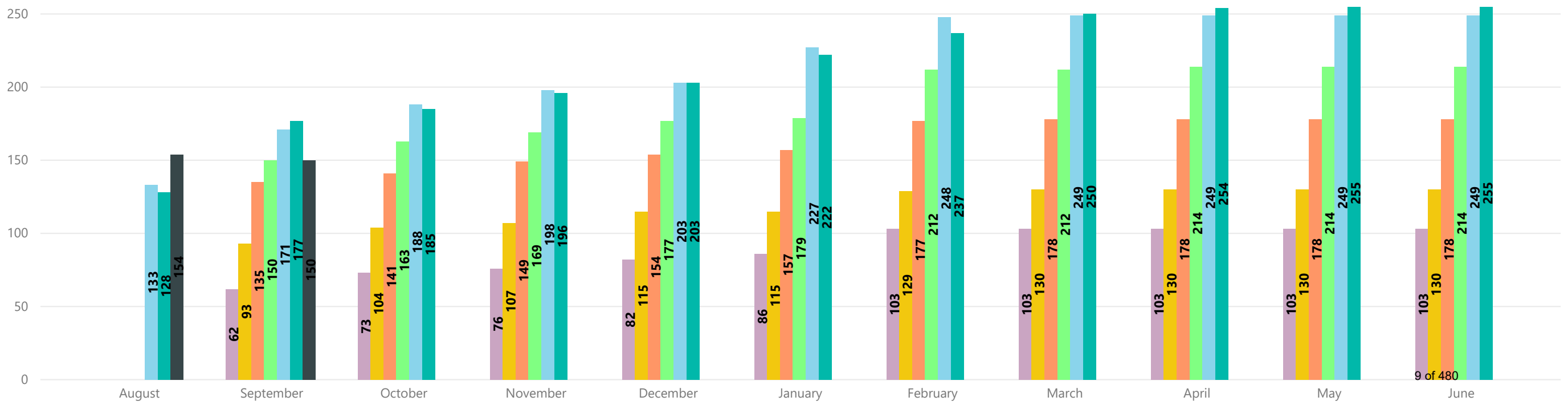
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	171	178	154	142
Graduated		4		
Not Returning		1		
WD During School Year	3	61		3
WD Prior To Engagement	3	14		5

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.17	1.24	1.25	1.27

Monthly Total Households

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



California Connections Academy at North Bay

September 30, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	53	64	41	50
Not Hispanic or Latino	147	156	103	130

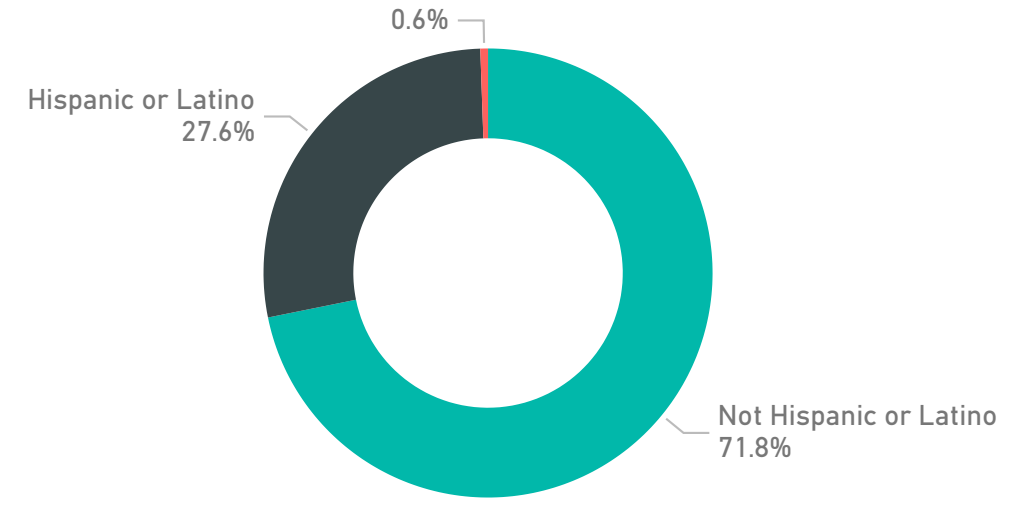
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	18	14	10	11
Asian	14	22	15	16
Black/African American	20	22	15	18
Native Hawaiian or Other Pacific Islander	4	7	7	7
White	175	195	127	162

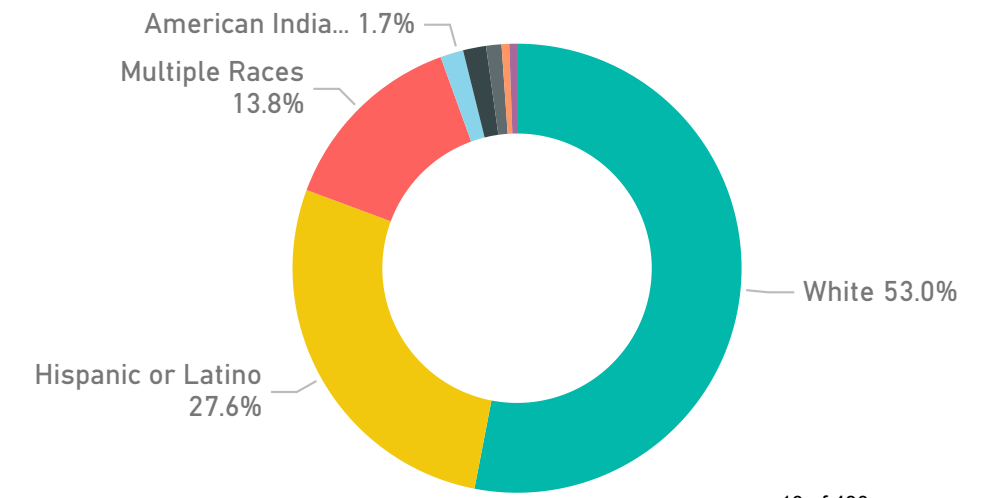
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	5	3	3	3
Asian	6	6	2	2
Black/African American	6	4	3	3
Hispanic or Latino	53	64	41	50
Multiple Races	24	30	23	25
Native Hawaiian or Other Pacific Islander	1	1	1	1
Not Indicated			47	1
White	105	112	71	96

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

September 30, 2020

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			47	
F	113	125	79	98
M	87	95	65	83

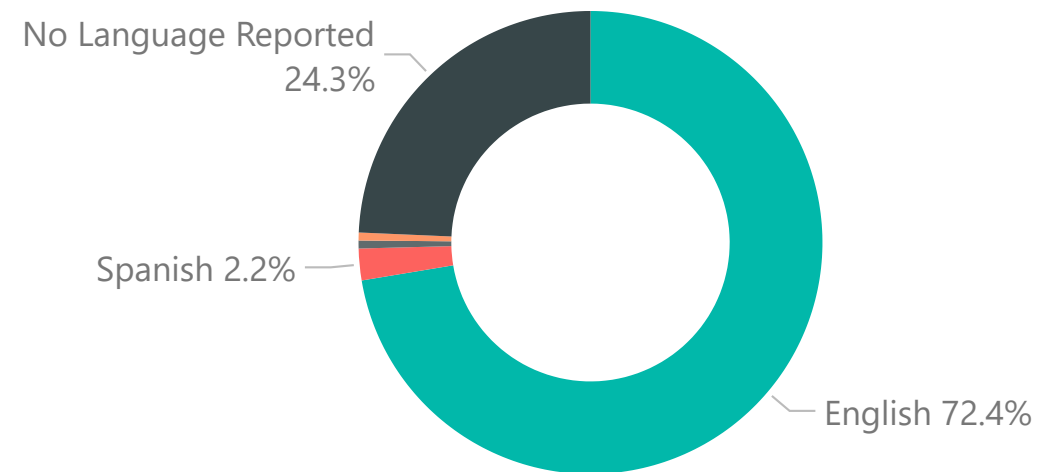
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	188	207	138	131
Spanish	9	10	4	4
Arabic	1	1	1	1
Another Language	2	2	1	1
No Language Reported			47	44

Enrolled Students by Gender



Enrolled Students by Language



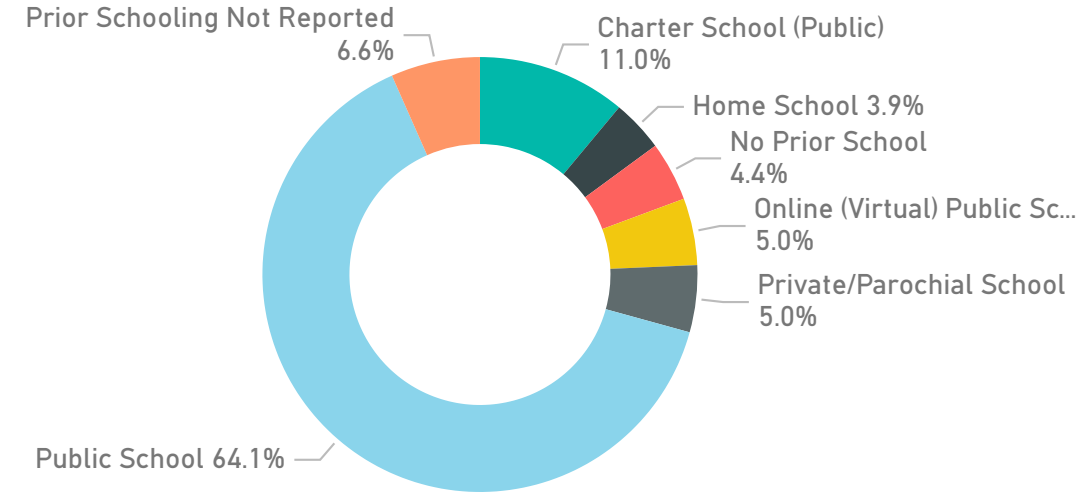
California Connections Academy at North Bay

September 30, 2020

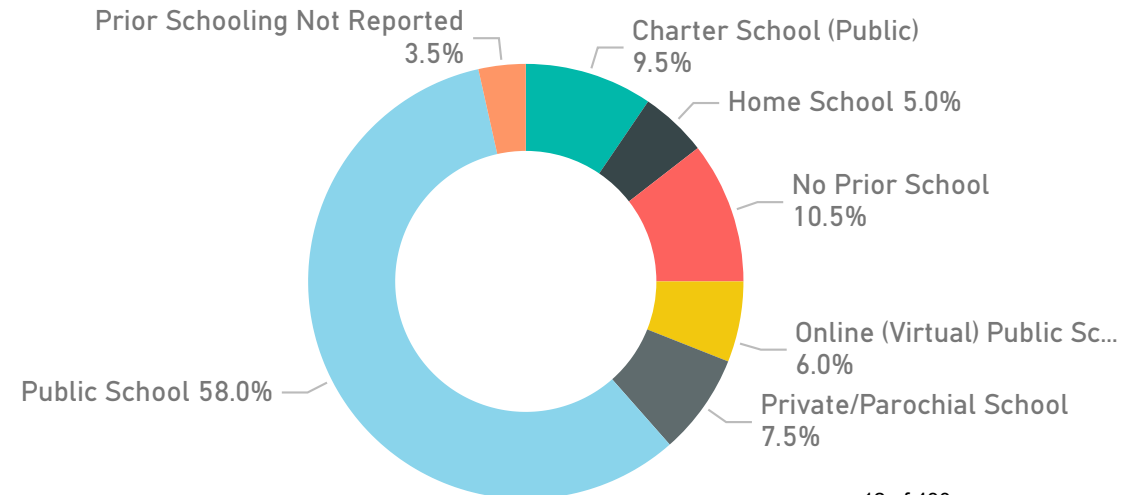
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	19	19	15	20
Home School	10	10	7	7
No Prior School	21	12	8	8
Online (Virtual) Public School	12	12	8	9
Private/Parochial School	15	14	5	9
Public School	116	148	96	116
Prior Schooling Not Reported	7	5	52	12

Prior Schooling September 30, 2020



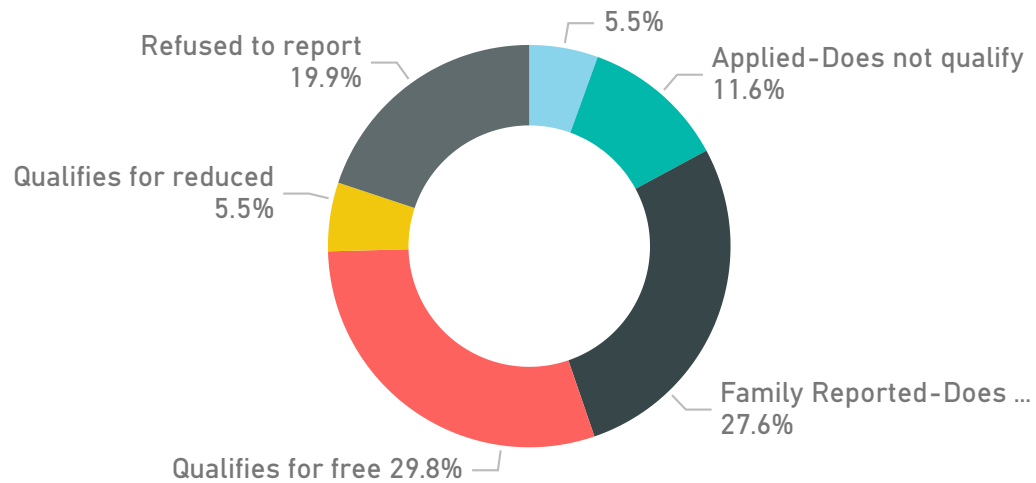
Prior Schooling September 30, 2019



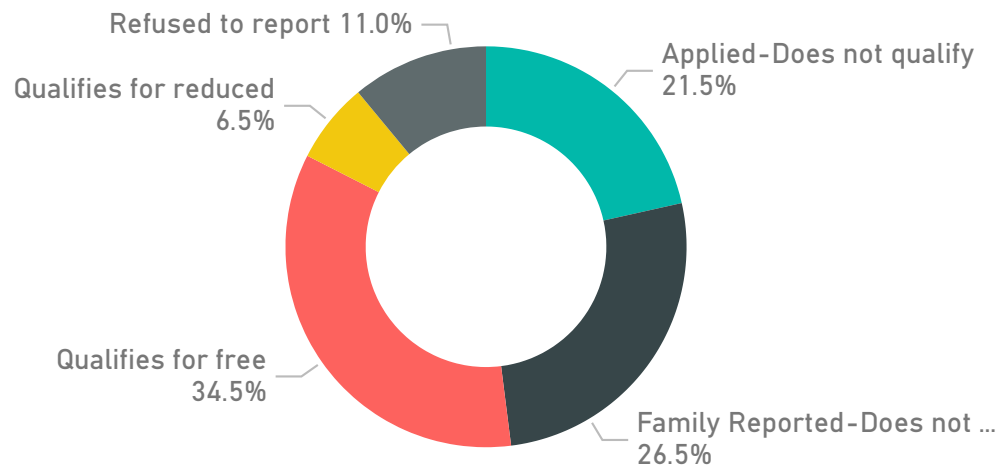
California Connections Academy at North Bay

September 30, 2020

FARM Eligibility September 30, 2020



FARM Eligibility September 30, 2019



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	1	2	2	2
Cognitive Disability	2	2	2	2
Emotionally Impaired	5	6	4	4
Other Health Impaired	4	4	3	3
Specific Learning Disability	13	14	9	9
Speech/Language Impaired	1	2	1	2

Specific Learning Disability

Emotionally Impaired

Speech/...

Cognitiv...

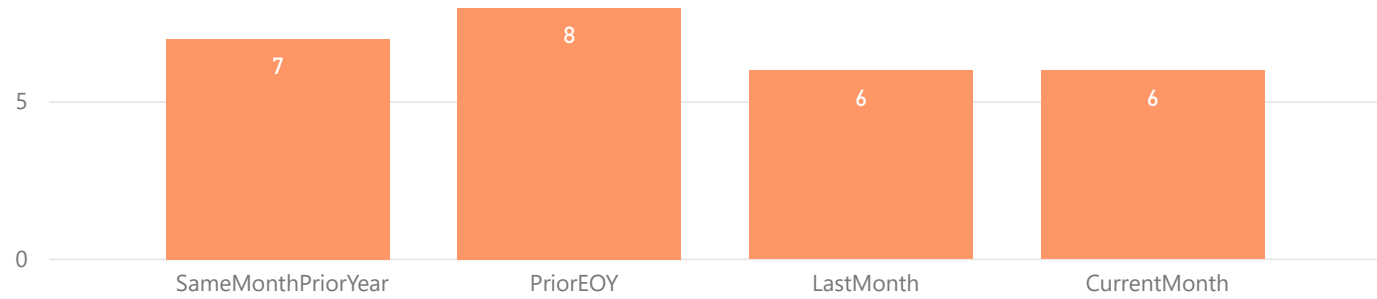
Other Health Impaired

Autism

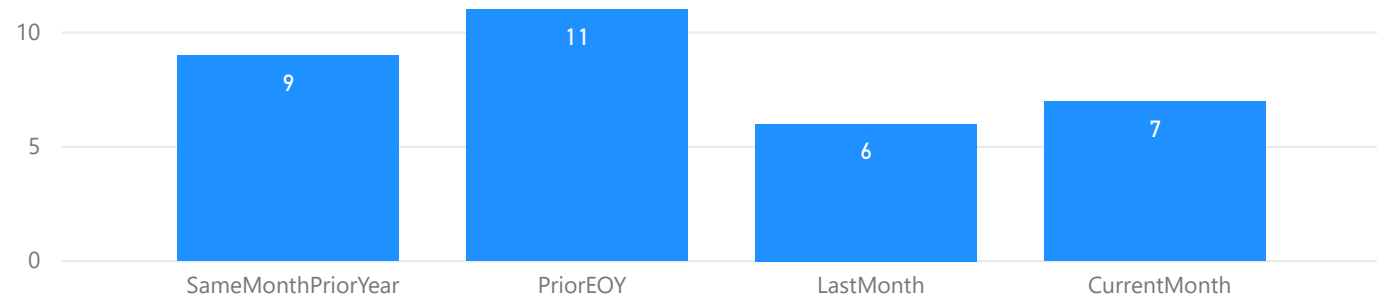
California Connections Academy at North Bay

September 30, 2020

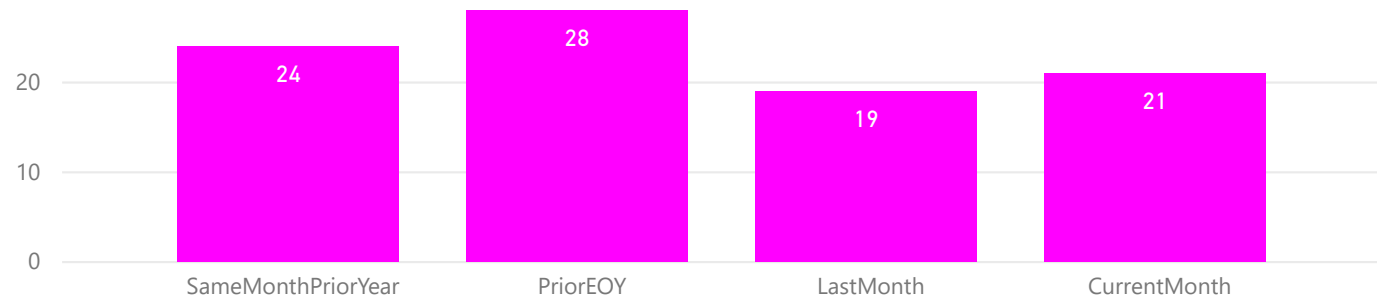
Gifted



Plan504



IEP



Currently Enrolled

181

Gifted

3%

Plan504

4%

IEP

12%

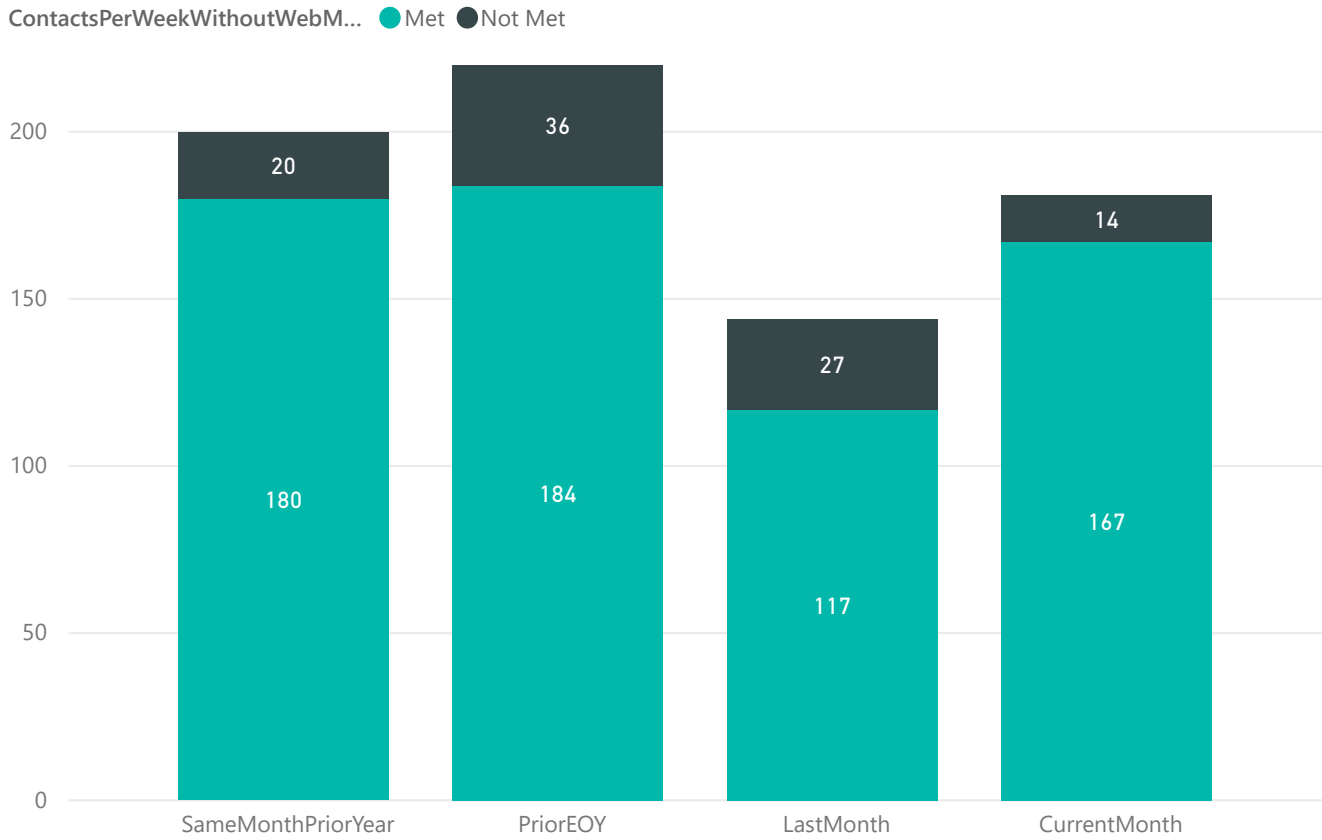
Not in Special Population

81%

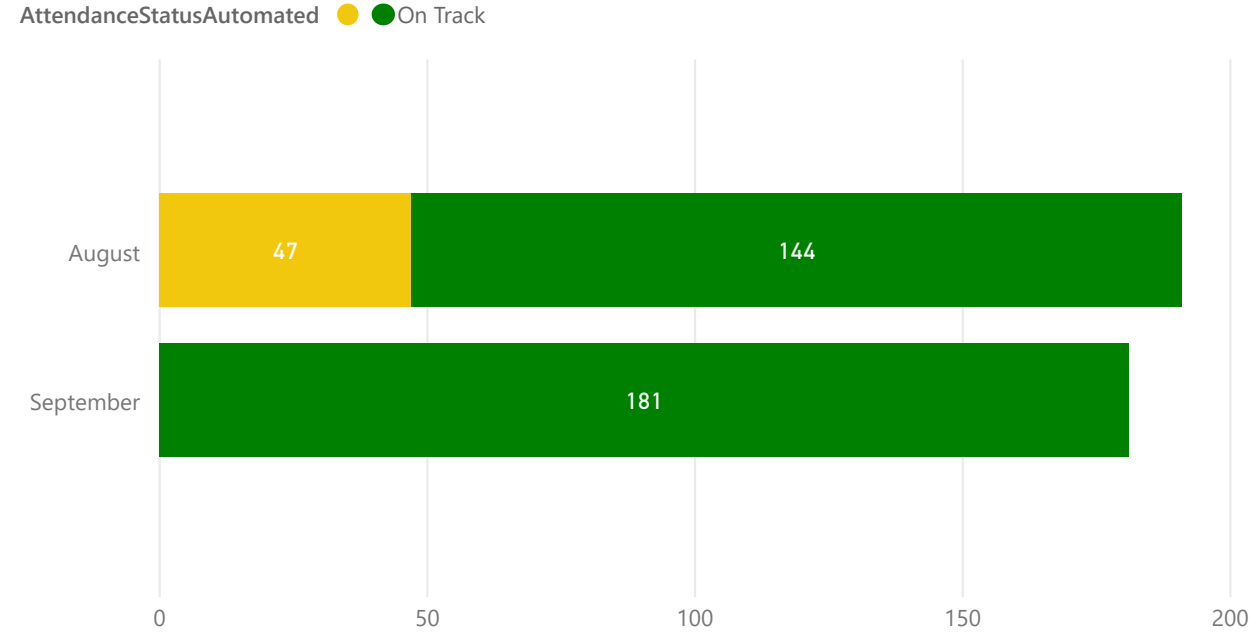
California Connections Academy at North Bay

September 30, 2020

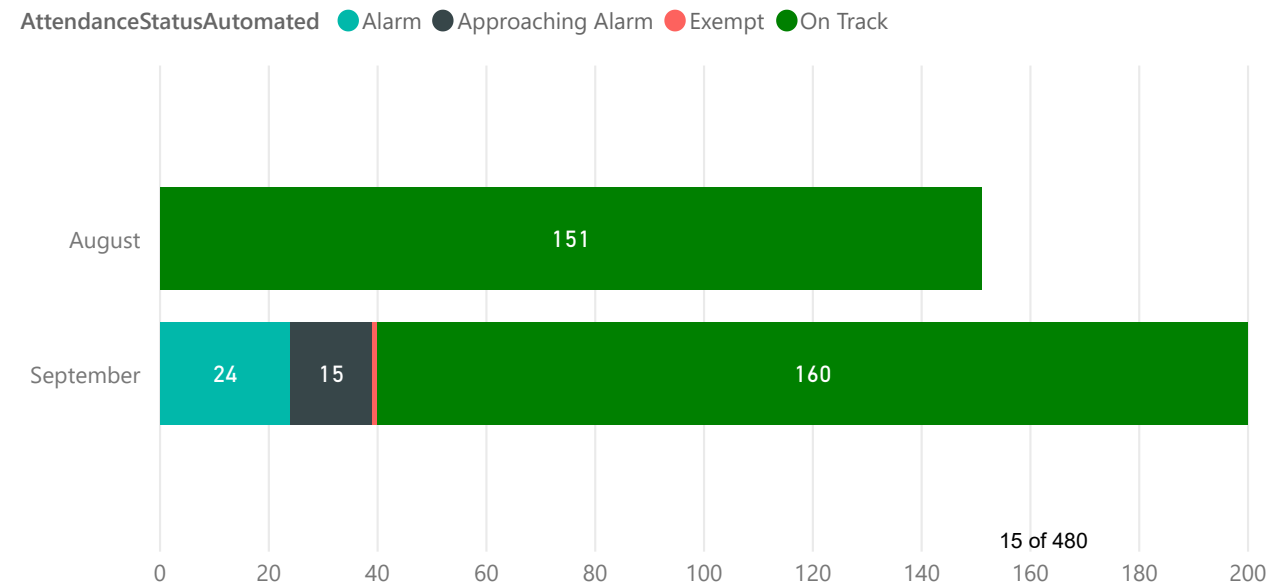
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

181

California Connections Academy at North Bay

September 30, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	71%	95%	100%	67%
3-5	98%	100%	94%	79%
6-8	89%	96%	96%	82%
9-12	90%	92%	94%	72%
Total	89%	94%	95%	74%

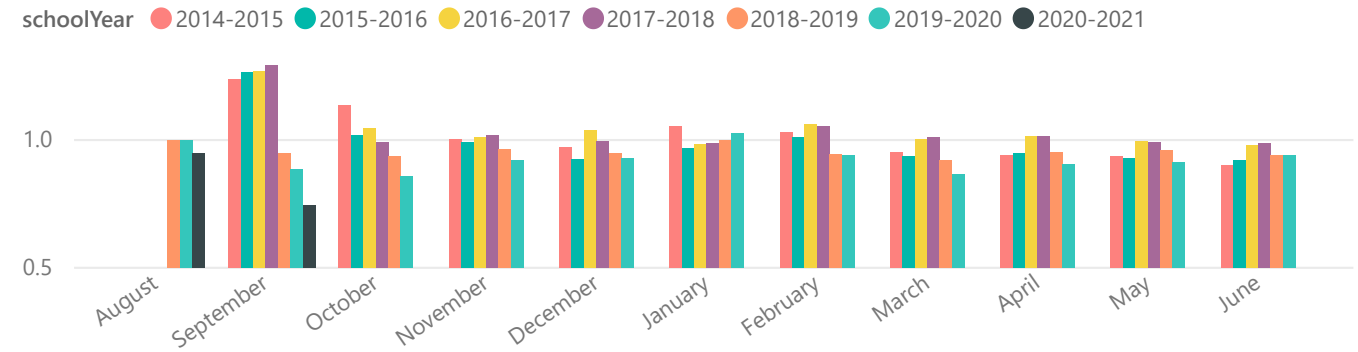
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	87%	90%	95%
3-5	81%	84%	89%	84%
6-8	66%	73%	77%	75%
9-12	72%	71%	74%	80%
Total	73%	74%	77%	81%

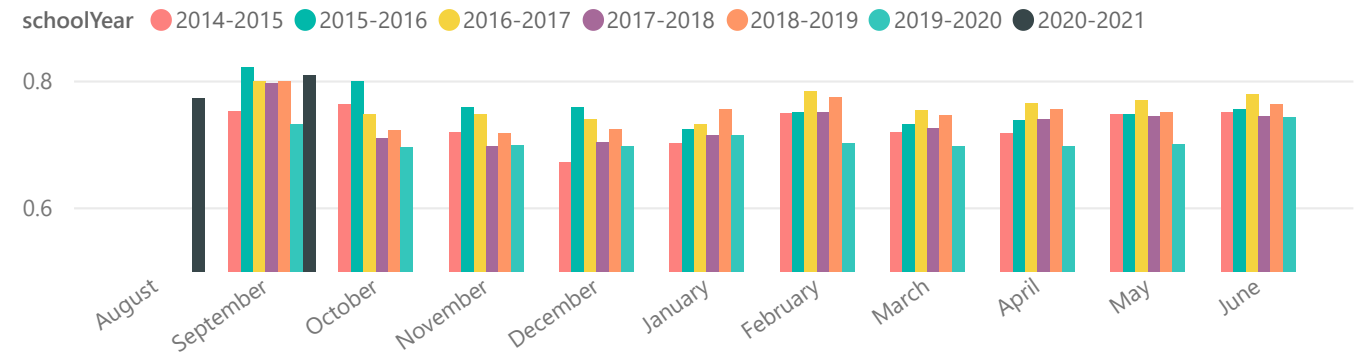
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	86%	90%	92%	100%
3-5	94%	94%	98%	100%
6-8	86%	93%	93%	100%
9-12	85%	81%	88%	87%
Total	86%	86%	90%	92%

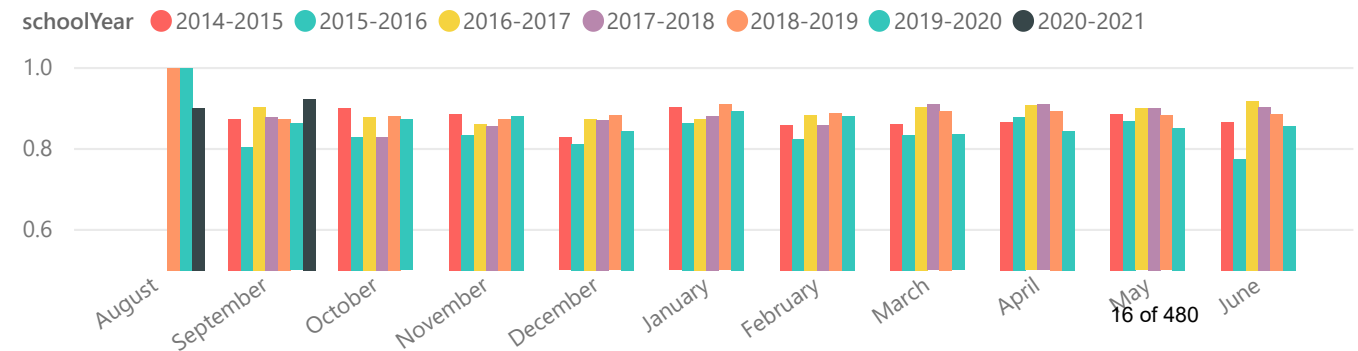
Average Total Participation



Average Total Performance



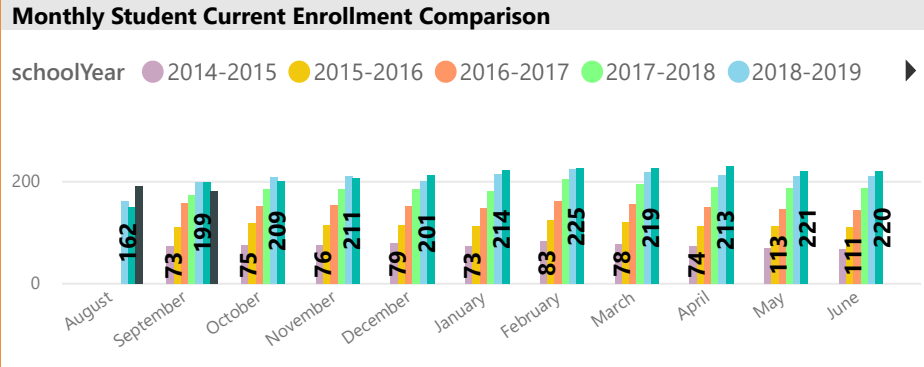
Average Total Attendance



**California Connections Academy at North Bay
September 30, 2020**

Currently Enrolled 181	Total YTD Enrolled 191
Enrollment Services Complete (Stage 4) 200	

Current Enrollment Month-Over-Month Change -5%
Current Enrollment Year-Over-Year Change -10%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	200	97%	181	95%
Prior To Engagement	3	1%	5	3%
Withdrawal During School Year	4	2%	5	3%
Total	207	100%	191	100%

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New or Returning				
New	88	44.00%	44	24.31%
Returning	112	56.00%	137	75.69%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
	Active	171
WD During School Year	3	3
WD Prior To Engagement	3	5

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.17	1.27

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	17	9%	18	10%
PK	1	1%	1	1%
KG	3	2%	6	3%
1	8	4%	5	3%
2	5	3%	6	3%
3-5	23	12%	26	14%
3	7	4%	8	4%
4	8	4%	10	6%
5	8	4%	8	4%
6-8	44	22%	32	18%
6	6	3%	14	8%
7	14	7%	9	5%
8	24	12%	9	5%
9-12	116	58%	105	58%
9	24	12%	18	10%
10	29	15%	33	18%
11	28	14%	28	15%
Total	200	100%	181	100%

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	Current
My student wants to return to a traditional school setting for socialization reasons.		1
No reason provided		2
Other Completer		
The curriculum is too hard.		1

**California Connections Academy at North Bay
September 30, 2020**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	113	98
M	87	83

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	1	2
Cognitive Disability	2	2
Emotionally Impaired	5	4
Other Health Impaired	4	3
Specific Learning Disability	13	9
Speech/Language Impaired	1	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	7	6

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	9	7

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	188	131
Spanish	9	4
Arabic	1	1
Another Language	2	1
No Language Reported		44

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	24	21

Gifted	Plan504
3%	4%
IEP	Not in Special Population
12%	81%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	53	50
Not Hispanic or Latino	147	130

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	5	3
Asian	6	2
Black/African American	6	3
Hispanic or Latino	53	50
Multiple Races	24	25
Native Hawaiian or Other Pacific Islander	1	1
Not Indicated		1
White	105	96

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	18	11
Asian	14	16
Black/African American	20	18
Native Hawaiian or Other Pacific Islander	4	7
White	175	162

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	36	18
Family Reported-Does not qualify	46	44
Qualifies for free	60	45
Qualifies for reduced	12	10
Refused to report	20	32

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	19	20
Home School	10	7
No Prior School	21	8
Online (Virtual) Public School	12	9
Private/Parochial School	15	9
Public School	116	116
Prior Schooling Not Reported	7	12

**California Connections Academy at North Bay
September 30, 2020**

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	180	167
Not Met	20	14

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	24	
Approaching Alarm	15	
Exempt	1	
On Track	160	181

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	71%	67%
3-5	98%	79%
6-8	89%	82%
9-12	90%	72%
Total	89%	74%

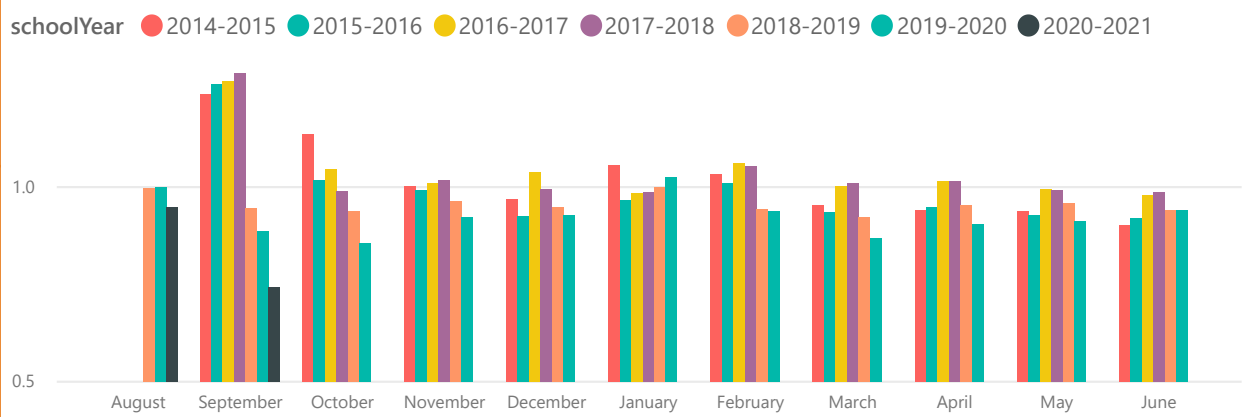
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	95%
3-5	81%	84%
6-8	66%	75%
9-12	72%	80%
Total	73%	81%

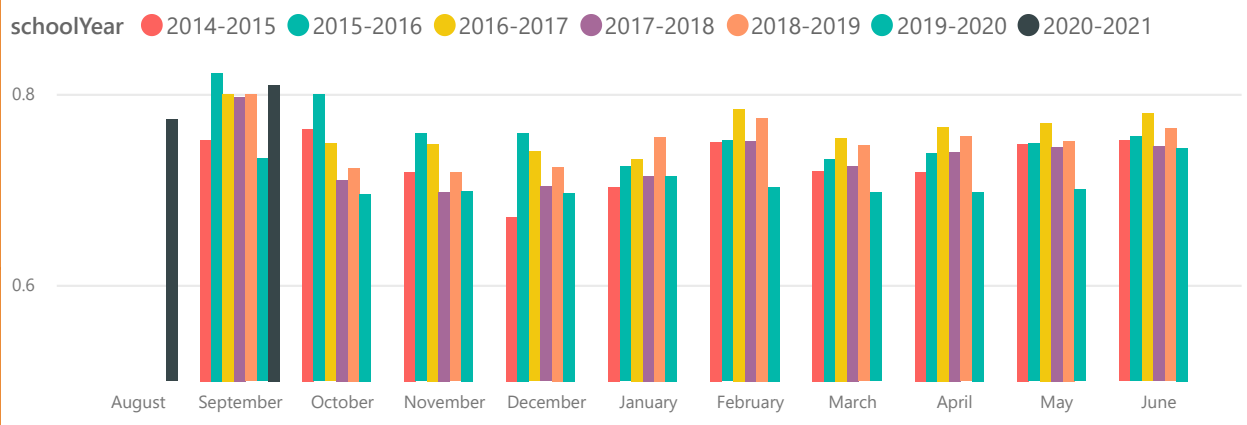
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	86%	100%
3-5	94%	100%
6-8	86%	100%
9-12	85%	87%
Total	86%	92%

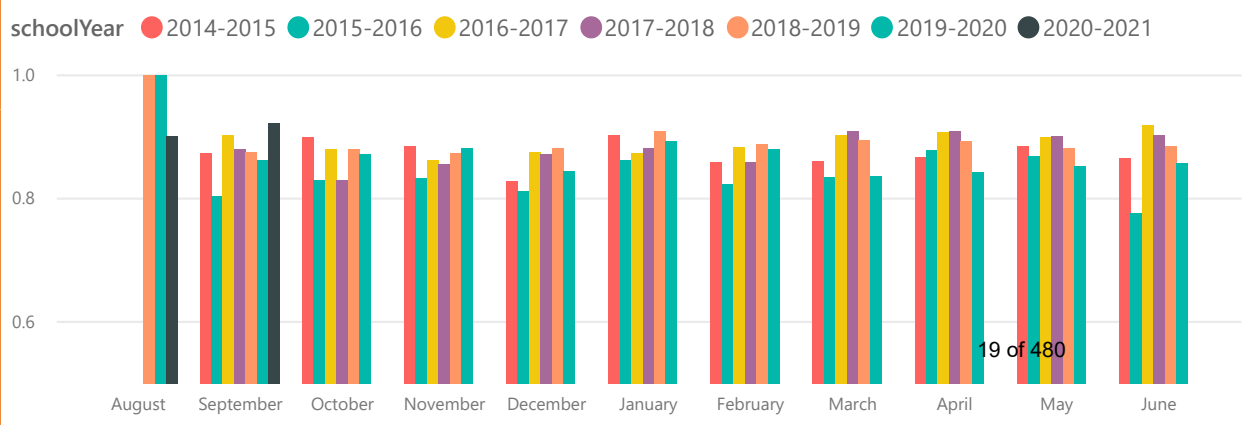
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

September 30, 2020

Currently Enrolled

613

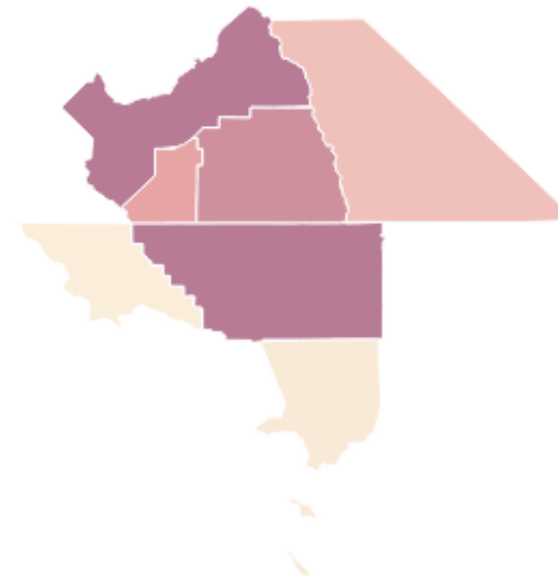
Total YTD Enrolled

636

Enrollment Services Complete (Stage 4)

674

Enrolled Students by County



Central California Connections Academy

September 30, 2020

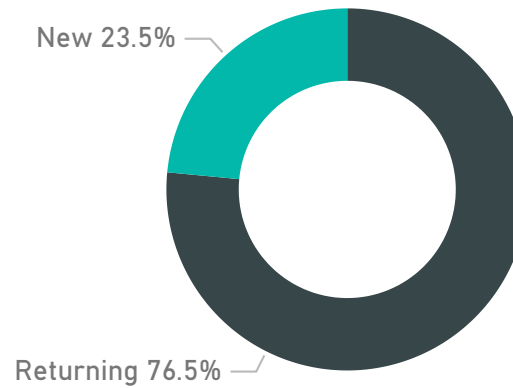
Current Enrollment Month-Over-Month Change

-4%

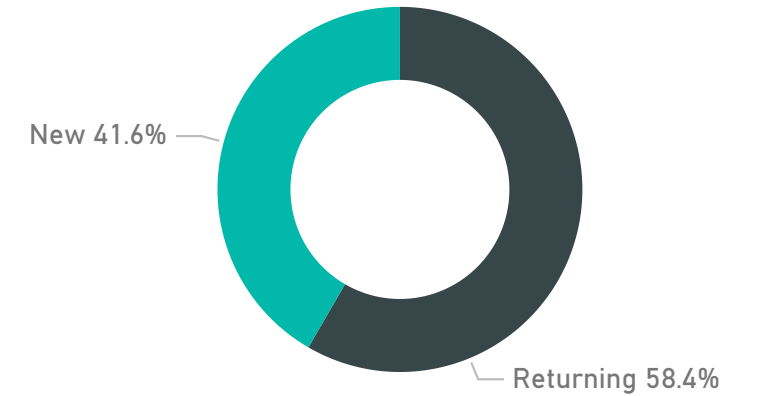
Current Enrollment Year-Over-Year Change

9%

New and Returning

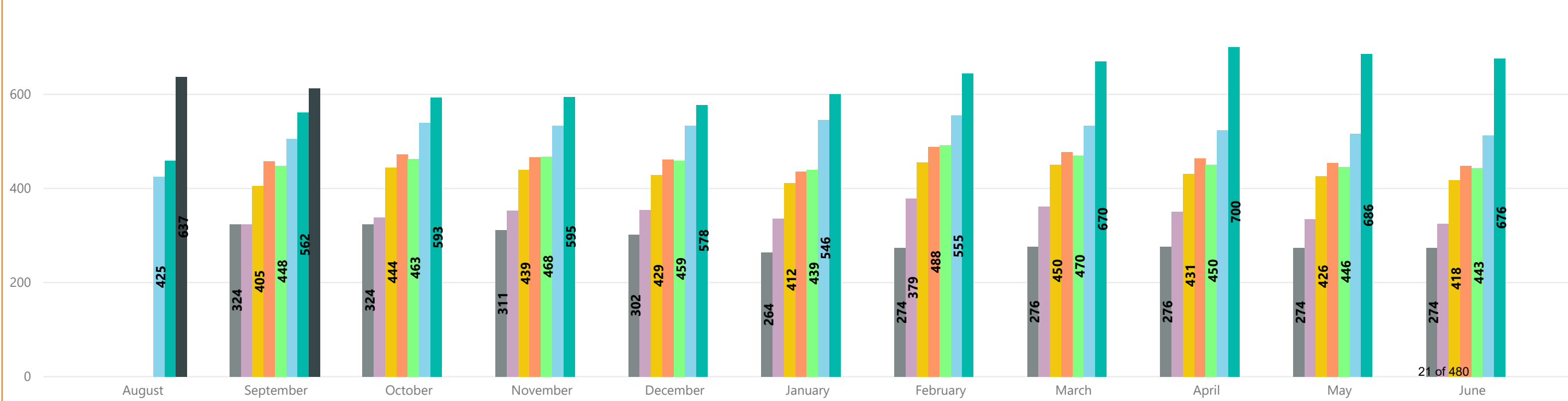


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

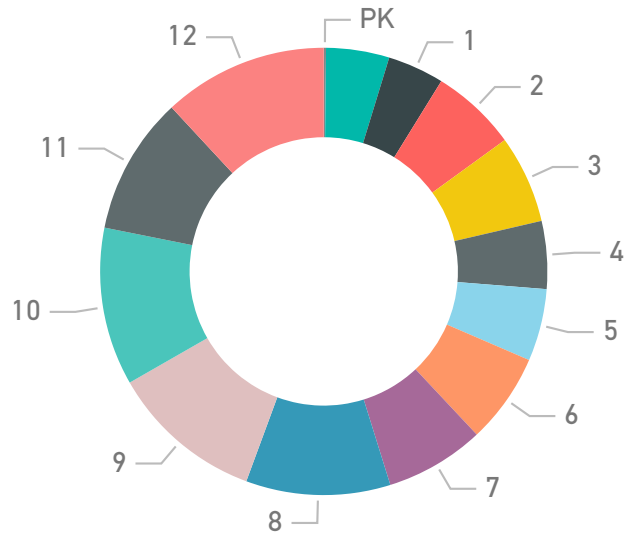
schoolYear ● 2013-2014 ● 2014-2015 ● 2015-2016 ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021



Central California Connections Academy

September 30, 2020

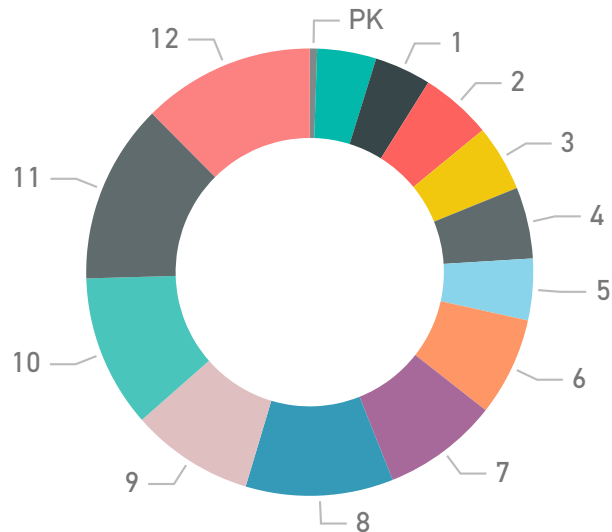
Enrolled Students by Final Grade



Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	79	14%	96	14%	96	15%	92	15%
PK	3	1%	4	1%			1	0%
KG	24	4%	29	4%	28	4%	28	5%
1	23	4%	28	4%	27	4%	25	4%
2	29	5%	35	5%	41	6%	38	6%
3-5	81	14%	93	14%	106	17%	101	16%
3	27	5%	31	5%	41	6%	39	6%
4	29	5%	26	4%	32	5%	30	5%
5	25	4%	36	5%	33	5%	32	5%
6-8	147	26%	191	28%	157	25%	148	24%
6	40	7%	44	7%	42	7%	40	7%
7	47	8%	64	9%	48	8%	44	7%
8	60	11%	83	12%	67	11%	64	10%
9-12	255	45%	296	44%	278	44%	272	44%
9	50	9%	80	12%	70	11%	68	11%
10	62	11%	73	11%	73	11%	70	11%
11	73	13%	82	12%	62	10%	61	10%
12	70	12%	61	9%	73	11%	73	12%
Total	562	100%	676	100%	637	100%	613	100%

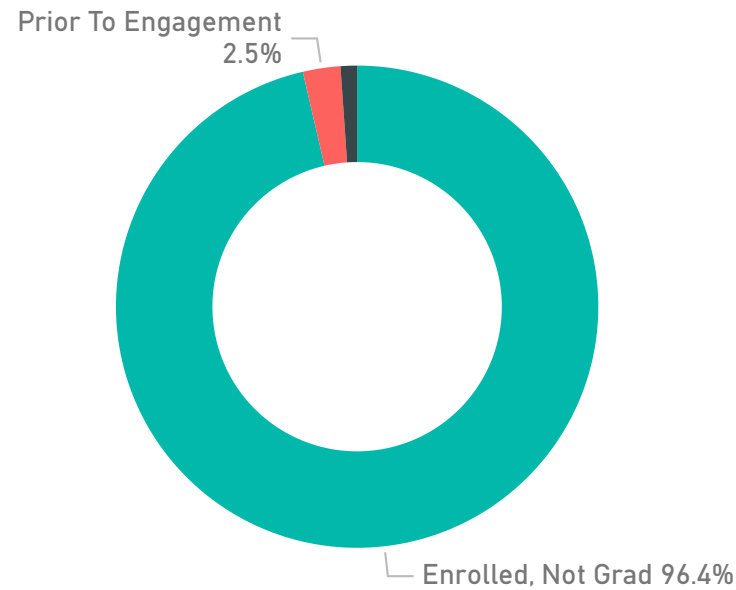
Enrolled Students Prior Year by Final Grade



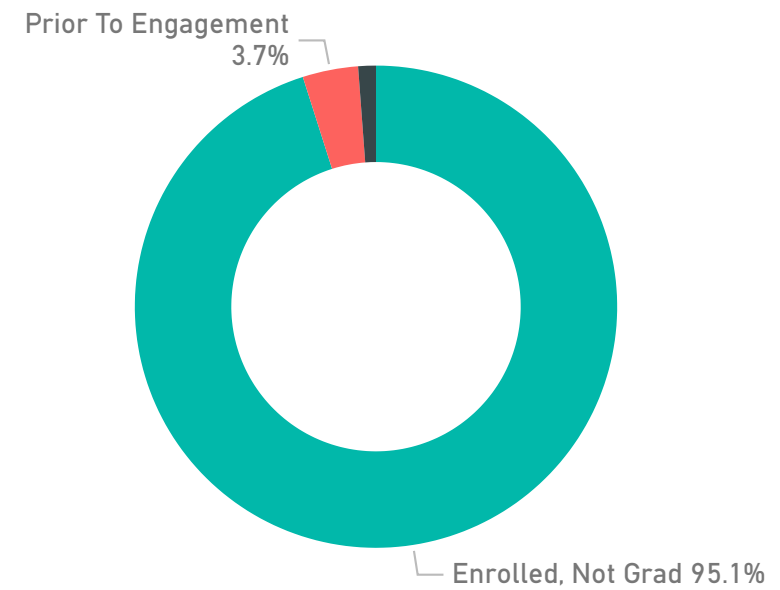
Central California Connections Academy

September 30, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	562	95%	676	73%	656	100%	613	96%
Graduated			4	0%				
Not Returning			1	0%				
Prior To Engagement	22	4%	59	6%			16	3%
Withdrawal During School Year	7	1%	189	20%			7	1%
Total	591	100%	929	100%	656	100%	636	100%

Enrollment Services Complete (Stage 4)

674

Central California Connections Academy
September 30, 2020

Withdrawal Reason

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

Other Completer

No reason provided

Central California Connections Academy

September 30, 2020

Household Data

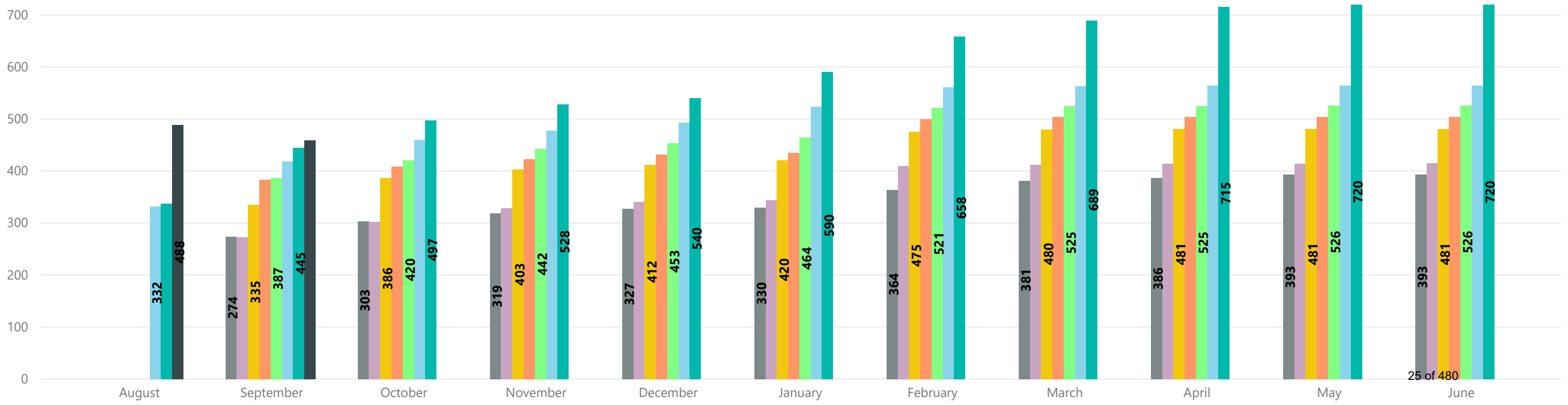
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	422	529	488	445
Graduated		4		
Not Returning		1		
WD During School Year	7	152		4
WD Prior To Engagement	19	52		16

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.33	1.28	1.34	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

September 30, 2020

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	248	285	212	254
Not Hispanic or Latino	314	391	280	358

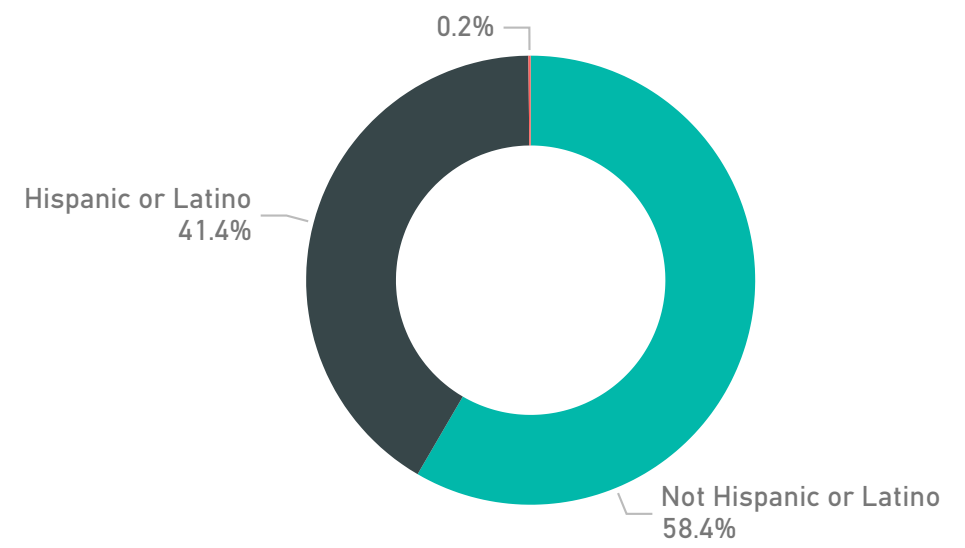
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	75	80	59	60
Asian	23	36	30	42
Black/African American	68	88	65	83
Native Hawaiian or Other Pacific Islander	7	10	7	10
White	456	544	392	493

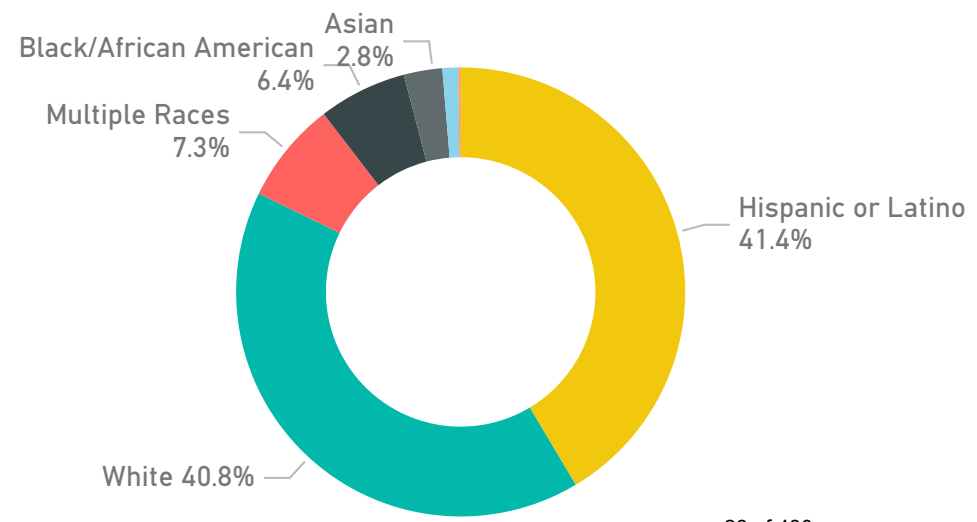
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	6	10	7	7
Asian	6	10	10	17
Black/African American	41	44	33	39
Hispanic or Latino	248	285	212	254
Multiple Races	37	48	33	45
Native Hawaiian or Other Pacific Islander	2	1	1	1
Not Indicated			145	
White	222	278	196	250

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy

September 30, 2020

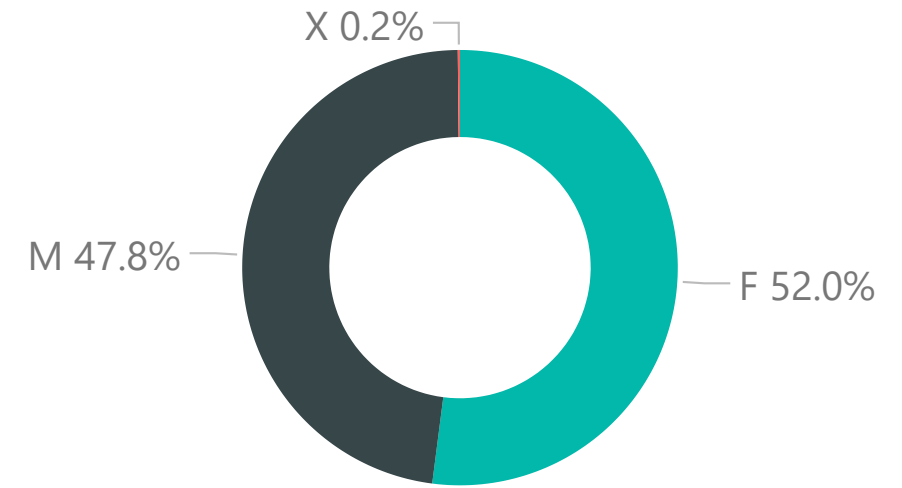
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			145	
F	288	357	260	319
M	274	319	232	293
X				1

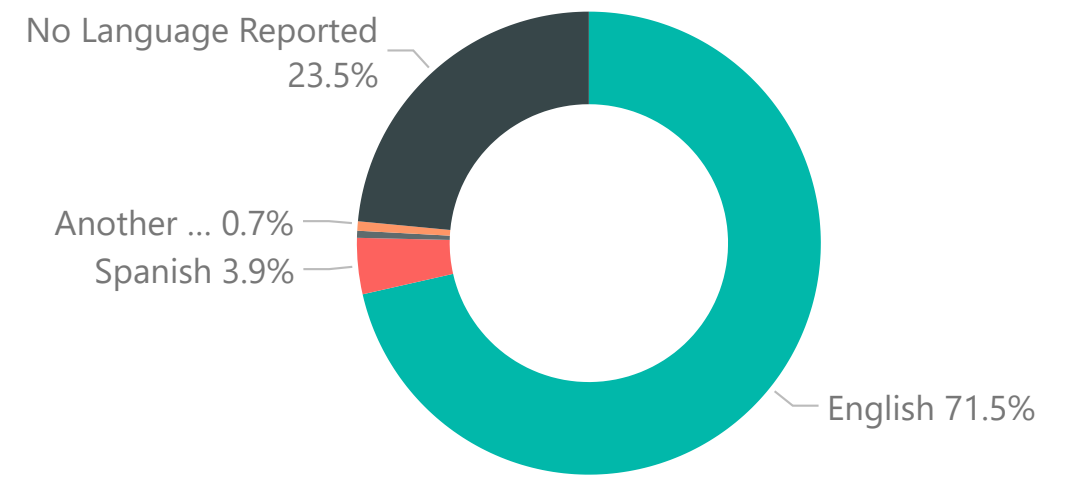
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	520	631	461	438
Spanish	35	37	24	24
Arabic	3	4	3	3
Another Language	4	4	4	4
No Language Reported			145	144

Enrolled Students by Gender



Enrolled Students by Language

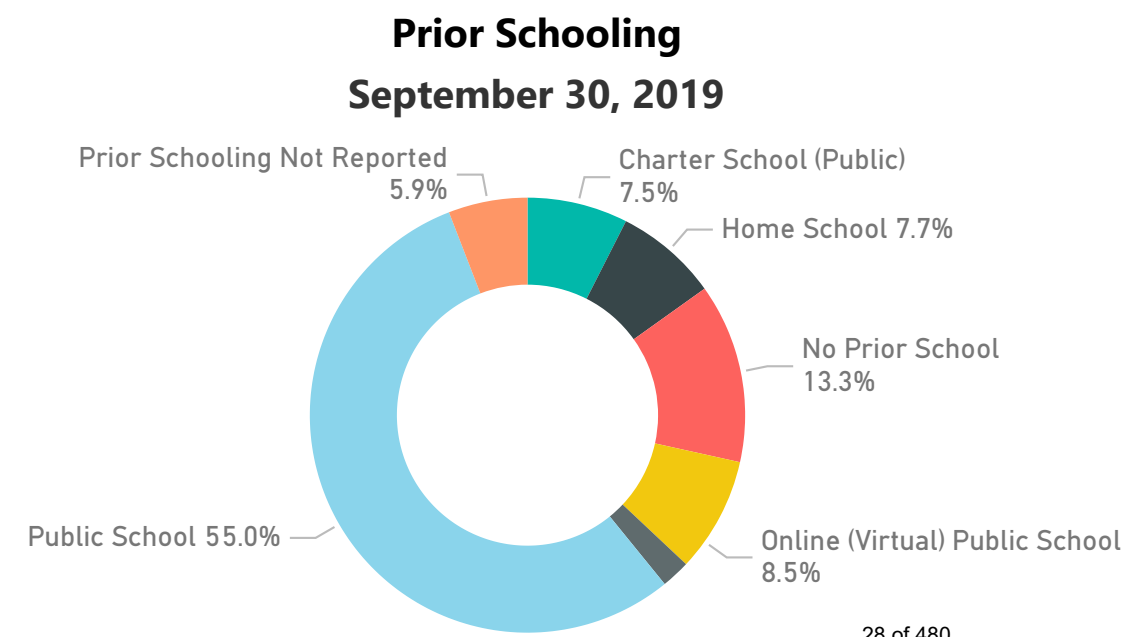
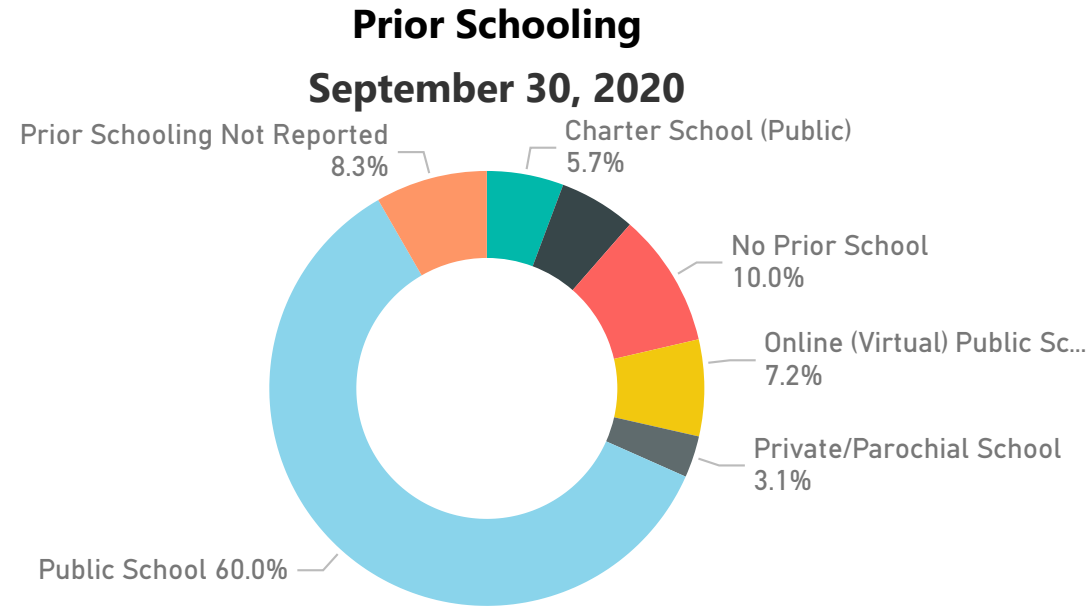


Central California Connections Academy

September 30, 2020

Prior Schooling

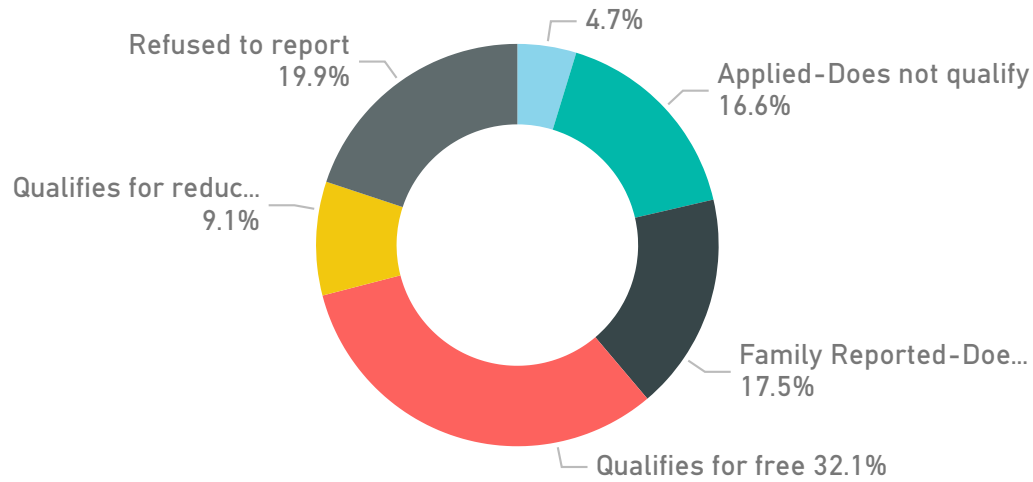
Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	42	52	32	35
Home School	43	40	27	35
No Prior School	75	77	62	61
Online (Virtual) Public School	48	53	42	44
Private/Parochial School	12	18	14	19
Public School	309	408	290	368
Prior Schooling Not Reported	33	28	170	51



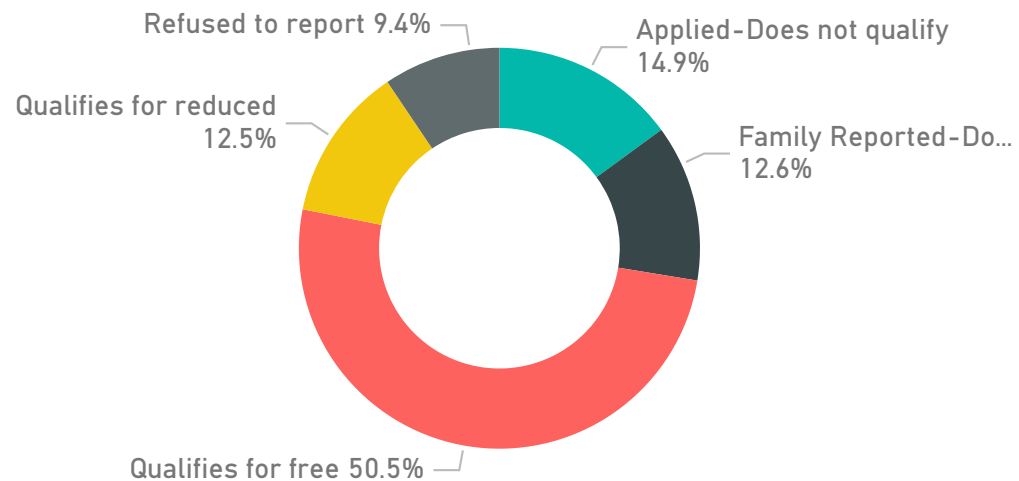
Central California Connections Academy

September 30, 2020

FARM Eligibility September 30, 2020



FARM Eligibility September 30, 2019



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	15	24	21	23
Cognitive Disability	5	7	6	6
Emotionally Impaired	8	11	7	6
Other Health Impaired	14	19	14	18
Physical Disability	2	2	1	1
Specific Learning Disability	30	33	27	30
Speech/Language Impaired	9	10	9	13

Specific Learning Disability

Other Health Impaired

Emotion...

Autism

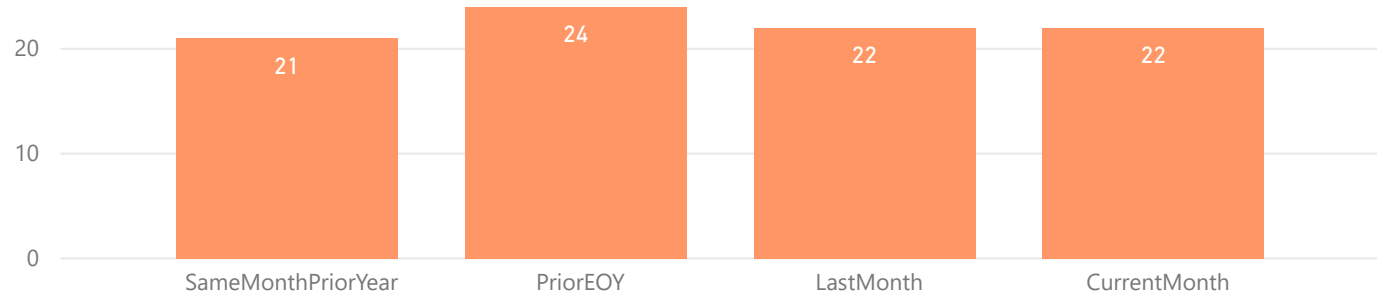
Speech/Language Impair...

Cognitiv...

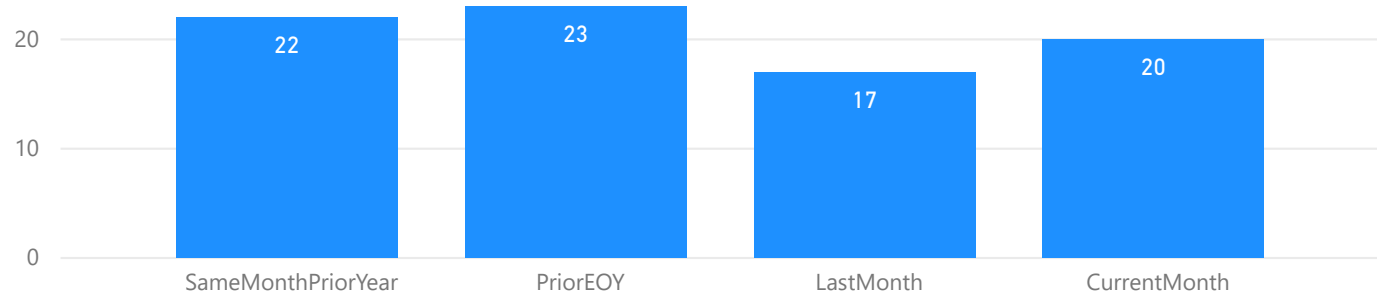
Central California Connections Academy

September 30, 2020

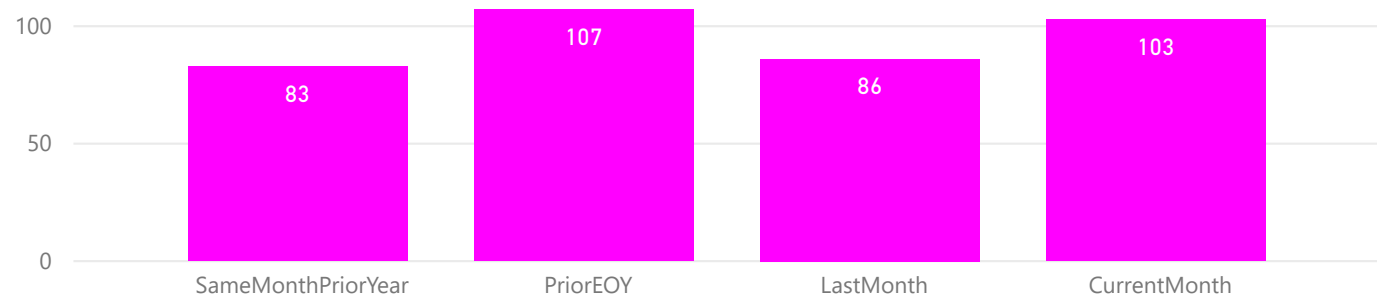
Gifted



Plan504



IEP



Currently Enrolled

613

Gifted

4%

Plan504

3%

IEP

17%

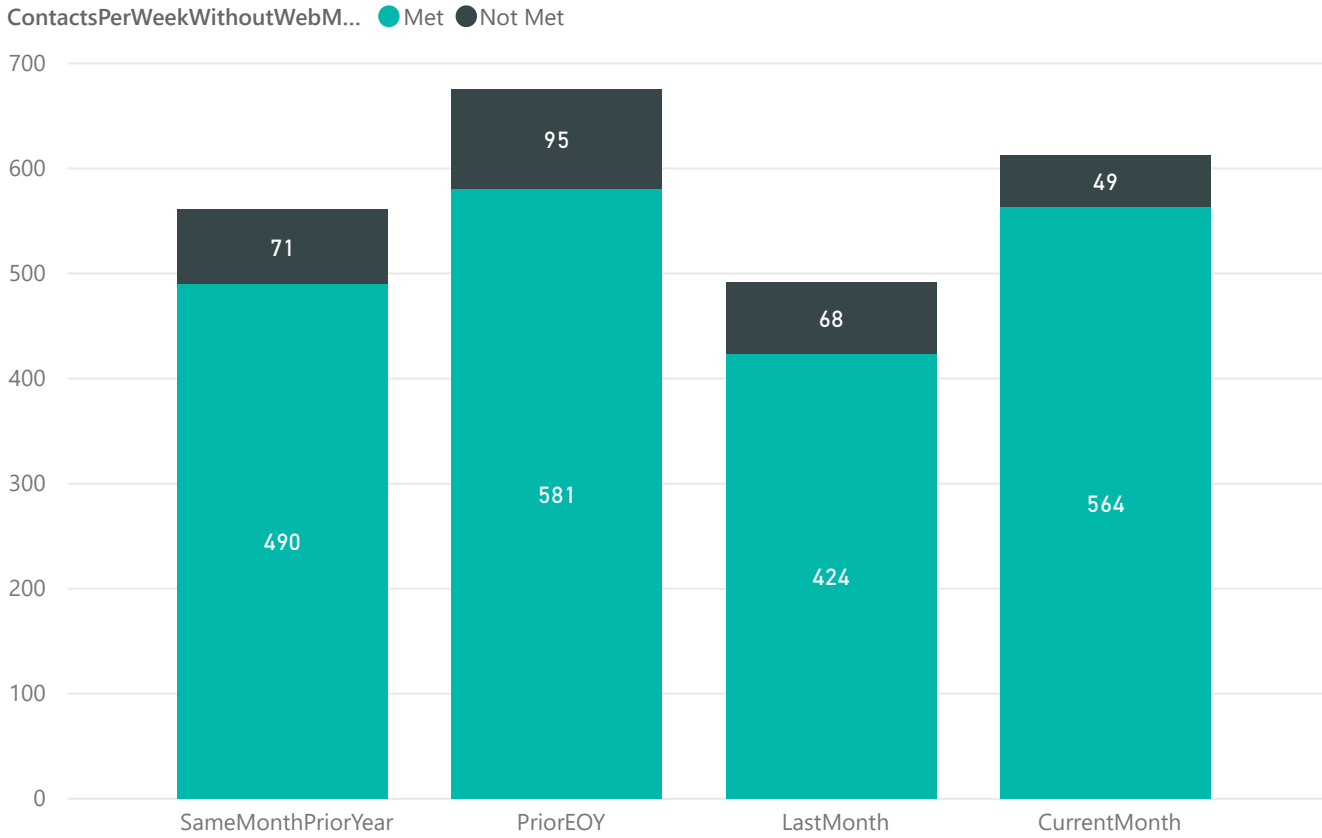
Not in Special Population

77%

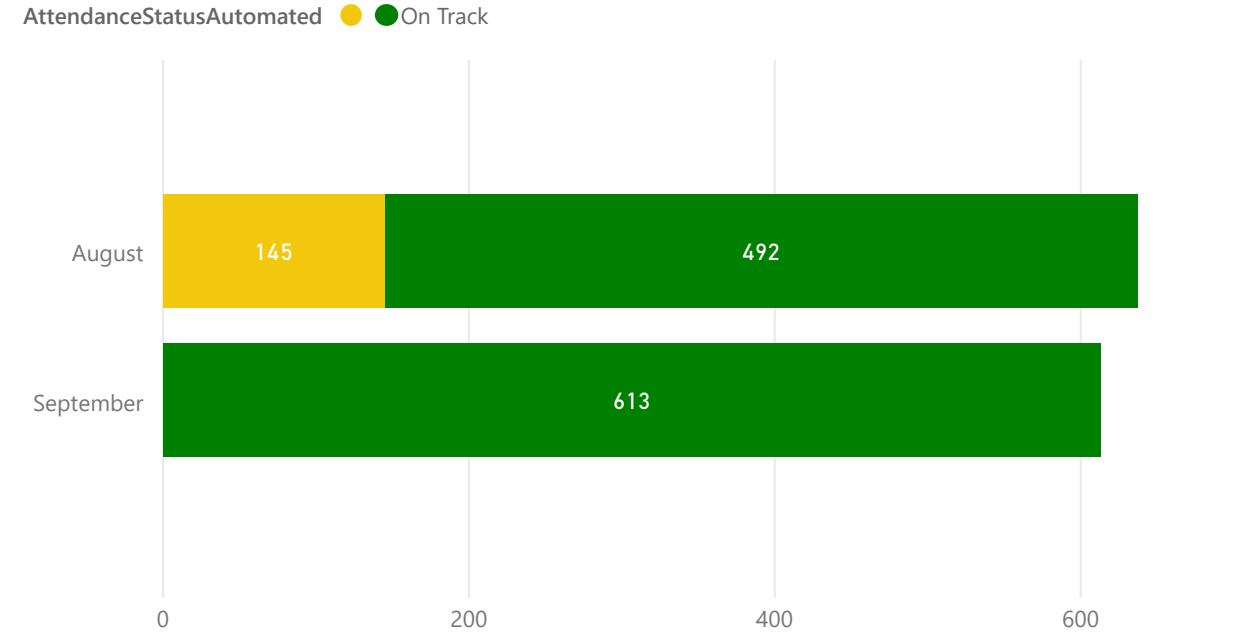
Central California Connections Academy

September 30, 2020

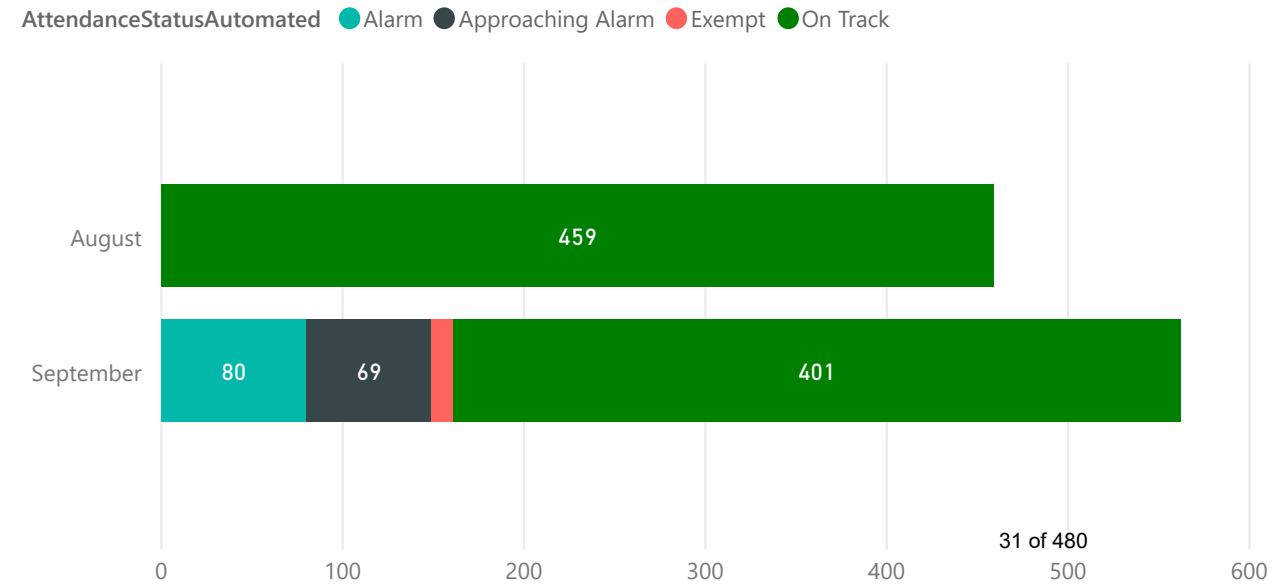
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

613

Central California Connections Academy

September 30, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	85%	100%	100%	81%
3-5	94%	100%	100%	84%
6-8	101%	97%	95%	88%
9-12	83%	94%	96%	72%
Total	89%	97%	97%	79%

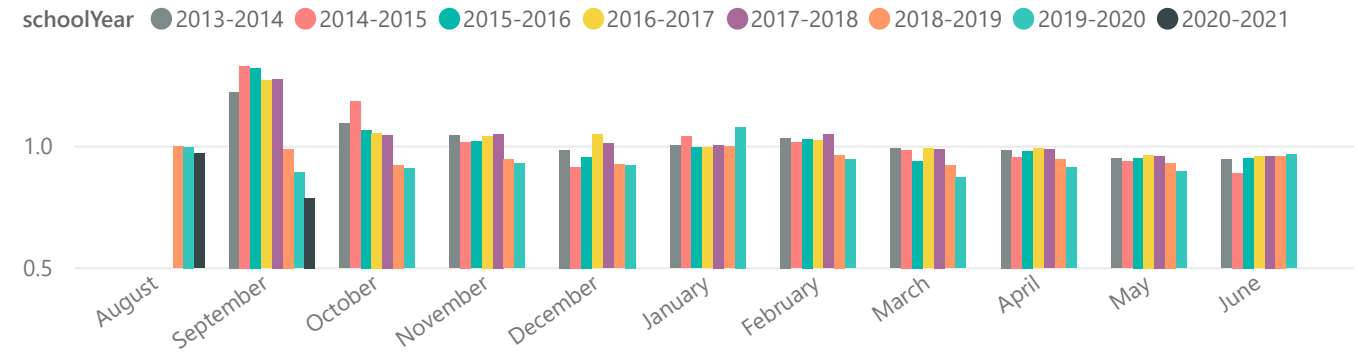
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	93%	98%	94%
3-5	75%	78%	84%	78%
6-8	73%	69%	75%	77%
9-12	71%	69%	73%	79%
Total	74%	74%	78%	81%

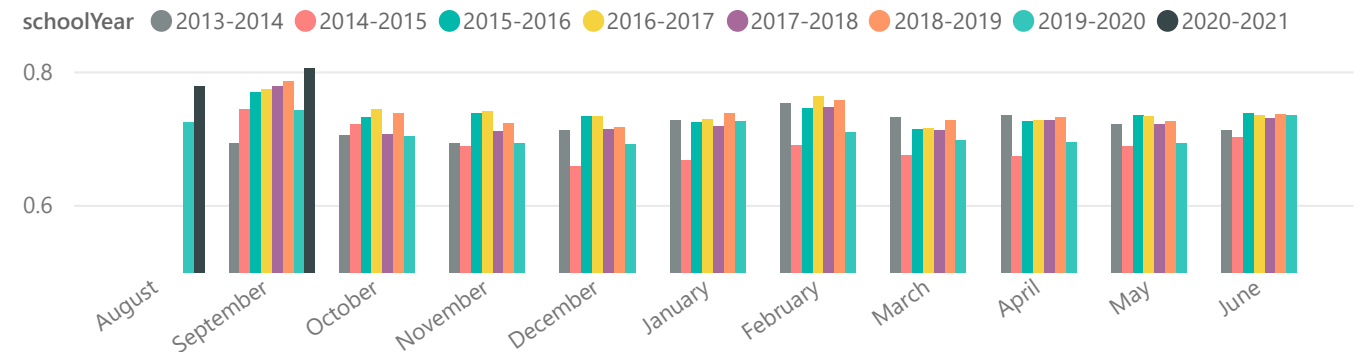
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	89%	92%	95%	99%
3-5	93%	91%	93%	96%
6-8	89%	91%	95%	96%
9-12	84%	83%	91%	86%
Total	87%	88%	92%	92%

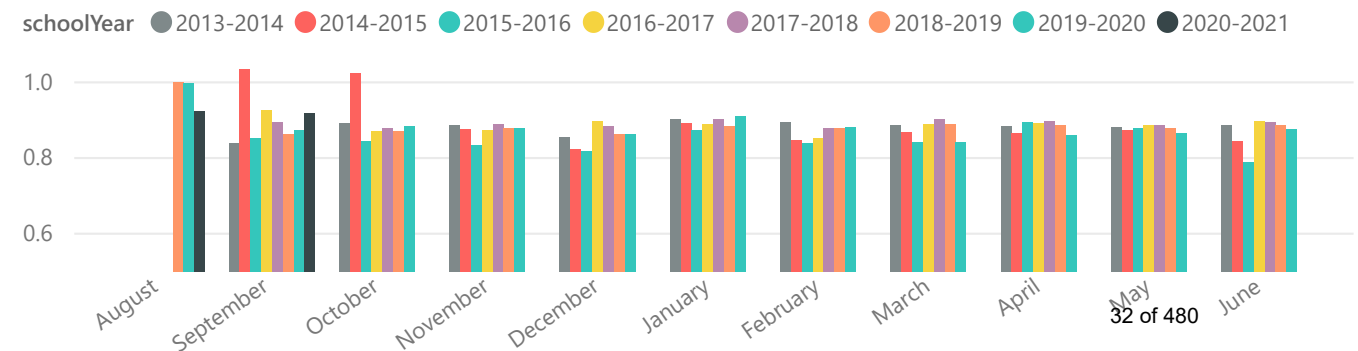
Average Total Participation



Average Total Performance



Average Total Attendance



Central California Connections Academy
September 30, 2020

Currently Enrolled
613

Total YTD Enrolled
636

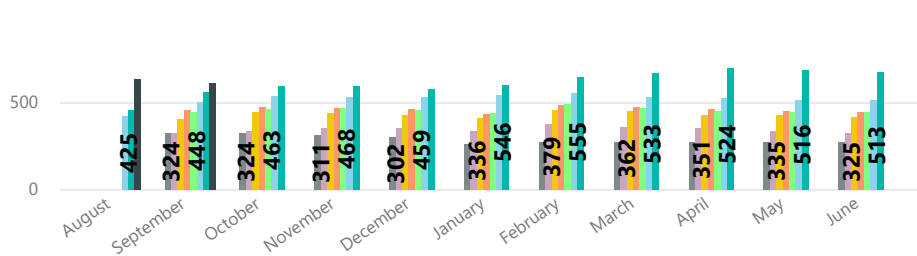
Current Enrollment Month-Over-Month Change
-4%

Enrollment Services Complete (Stage 4)
674

Current Enrollment Year-Over-Year Change
9%

Monthly Student Current Enrollment Comparison

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



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	562	95%	613	96%
Prior To Engagement	22	4%	16	3%
Withdrawal During School Year	7	1%	7	1%
Total	591	100%	636	100%

New & Returning

ReportPeriod New or Returning	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New	234	41.64%	144	23.49%
Returning	328	58.36%	469	76.51%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
	Active	422
WD During School Year	7	4
WD Prior To Engagement	19	16

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.33	1.38

Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	79	14%	92	15%
PK	3	1%	1	0%
KG	24	4%	28	5%
1	23	4%	25	4%
2	29	5%	38	6%
3-5	81	14%	101	16%
3	27	5%	39	6%
4	29	5%	30	5%
5	25	4%	32	5%
6-8	147	26%	148	24%
6	40	7%	40	7%
7	47	8%	44	7%
8	60	11%	64	10%
9-12	255	45%	272	44%
9	50	9%	68	11%
10	62	11%	70	11%
11	73	12%	61	10%
Total	562	100%	613	100%

Withdrawal Reason

Withdrawal Reason	SameMont
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	
Other Completer	
The transition to virtual school was too difficult.	
We are moving.	

**Central California Connections Academy
September 30, 2020**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	288	319
M	274	293
X		1

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	520	438
Spanish	35	24
Arabic	3	3
Another Language	4	4
No Language Reported		144

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	248	254
Not Hispanic or Latino	314	358

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	75	60
Asian	23	42
Black/African American	68	83
Native Hawaiian or Other Pacific Islander	7	10
White	456	493

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	68	81
Family Reported-Does not qualify	62	96
Qualifies for free	244	164
Qualifies for reduced	55	43
Refused to report	50	105

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	15	23
Cognitive Disability	5	6
Emotionally Impaired	8	6
Other Health Impaired	14	18
Physical Disability	2	1
Specific Learning Disability	30	30
Speech/Language Impaired	9	13

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	21	22

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	22	20

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	83	103

Gifted	Plan504
4%	3%
IEP	Not in Special Population
17%	77%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	6	7
Asian	6	17
Black/African American	41	39
Hispanic or Latino	248	254
Multiple Races	37	45
Native Hawaiian or Other Pacific Islander	2	1
White	222	250

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	42	35
Home School	43	35
No Prior School	75	61
Online (Virtual) Public School	48	44
Private/Parochial School	12	19
Public School	309	368
Prior Schooling Not Reported	33	51

**Central California Connections Academy
September 30, 2020**

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	490	564
Not Met	71	49

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	80	
Approaching Alarm	69	
Exempt	12	
On Track	401	613

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	85%	81%
3-5	94%	84%
6-8	101%	88%
9-12	83%	72%
Total	89%	79%

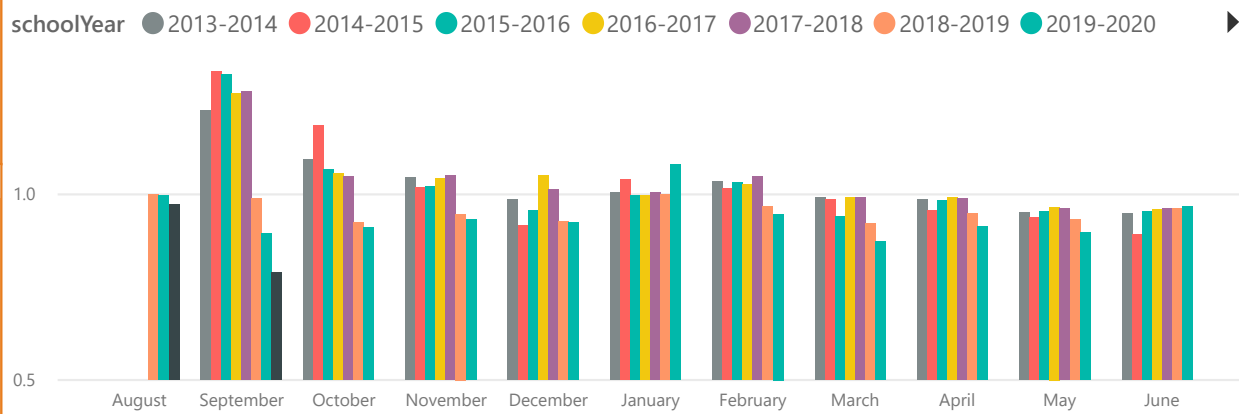
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	94%
3-5	75%	78%
6-8	73%	77%
9-12	71%	79%
Total	74%	81%

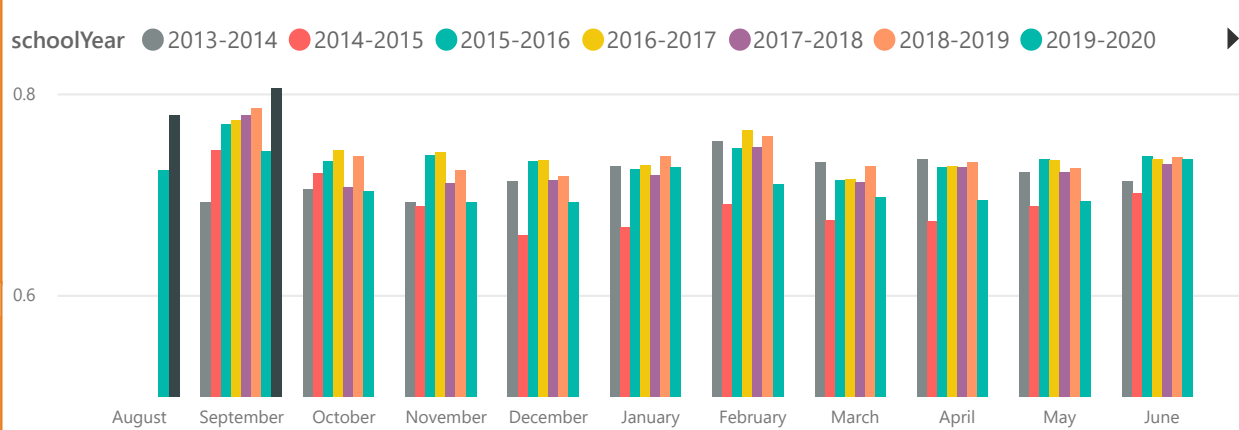
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	89%	99%
3-5	93%	96%
6-8	89%	96%
9-12	84%	86%
Total	87%	92%

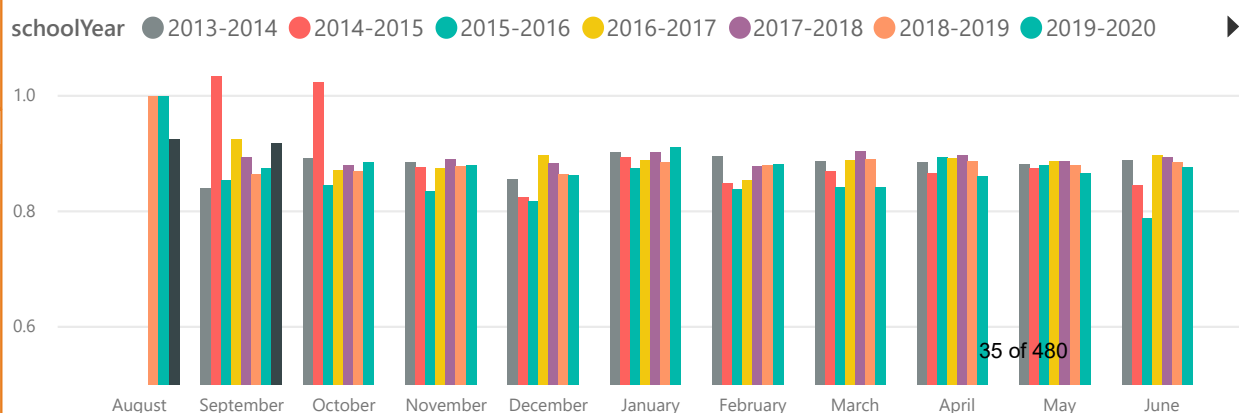
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central Co... ▾

Report Date

September 30, 2020 ▾

Currently Enrolled

75

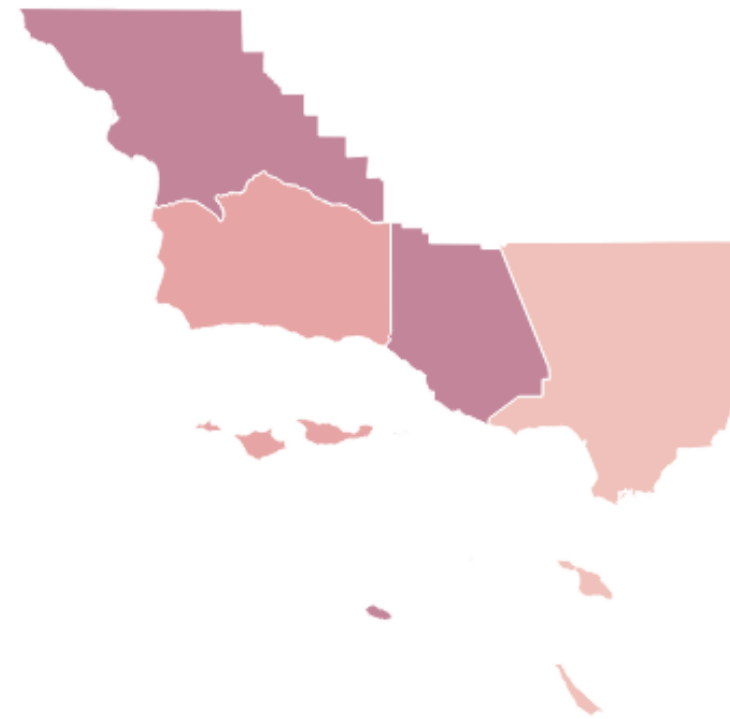
Total YTD Enrolled

87

Enrollment Services Complete (Stage 4)

93

Enrolled Students by County



California Connections Academy at Central Coast

September 30, 2020

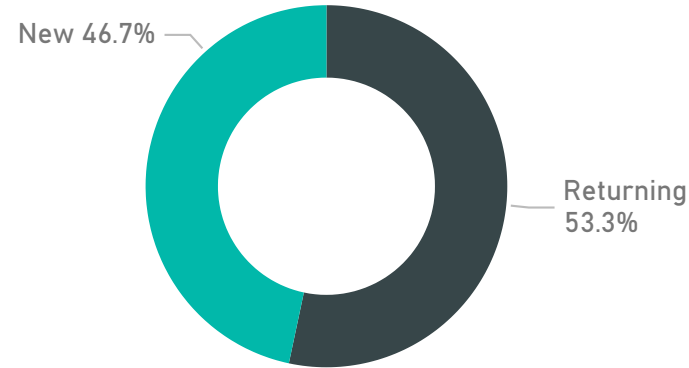
Current Enrollment Month-Over-Month Change

-12%

Current Enrollment Year-Over-Year Change

88%

New and Returning

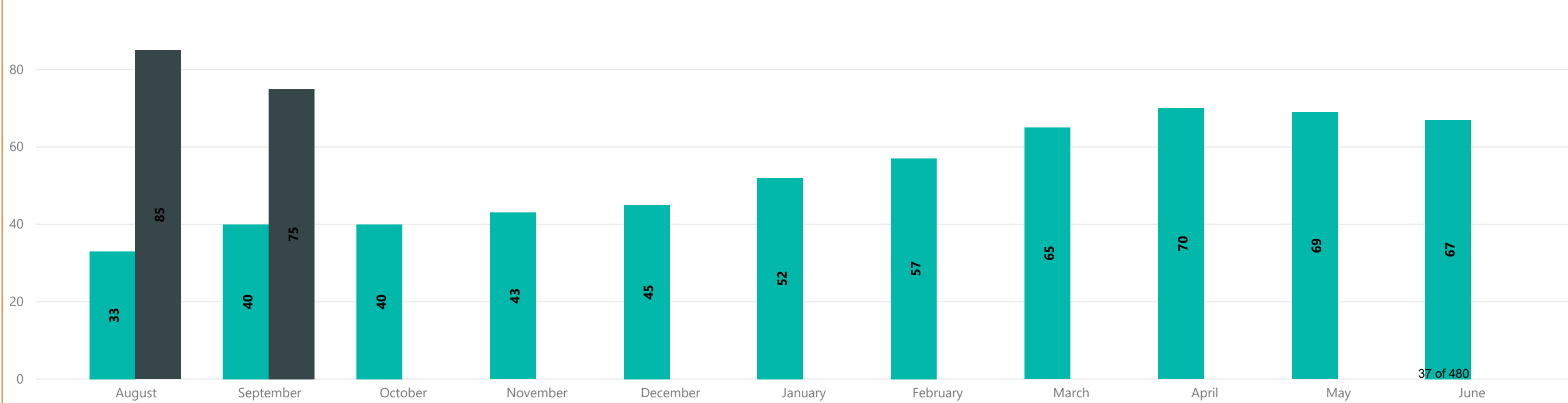


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

schoolYear ● 2019-2020 ● 2020-2021

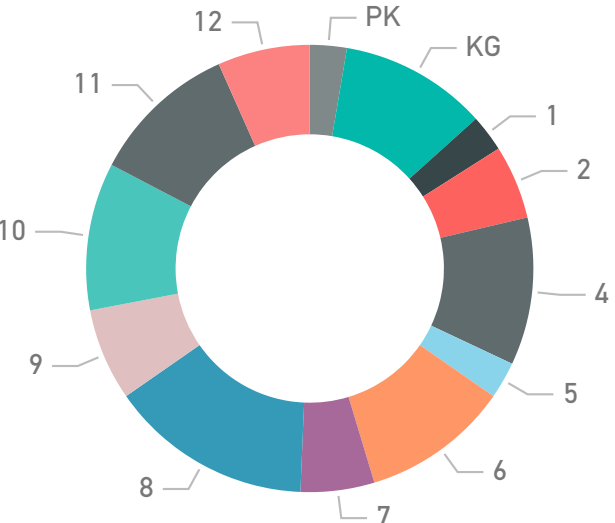


37 of 480

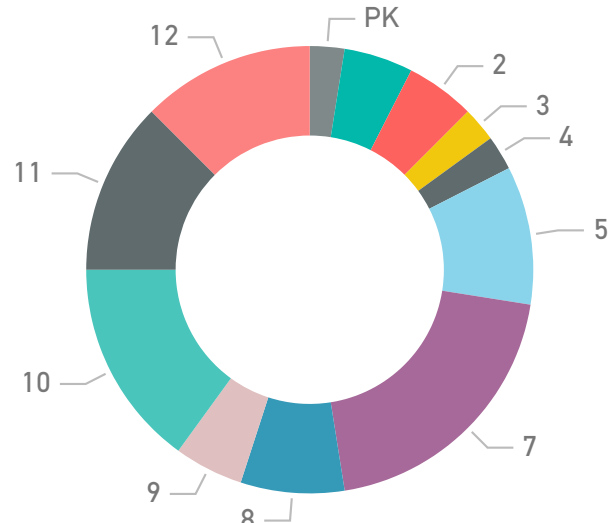
California Connections Academy at Central Coast

September 30, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



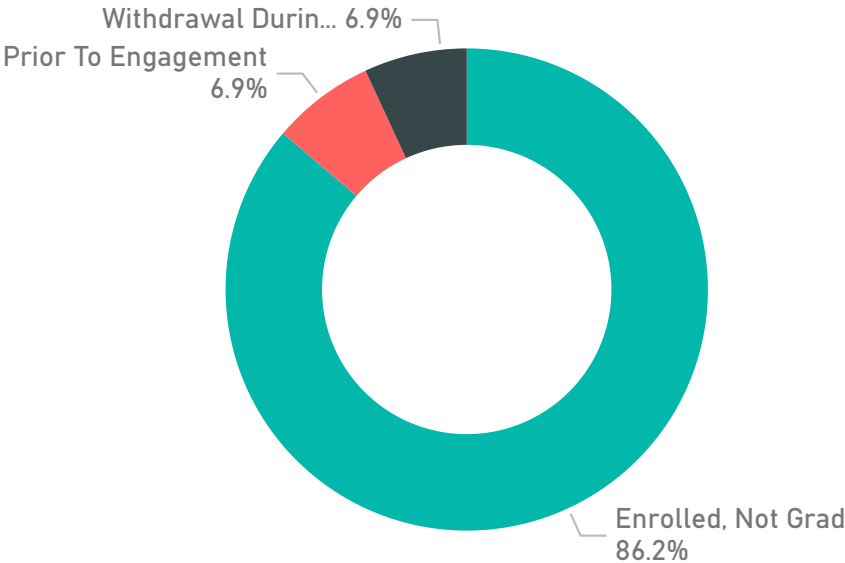
Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	5	13%	5	7%	17	20%	16	21%
PK	1	3%	1	1%			2	3%
KG	2	5%	1	1%	10	12%	8	11%
1			1	1%	3	4%	2	3%
2	2	5%	2	3%	4	5%	4	5%
3-5	6	15%	16	24%	13	15%	10	13%
3	1	3%	3	4%	2	2%		
4	1	3%	2	3%	9	11%	8	11%
5	4	10%	11	16%	2	2%	2	3%
6-8	11	28%	20	30%	28	33%	23	31%
6			2	3%	12	14%	8	11%
7	8	20%	12	18%	5	6%	4	5%
8	3	8%	6	9%	11	13%	11	15%
9-12	18	45%	26	39%	27	32%	26	35%
9	2	5%	4	6%	4	5%	5	7%
10	6	15%	11	16%	8	9%	8	11%
11	5	13%	7	10%	8	9%	8	11%
12	5	13%	4	6%	7	8%	5	7%
Total	40	100%	67	100%	85	100%	75	100%

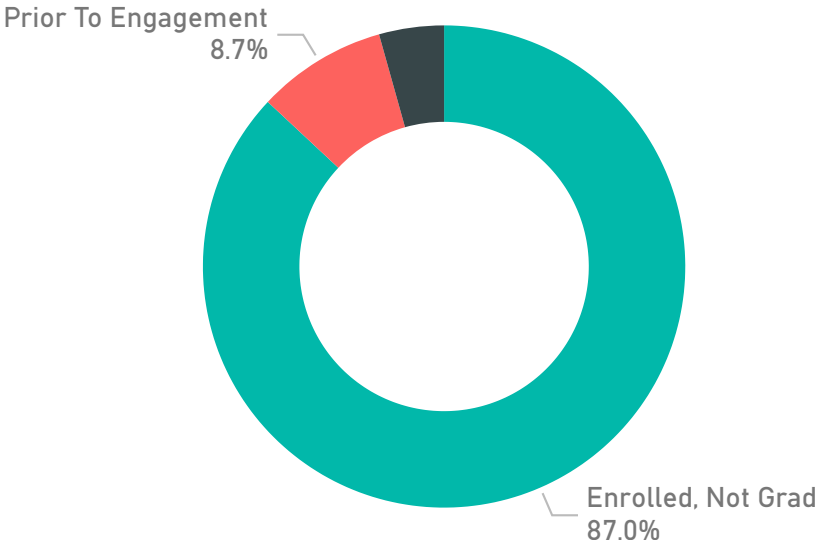
California Connections Academy at Central Coast

September 30, 2020

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	40	87%	67	67%	88	100%	75	86%
Not Returning			1	1%				
Prior To Engagement	4	9%	11	11%			6	7%
Withdrawal During School Year	2	4%	21	21%			6	7%
Total	46	100%	100	100%	88	100%	87	100%

Enrollment Services Complete (Stage 4)

93

California Connections Academy at Central Coast
September 30, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	CurrentMonth
		3	4
Another Reason		2	
Different/Better Schooling Option (Not related to socialization)	2	4	
No longer able to provide a Learning Coach		1	
No Reason Given		7	2
The curriculum is too hard		1	
We are moving		3	

Other Completer

No reason provided

California Connections Academy at Central Coast

September 30, 2020

Household Data

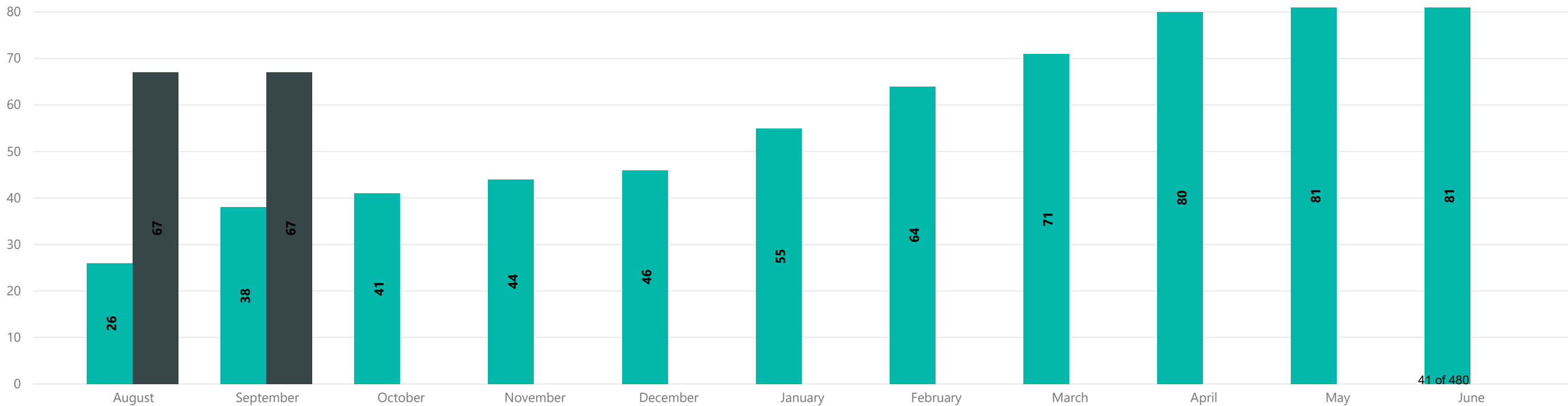
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	33	55	67	62
Not Returning		1		
WD During School Year	1	18		4
WD Prior To Engagement	4	9		3

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.21	1.22	1.31	1.21

Monthly Total Households

schoolYear ● 2019-2020 ● 2020-2021



California Connections Academy at Central Coast

September 30, 2020

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	16	27	17	28
Not Hispanic or Latino	24	40	30	46

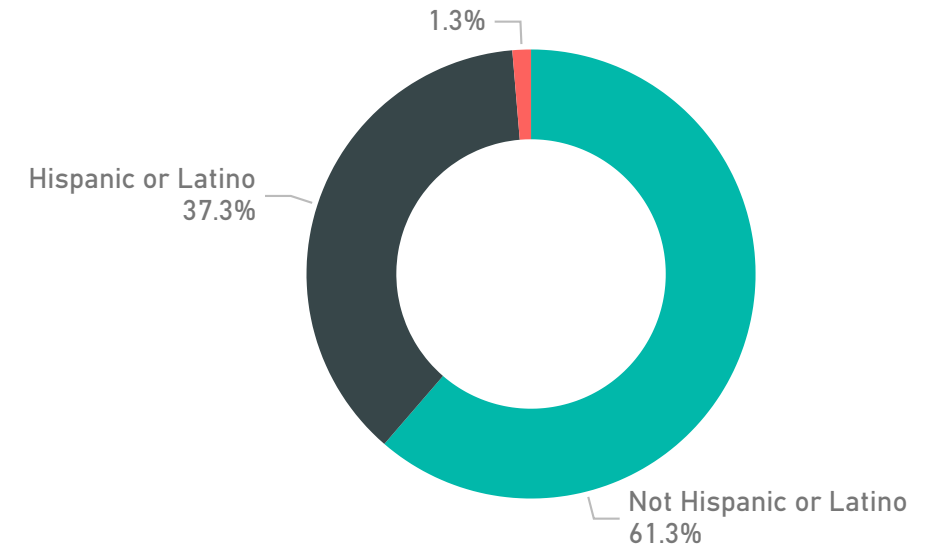
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	5	3	5
Asian	1	1		2
Black/African American	3	10	7	7
Native Hawaiian or Other Pacific Islander		1		
White	38	62	45	69

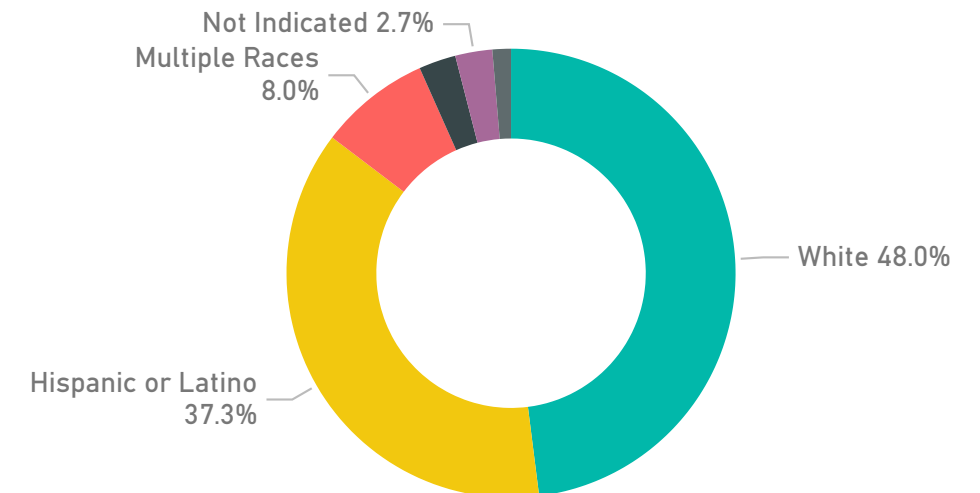
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native		1		
Asian	1			1
Black/African American		3	2	2
Hispanic or Latino	16	27	17	28
Multiple Races	4	6	6	6
Not Indicated			38	2
White	19	30	22	36

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Central Coast

September 30, 2020

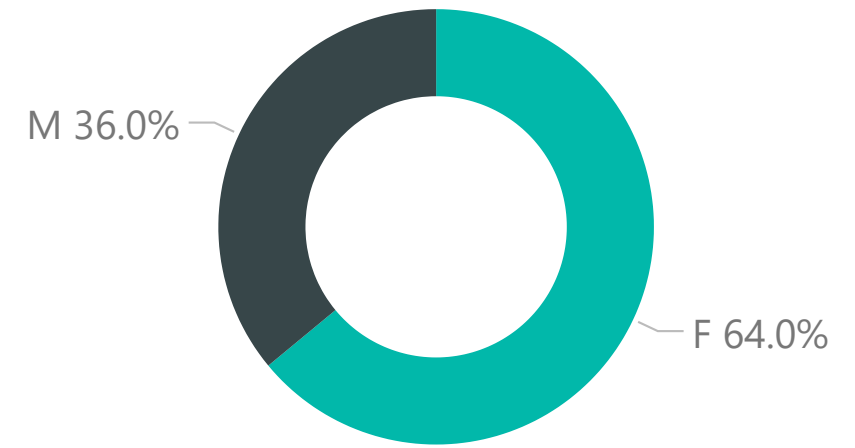
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			38	
F	27	39	28	48
M	13	28	19	27

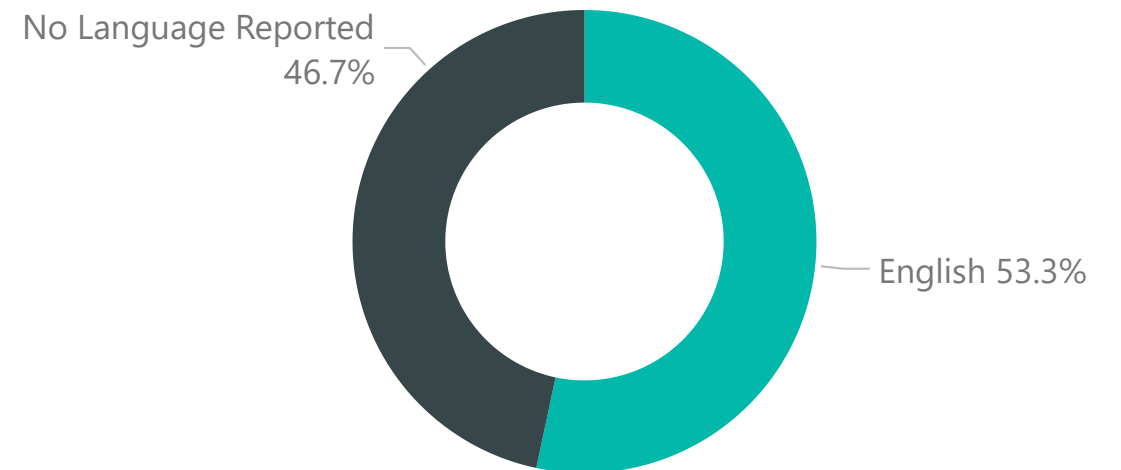
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth	
English		39	66	46	40
Spanish		1	1	1	
No Language Reported			38	35	

Enrolled Students by Gender



Enrolled Students by Language



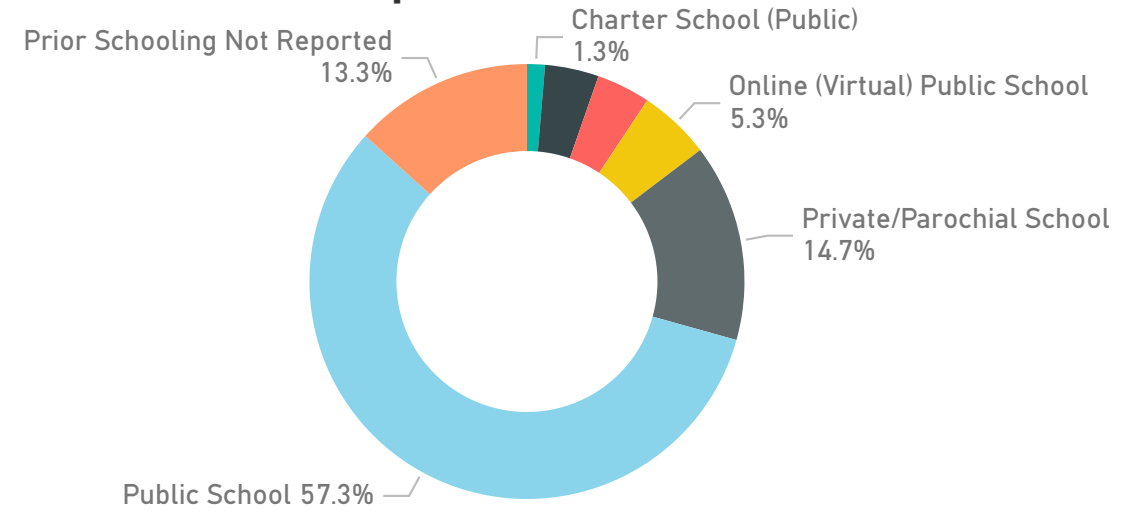
California Connections Academy at Central Coast

September 30, 2020

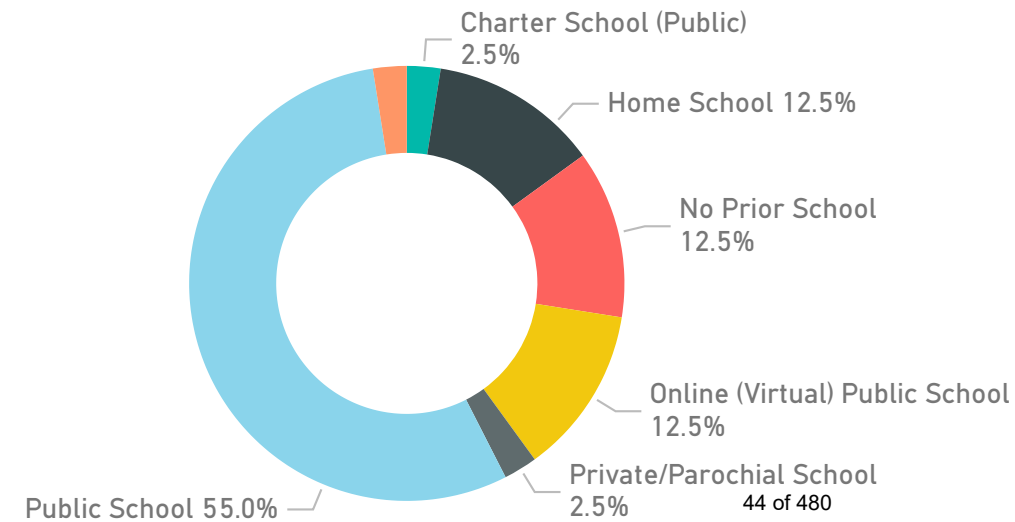
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	1	1	1	1
Home School	5	4	2	3
No Prior School	5	4	3	3
Online (Virtual) Public School	5	5	4	4
Private/Parochial School	1	4	4	11
Public School	22	48	33	43
Prior Schooling Not Reported	1	1	38	10

Prior Schooling September 30, 2020



Prior Schooling September 30, 2019

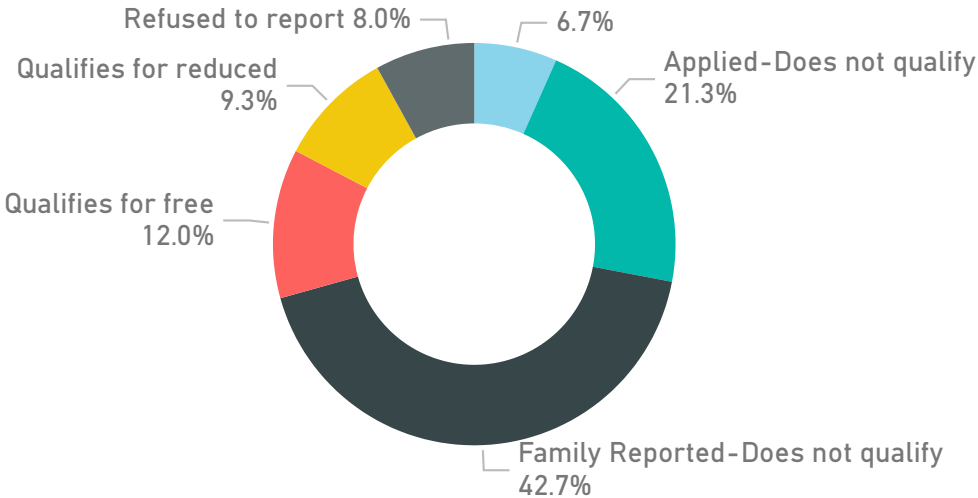


California Connections Academy at Central Coast

September 30, 2020

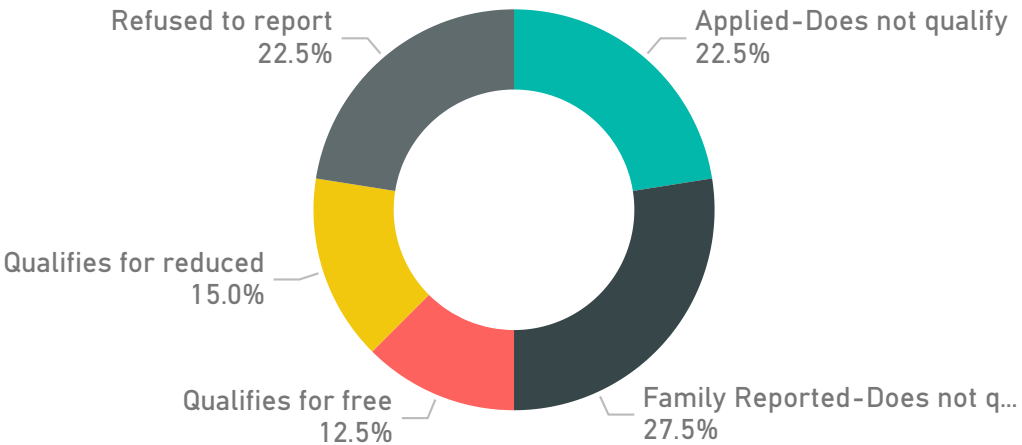
FARM Eligibility

September 30, 2020



FARM Eligibility

September 30, 2019



Disability

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

Speech/Language Impaired

Other Health Impaired

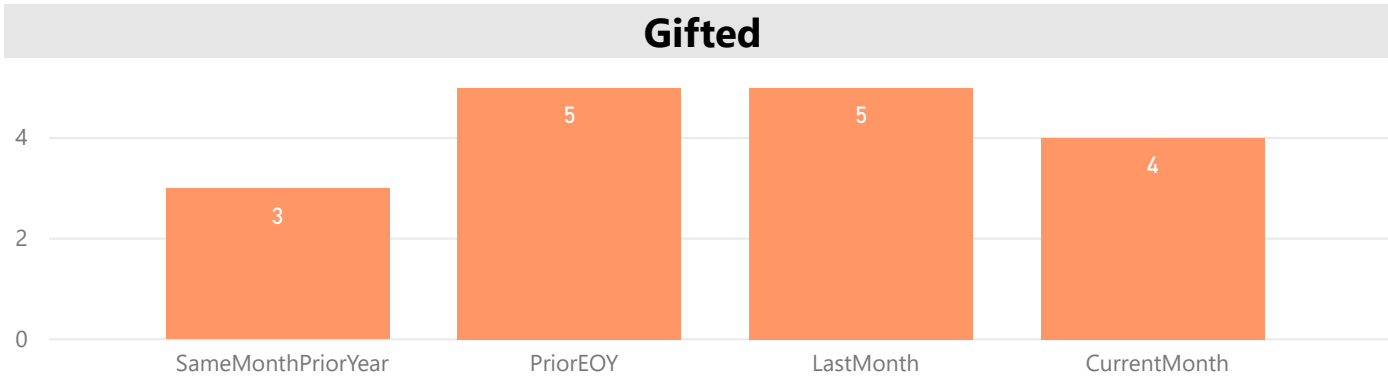
Autism

Emotionally Impaired

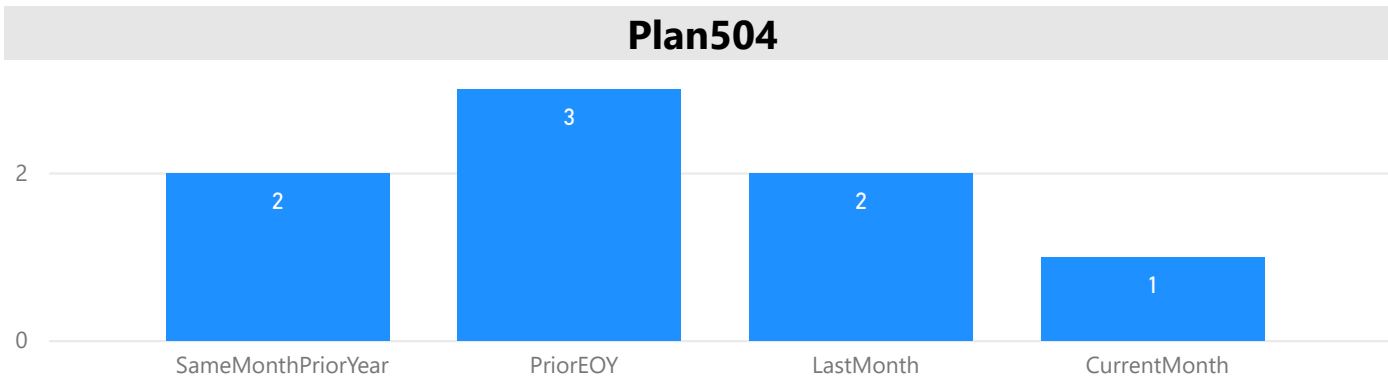
California Connections Academy at Central Coast

September 30, 2020

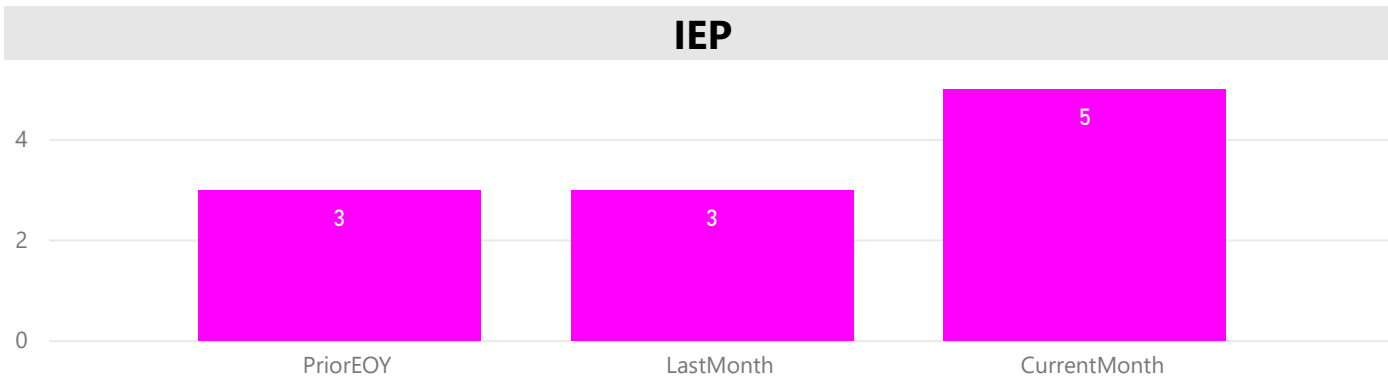
Gifted



Plan504



IEP



Currently Enrolled

75

Gifted

5%

Plan504

1%

IEP

7%

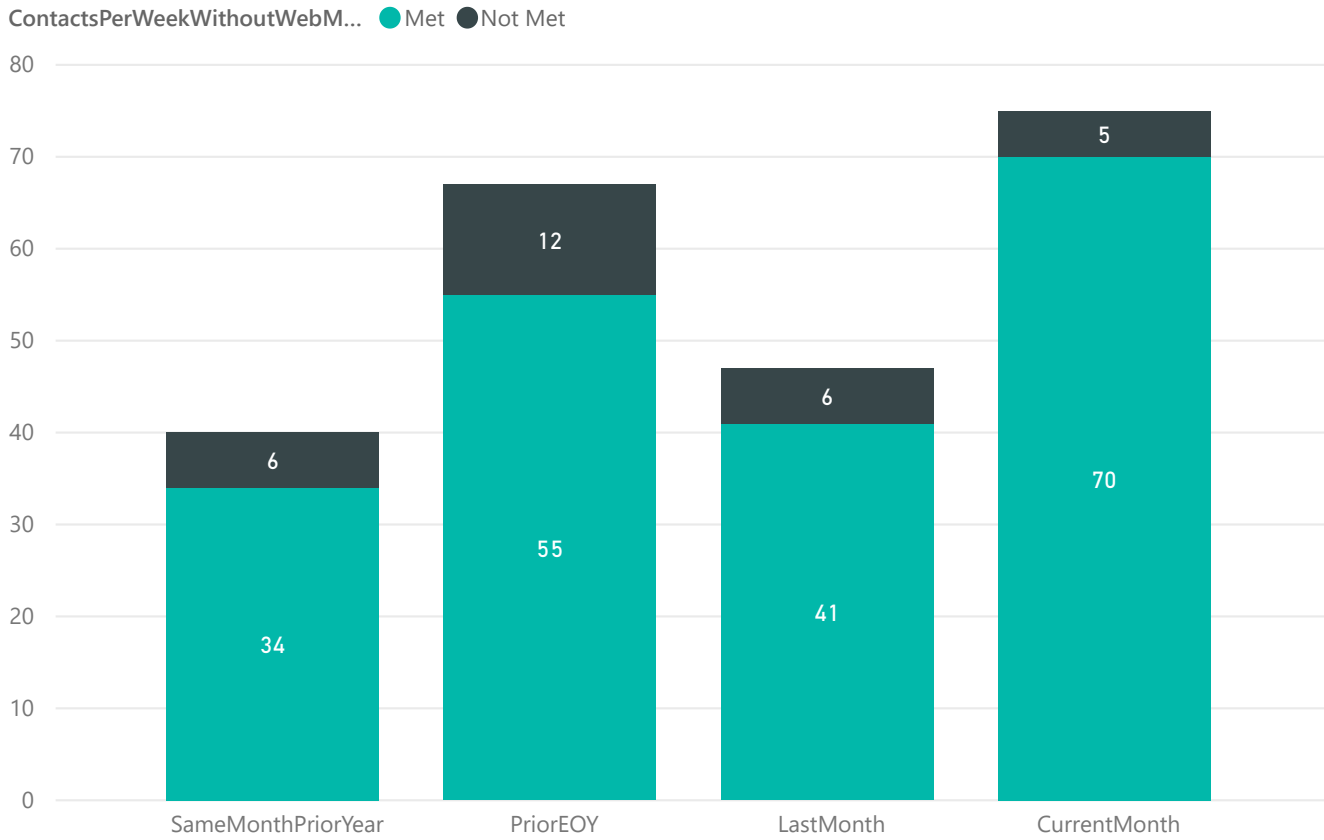
Not in Special Population

87%

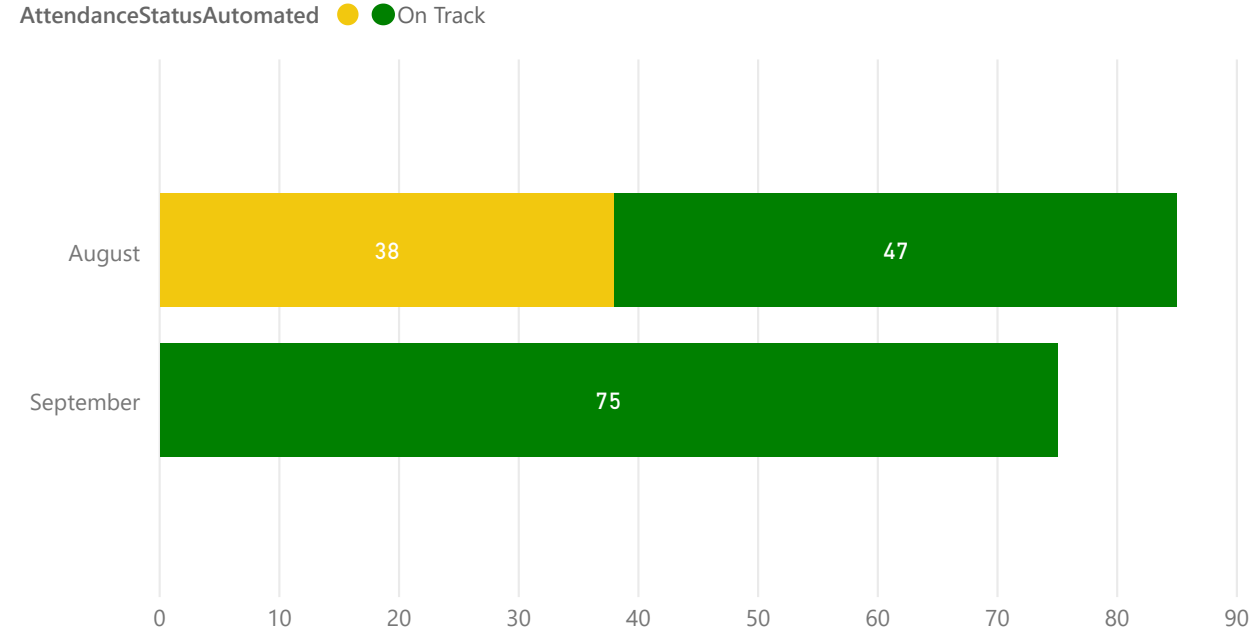
California Connections Academy at Central Coast

September 30, 2020

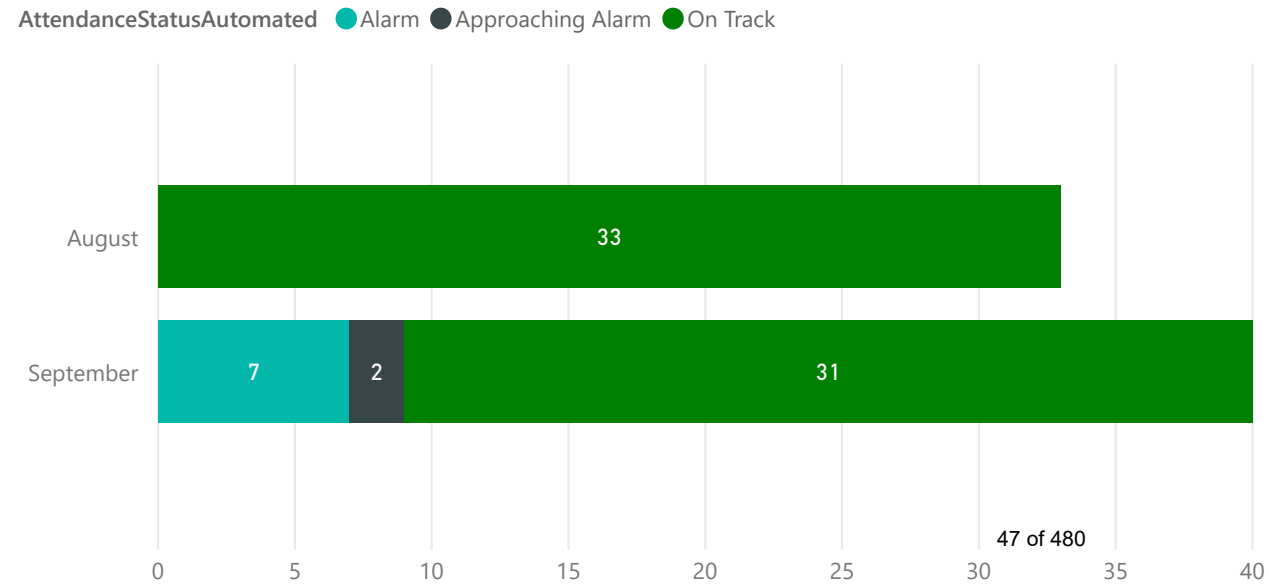
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

75

California Connections Academy at Central Coast

September 30, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	87%	100%	100%	74%
3-5	114%	100%	100%	91%
6-8	102%	100%	100%	86%
9-12	80%	100%	100%	76%
Total	92%	100%	100%	81%

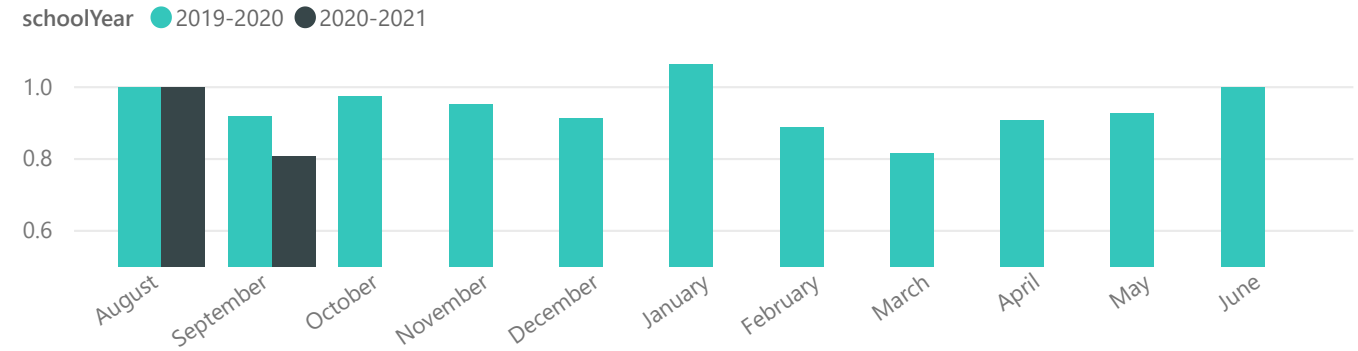
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	99%	98%	97%
3-5	80%	84%	89%	75%
6-8	68%	70%	79%	80%
9-12	76%	67%	75%	87%
Total	76%	74%	80%	85%

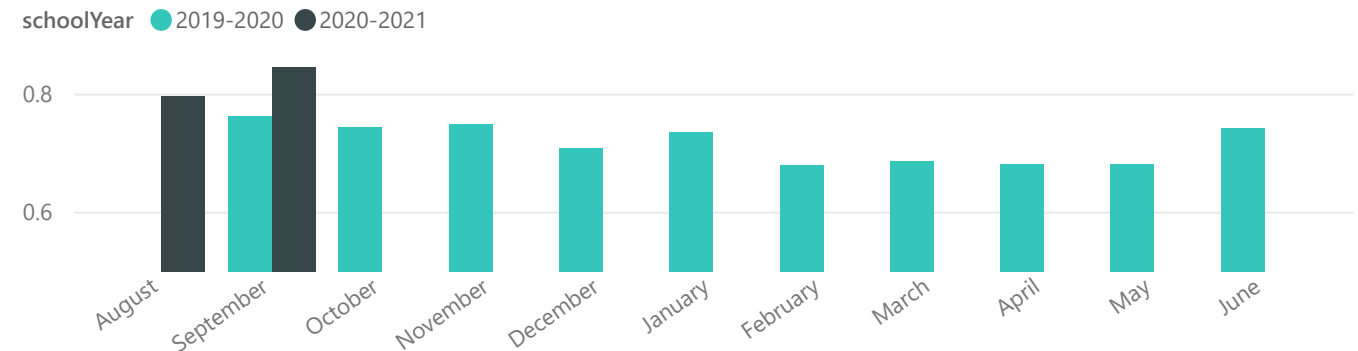
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	98%	98%	83%
3-5	92%	93%	97%	98%
6-8	95%	91%	95%	98%
9-12	73%	77%	88%	92%
Total	85%	87%	93%	93%

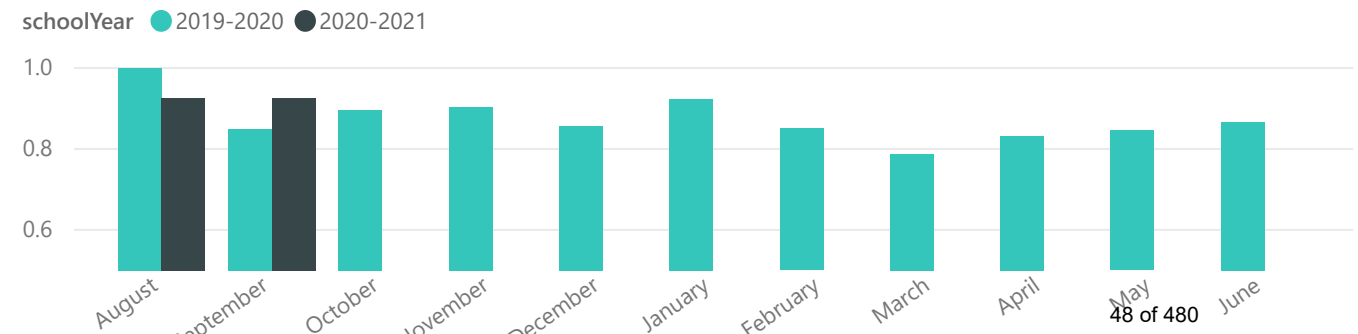
Average Total Participation



Average Total Performance



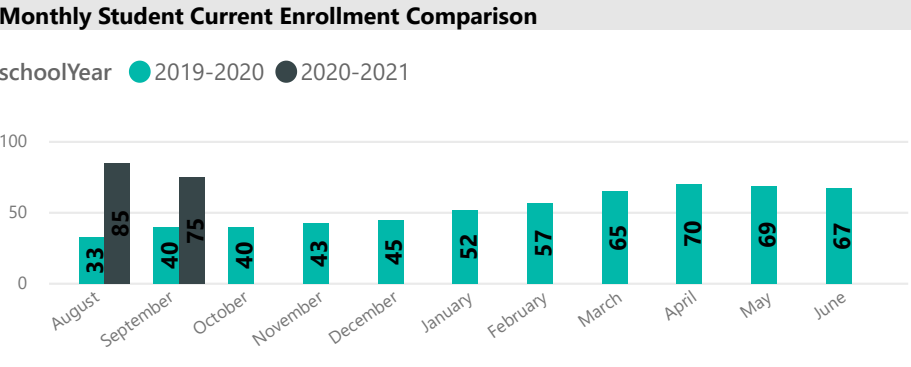
Average Total Attendance



**California Connections Academy at Central Coast
September 30, 2020**

Currently Enrolled	Total YTD Enrolled
75	87
Enrollment Services Complete (Stage 4)	
93	

Current Enrollment Month-Over-Month Change
-12%
Current Enrollment Year-Over-Year Change
88%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	40	87%	75	86%
Prior To Engagement	4	9%	6	7%
Withdrawal During School Year	2	4%	6	7%
Total	46	100%	87	100%

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New or Returning				
New	40	100.00%	35	46.67%
Returning			40	53.33%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	33	62
WD During School Year	1	4
WD Prior To Engagement	4	3

Students Per Active Household

	SameMonthPriorYear	CurrentMonth
	1.21	1.21

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	5	13%	16	21%
PK	1	3%	2	3%
KG	2	5%	8	11%
1			2	3%
2	2	5%	4	5%
3-5	6	15%	10	13%
3	1	3%		
4	1	3%	8	11%
5	4	10%	2	3%
6-8	11	28%	23	31%
6			8	11%
7	8	20%	4	5%
8	3	8%	11	15%
9-12	18	45%	26	35%
9	2	5%	5	7%
10	6	15%	8	11%
11	5	13%	8	11%
Total	40	100%	75	100%

Withdrawal Reason

Withdrawal Reason	SameMont
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
No reason provided	
Other Completer	

49 of 480

**California Connections Academy at Central Coast
September 30, 2020**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	27	48
M	13	27

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	39	40
Spanish	1	
No Language Reported		35

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

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	3	4

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	2	1

IEP	
IEP	CurrentMonth
IEP	5

Gifted	Plan504
5%	1%
IEP	Not in Special Population
7%	87%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	16	28
Not Hispanic or Latino	24	46

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	2	5
Asian	1	2
Black/African American	3	7
White	38	69

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
Asian	1	1
Black/African American		2
Hispanic or Latino	16	28
Multiple Races	4	6
Not Indicated		2
White	19	36

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	9	15
Family Reported-Does not qualify	11	30
Qualifies for free	5	7
Qualifies for reduced	6	7
Refused to report	9	6

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	1	1
Home School	5	3
No Prior School	5	3
Online (Virtual) Public School	5	4
Private/Parochial School	1	11
Public School	22	43
Prior Schooling Not Reported	1	10

**California Connections Academy at Central Coast
September 30, 2020**

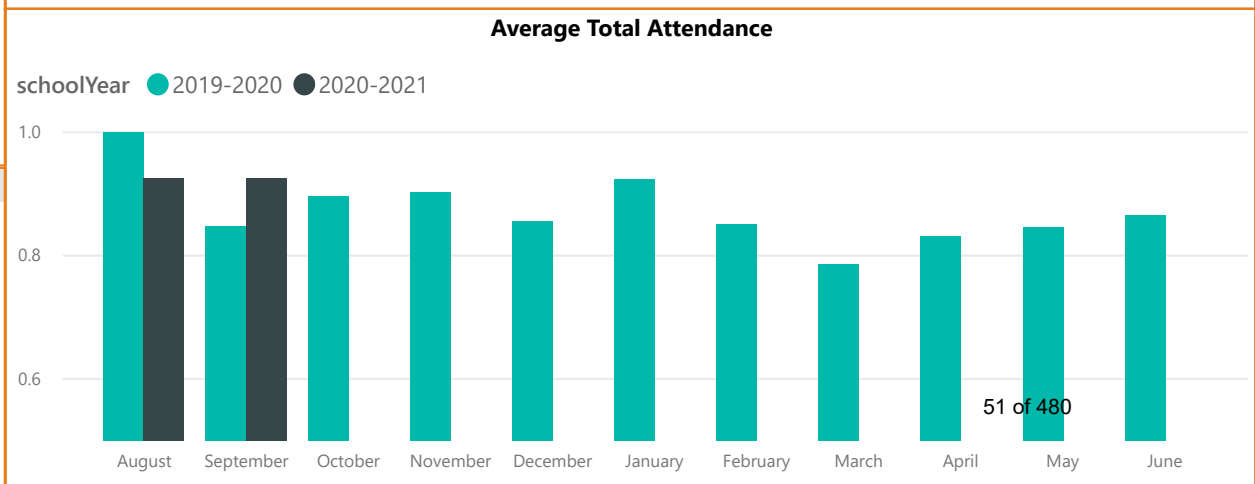
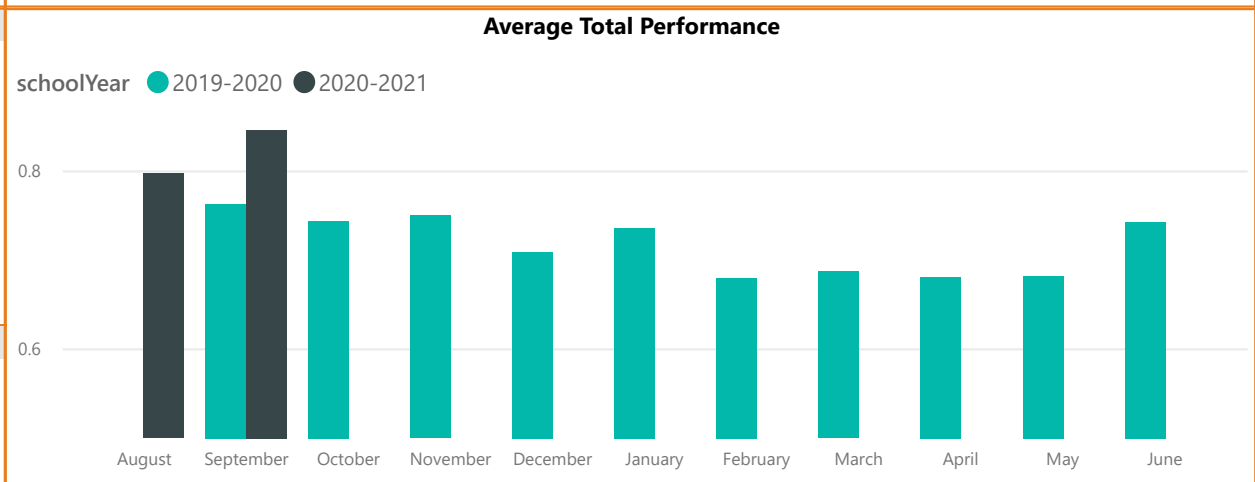
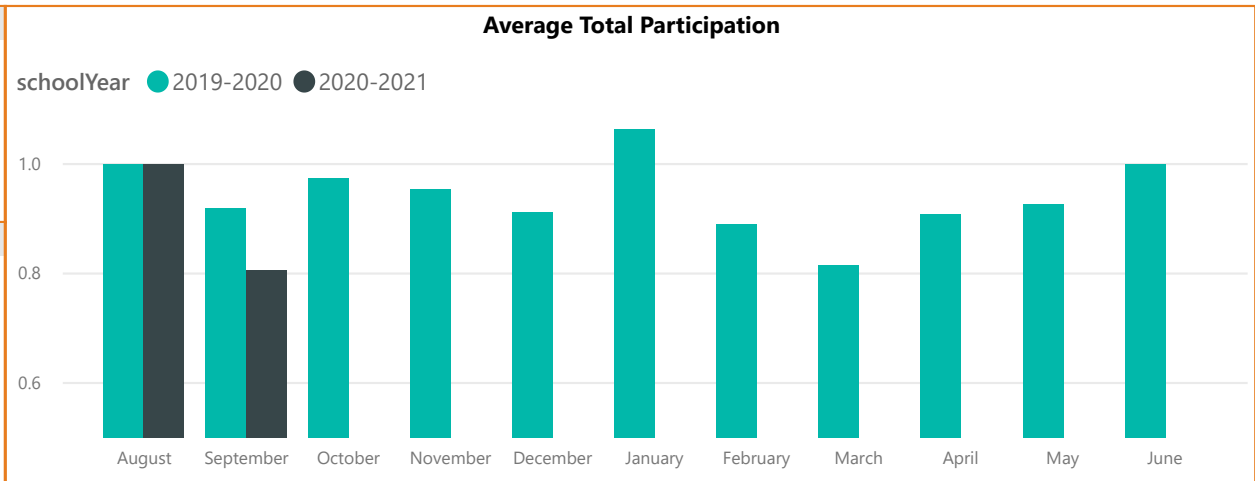
Contacts Per Week		
ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	34	70
Not Met	6	5

Attendance Status		
AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	7	
Approaching Alarm	2	
On Track	31	75

Average Participation		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	87%	74%
3-5	114%	91%
6-8	102%	86%
9-12	80%	76%
Total	92%	81%

Average Performance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	97%
3-5	80%	75%
6-8	68%	80%
9-12	76%	87%
Total	76%	85%

Average Attendance		
GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	83%
3-5	92%	98%
6-8	95%	98%
9-12	73%	92%
Total	85%	93%



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Monterey ... ▾

Report Date

September 30, 2020 ▾

Currently Enrolled

402

Total YTD Enrolled

413

Enrollment Services Complete (Stage 4)

455

Enrolled Students by County



California Connections Academy Monterey Bay

September 30, 2020

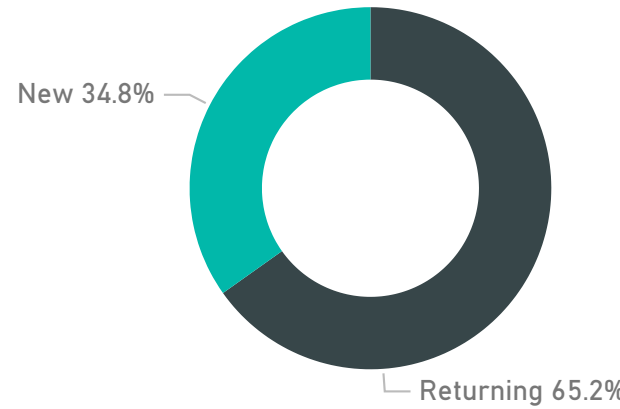
Current Enrollment Month-Over-Month Change

-5%

Current Enrollment Year-Over-Year Change

44%

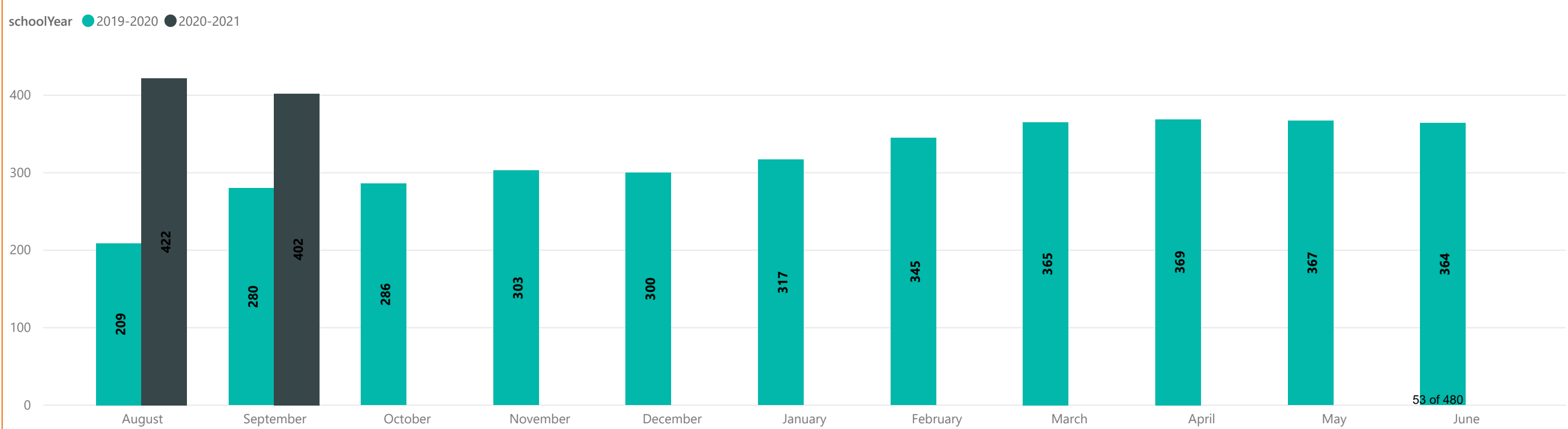
New and Returning



New and Returning Prior Year



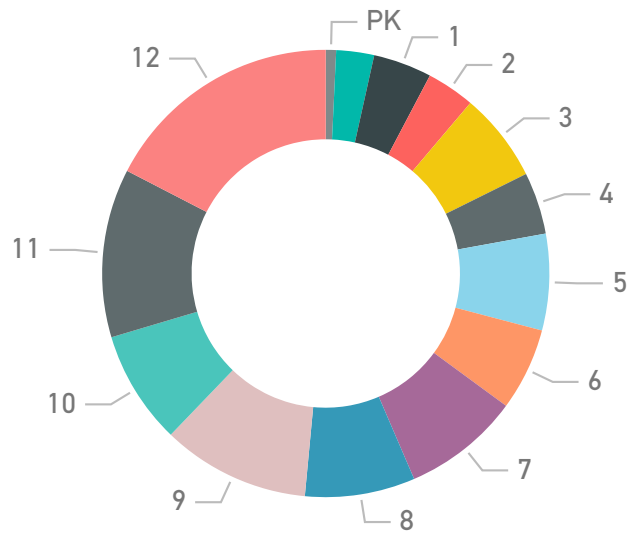
Monthly Student Current Enrollment Comparison



California Connections Academy Monterey Bay

September 30, 2020

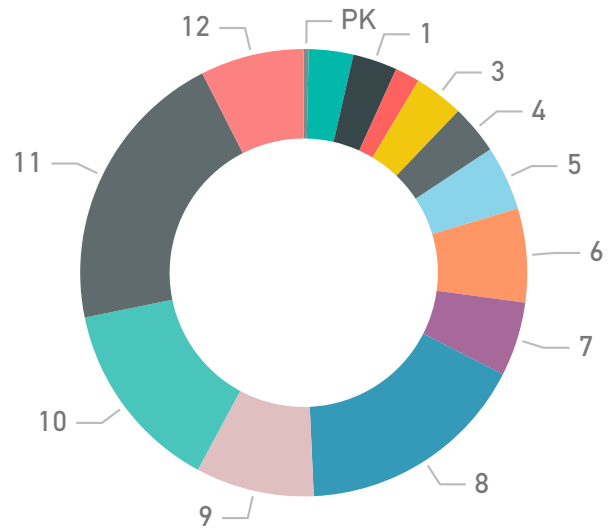
Enrolled Students by Final Grade



Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	24	9%	33	9%	45	11%	45	11%
PK	1	0%	4	1%			3	1%
KG	9	3%	10	3%	14	3%	11	3%
1	9	3%	10	3%	16	4%	17	4%
2	5	2%	9	2%	15	4%	14	3%
3-5	33	12%	43	12%	74	18%	72	18%
3	10	4%	17	5%	25	6%	26	6%
4	10	4%	11	3%	21	5%	18	4%
5	13	5%	15	4%	28	7%	28	7%
6-8	81	29%	109	30%	91	22%	90	22%
6	19	7%	28	8%	24	6%	24	6%
7	15	5%	25	7%	35	8%	34	8%
8	47	17%	56	15%	32	8%	32	8%
9-12	142	51%	179	49%	209	50%	195	49%
9	24	9%	35	10%	52	12%	43	11%
10	39	14%	57	16%	33	8%	33	8%
11	58	21%	70	19%	53	13%	49	12%
12	21	8%	17	5%	71	17%	70	17%
Total	280	100%	364	100%	419	100%	402	100%

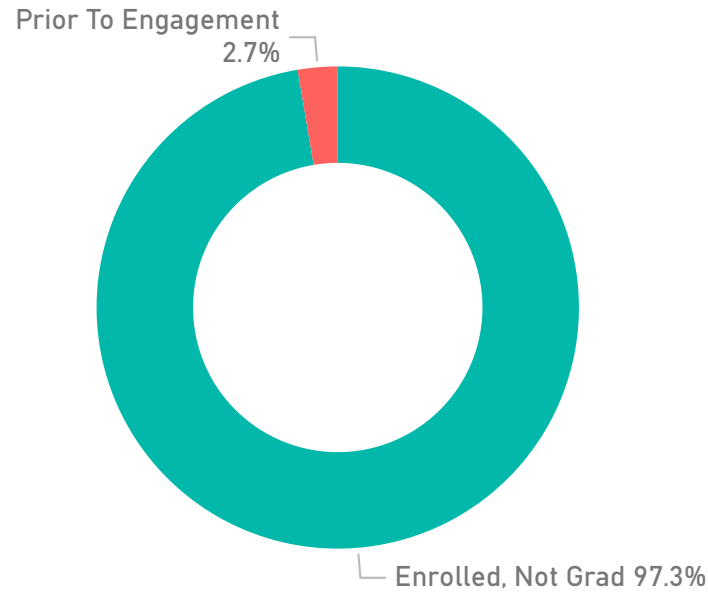
Enrolled Students Prior Year by Final Grade



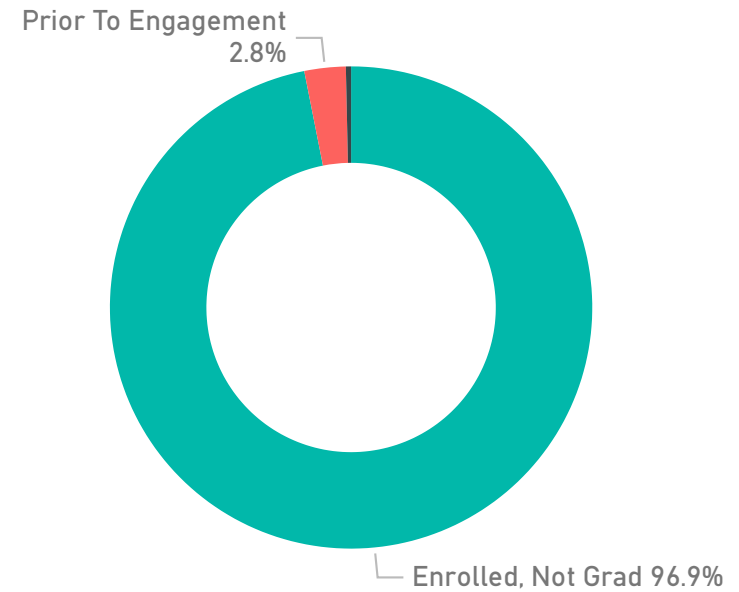
California Connections Academy Monterey Bay

September 30, 2020

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	280	97%	364	78%	438	100%	402	97%
Prior To Engagement	8	3%	29	6%			11	3%
Withdrawal During School Year	1	0%	73	16%				
Total	289	100%	466	100%	438	100%	413	100%

Enrollment Services Complete (Stage 4)

455

California Connections Academy Monterey Bay
September 30, 2020

Withdrawal Reason

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

California Connections Academy Monterey Bay

September 30, 2020

Household Data

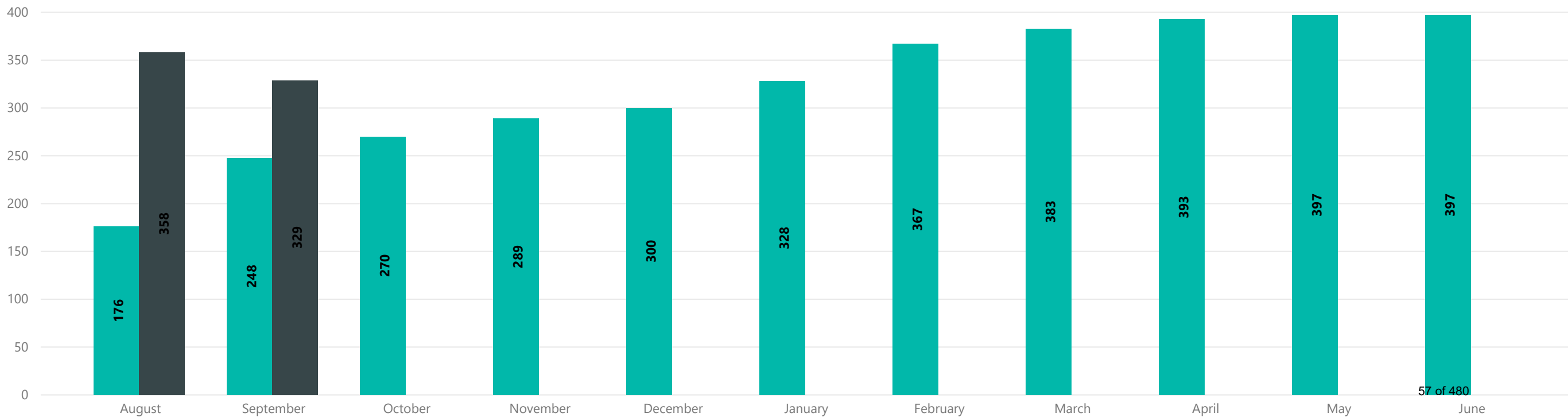
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	241	311	358	322
WD During School Year	1	65		
WD Prior To Engagement	7	28		8

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.16	1.17	1.22	1.25

Monthly Total Households

schoolYear ● 2019-2020 ● 2020-2021



California Connections Academy Monterey Bay

September 30, 2020

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	98	131	96	131
Not Hispanic or Latino	182	233	189	270

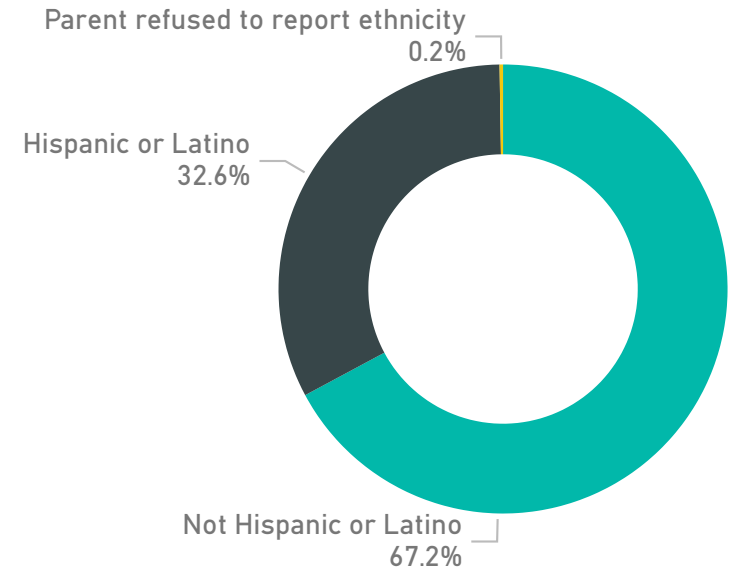
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	37	37	26	28
Asian	66	74	63	110
Black/African American	24	28	19	27
Native Hawaiian or Other Pacific Islander	20	22	18	22
White	182	255	202	279

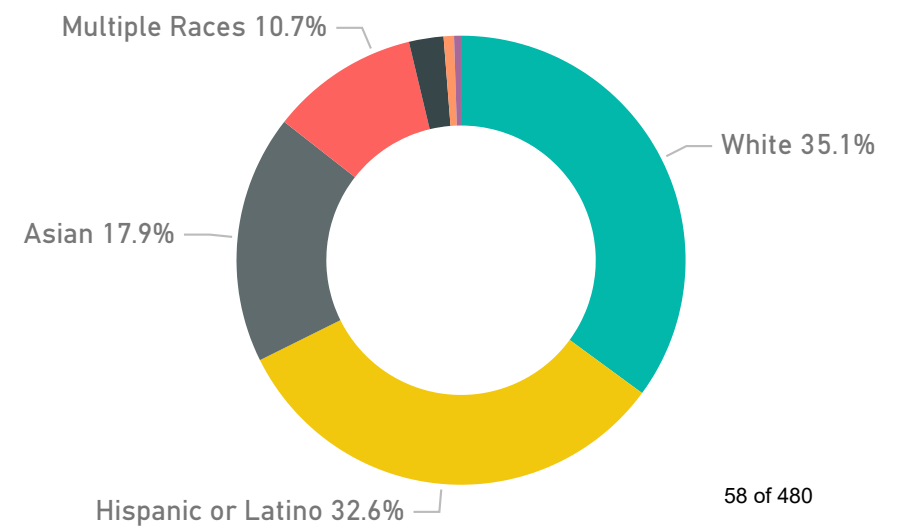
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	4	1		
Asian	39	41	36	72
Black/African American	11	16	10	10
Hispanic or Latino	98	131	96	131
Multiple Races	31	35	31	43
Native Hawaiian or Other Pacific Islander	3	2	2	3
Not Indicated			137	2
White	94	138	110	141

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay

September 30, 2020

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			137	
F	162	214	165	219
M	118	150	120	183

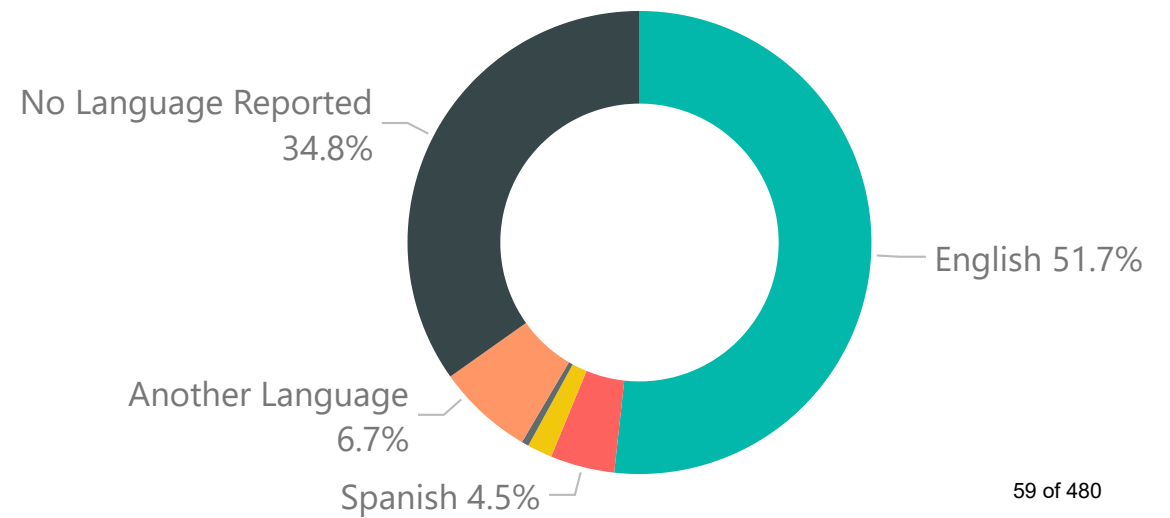
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	242	298	230	208
Spanish	14	26	18	18
Russian	2	7	7	7
Arabic	1	2	2	2
Another Language	21	31	28	27
No Language Reported			137	140

Enrolled Students by Gender



Enrolled Students by Language



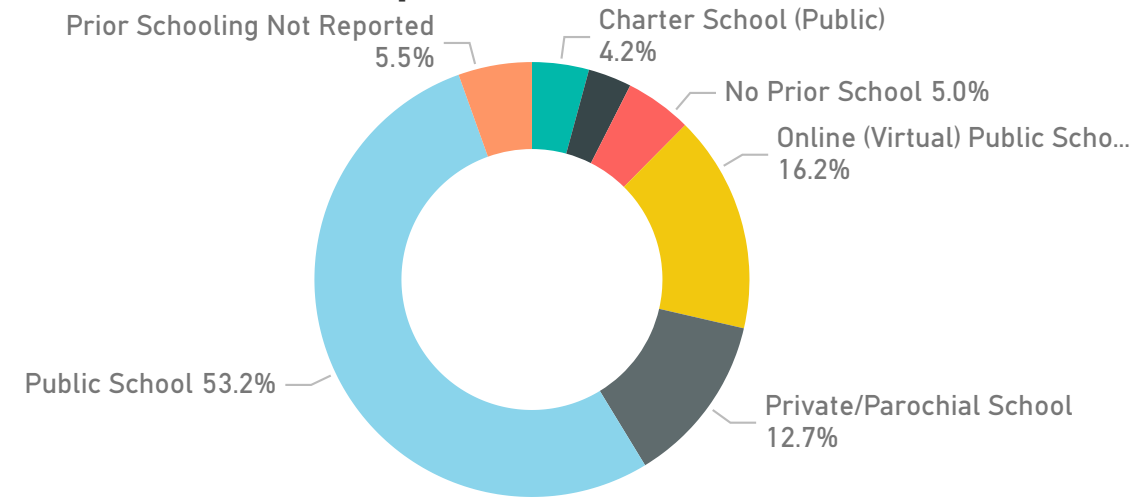
California Connections Academy Monterey Bay

September 30, 2020

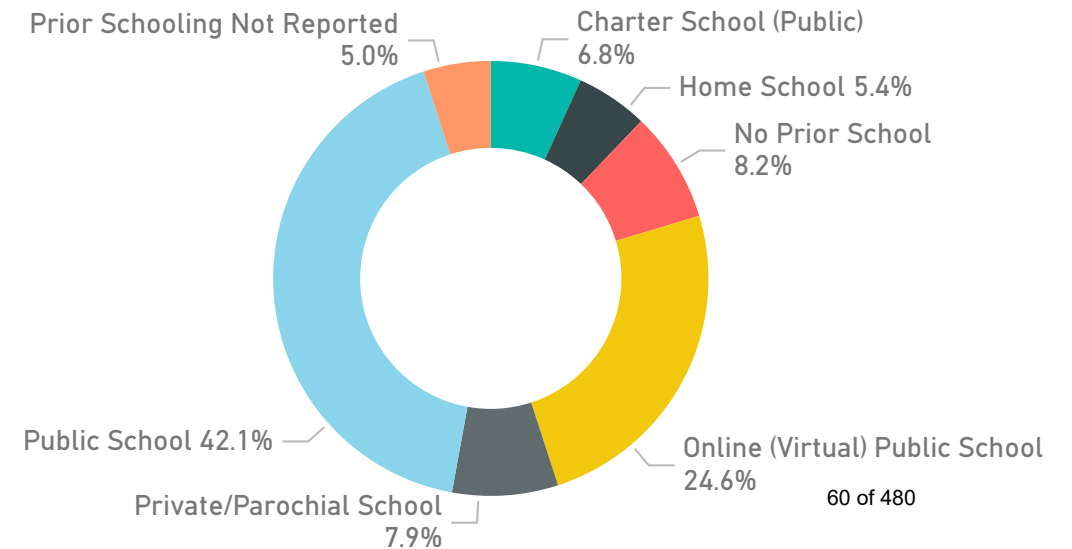
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	19	20	16	17
Home School	15	20	12	13
No Prior School	23	30	23	20
Online (Virtual) Public School	69	67	56	65
Private/Parochial School	22	25	17	51
Public School	118	189	148	214
Prior Schooling Not Reported	14	13	150	22

Prior Schooling September 30, 2020



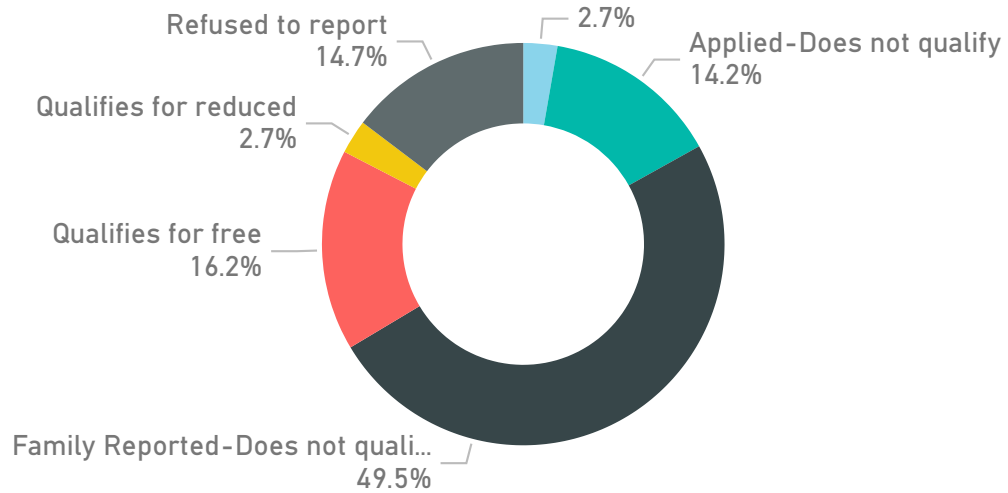
Prior Schooling September 30, 2019



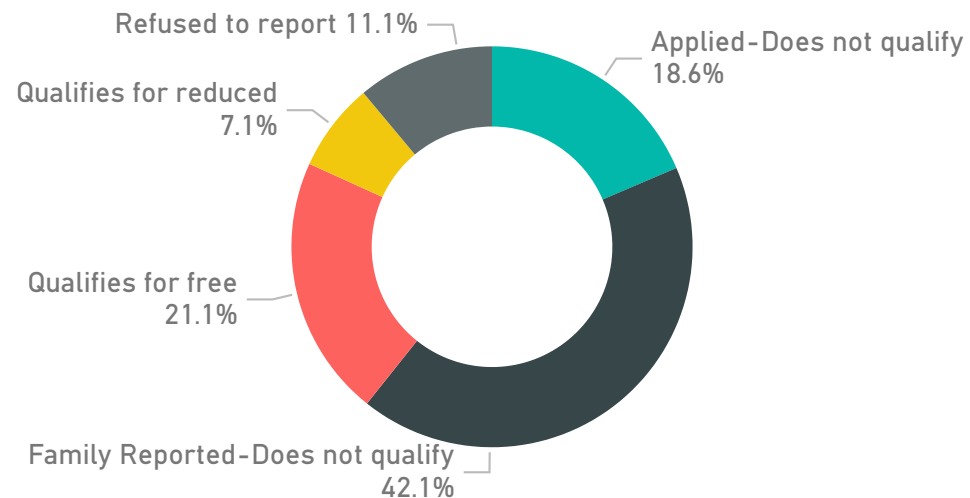
California Connections Academy Monterey Bay

September 30, 2020

FARM Eligibility
September 30, 2020



FARM Eligibility
September 30, 2019



Disability

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

Specific Learning Disability

Autism

Emot...

Other Health Impaired

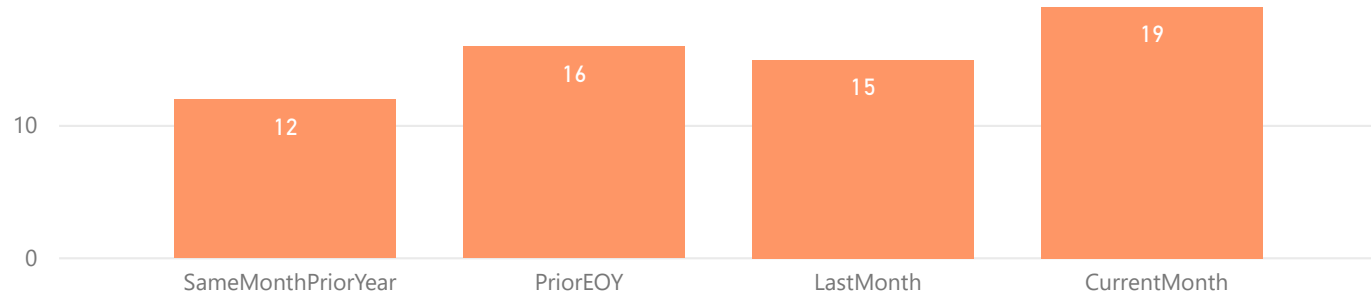
Speech/La...

Hearing Im...

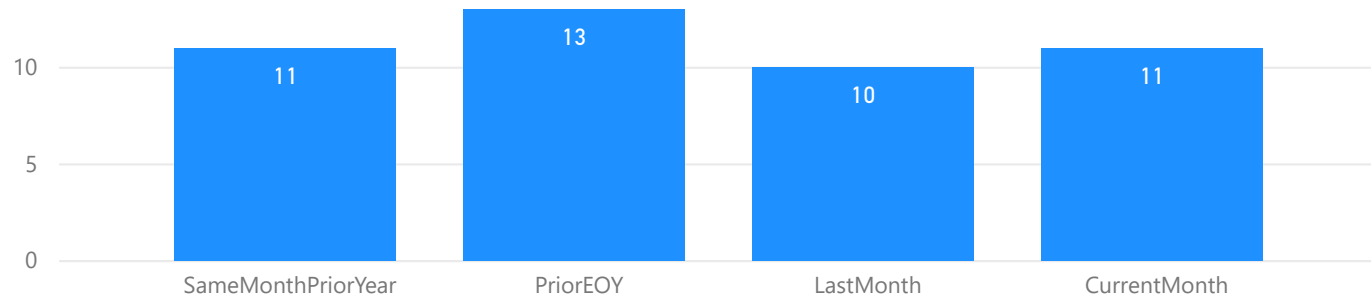
California Connections Academy Monterey Bay

September 30, 2020

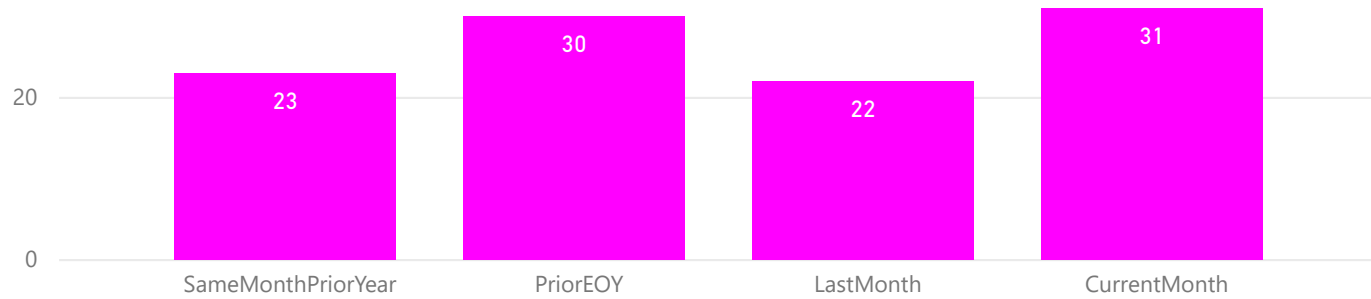
Gifted



Plan504



IEP



Currently Enrolled

402

Gifted

5%

Plan504

3%

IEP

8%

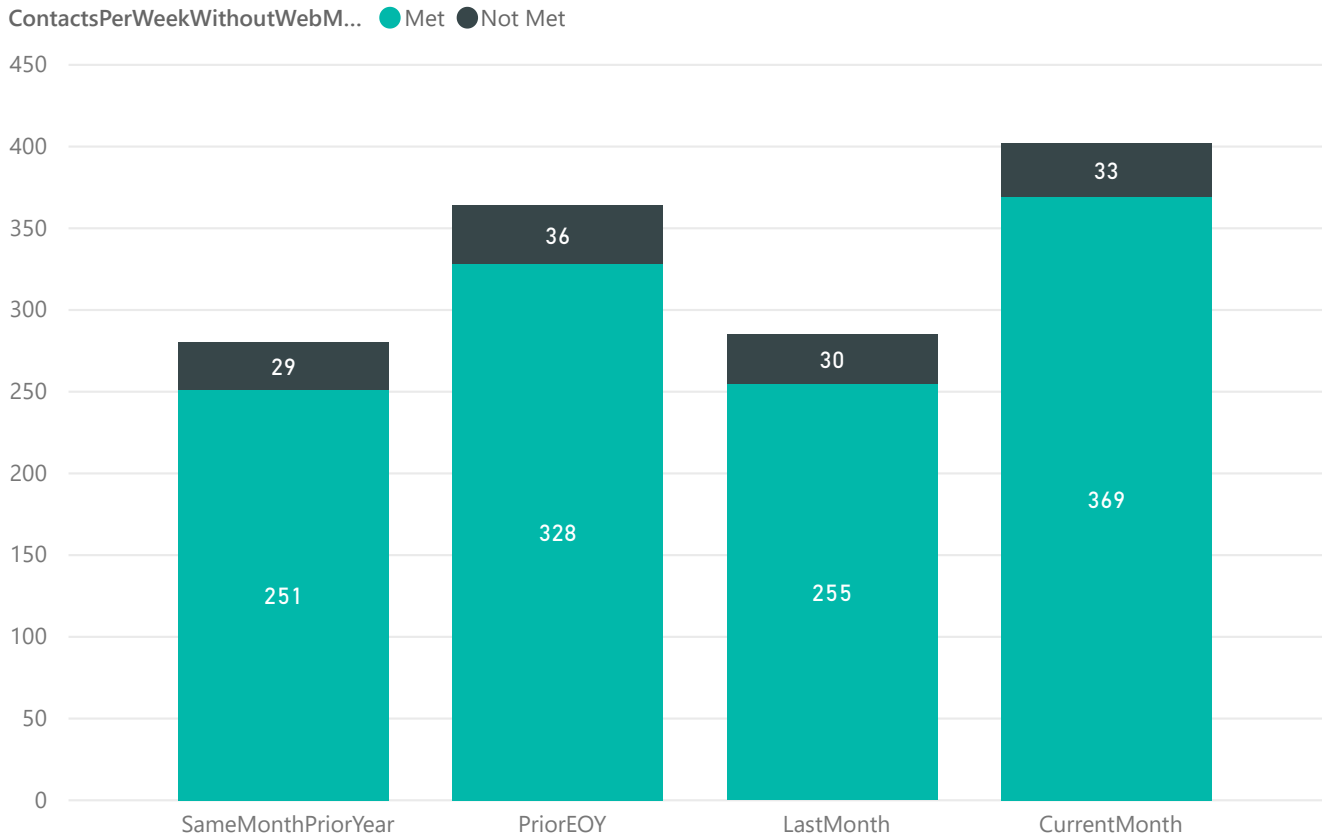
Not in Special Population

85%

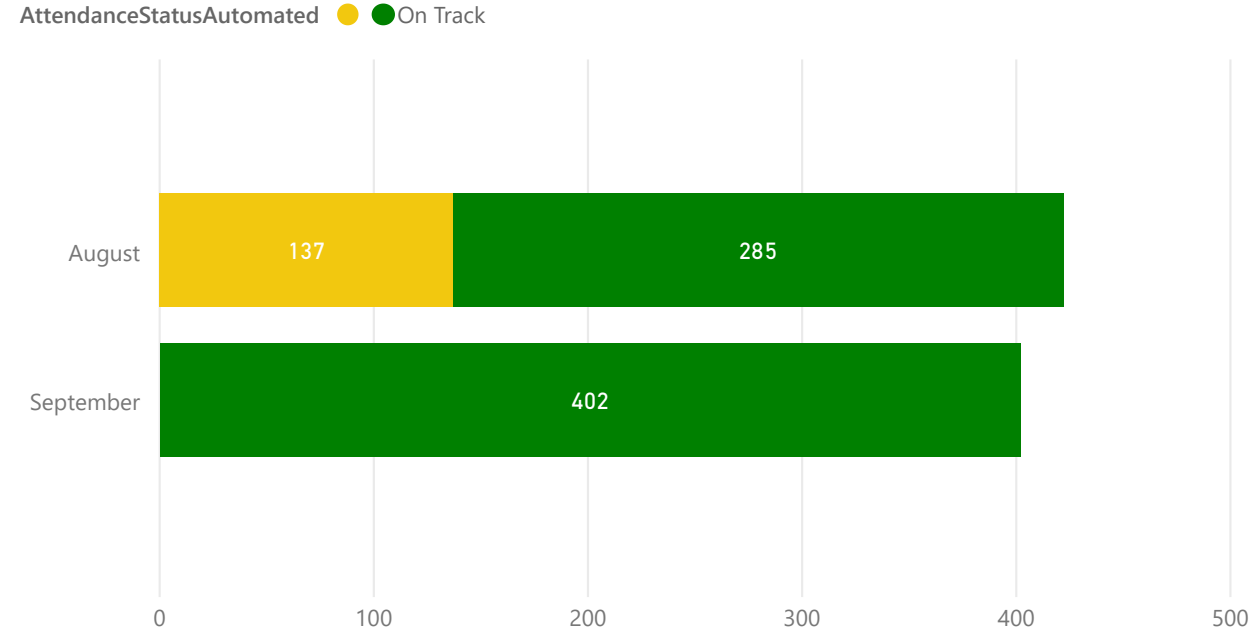
California Connections Academy Monterey Bay

September 30, 2020

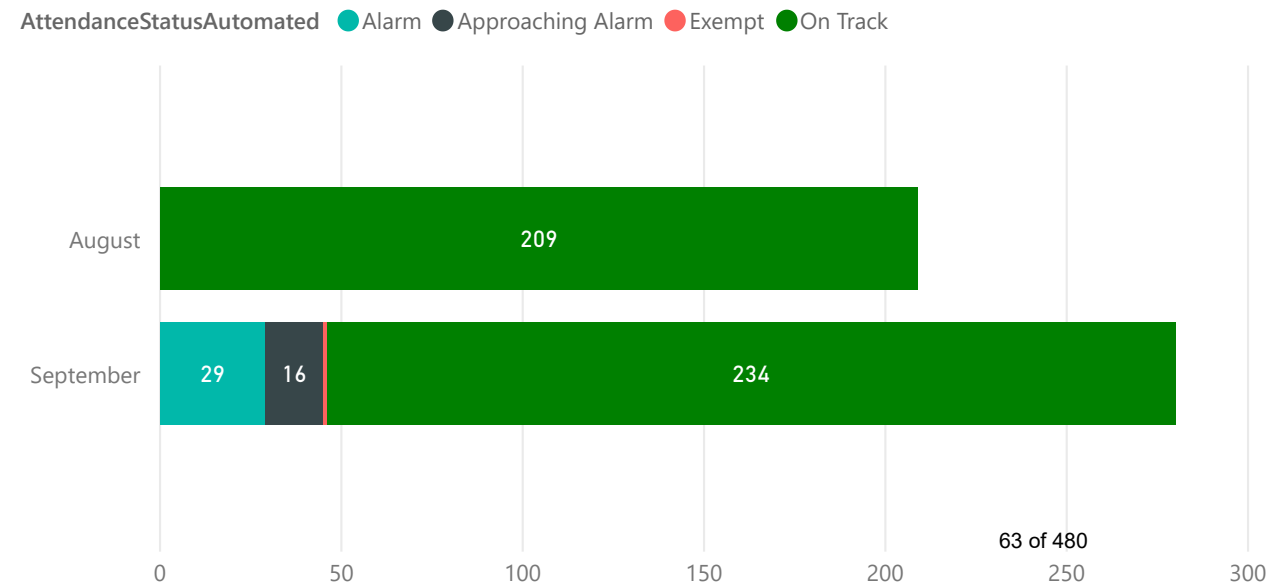
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

402

California Connections Academy Monterey Bay

September 30, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	88%	94%	95%	80%
3-5	95%	98%	100%	87%
6-8	100%	97%	98%	85%
9-12	87%	95%	95%	74%
Total	92%	96%	96%	80%

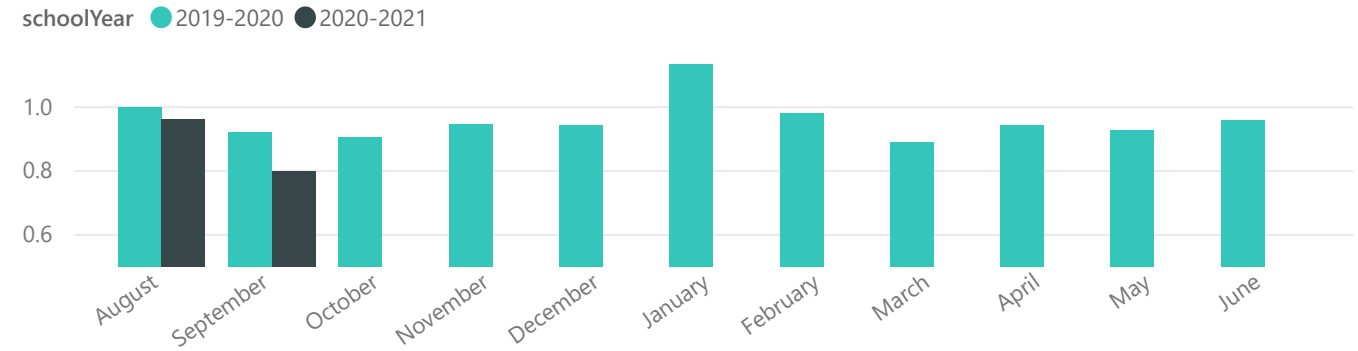
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	93%	94%	96%
3-5	85%	85%	86%	84%
6-8	75%	75%	83%	84%
9-12	75%	73%	78%	86%
Total	78%	77%	81%	86%

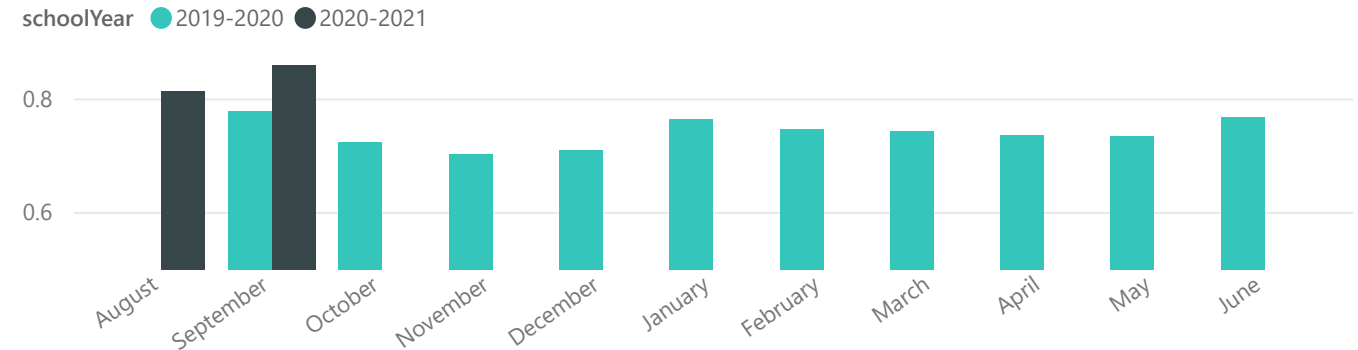
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	92%	95%	97%
3-5	92%	89%	93%	92%
6-8	91%	88%	94%	94%
9-12	83%	81%	90%	83%
Total	87%	85%	92%	89%

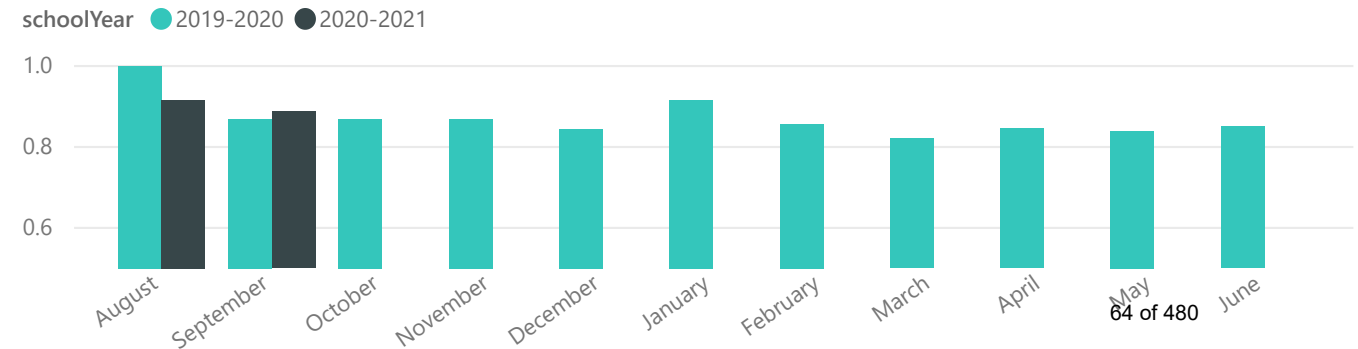
Average Total Participation



Average Total Performance



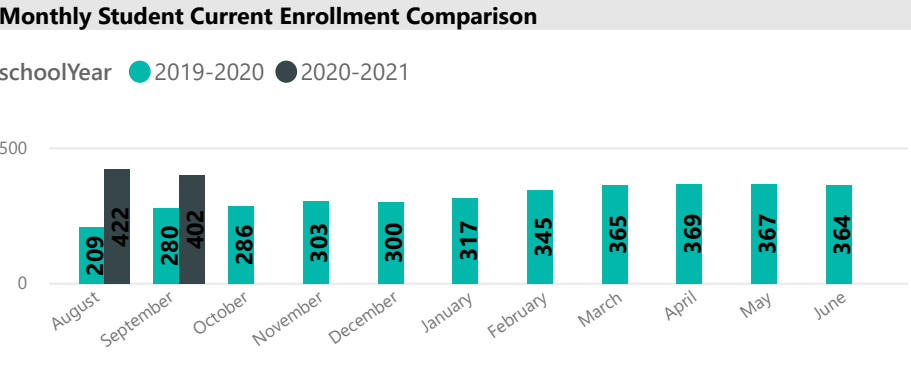
Average Total Attendance



**California Connections Academy Monterey Bay
September 30, 2020**

Currently Enrolled 402	Total YTD Enrolled 413
Enrollment Services Complete (Stage 4) 455	

Current Enrollment Month-Over-Month Change -5%
Current Enrollment Year-Over-Year Change 44%



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	280	97%	402	97%
Prior To Engagement	8	3%	11	3%
Withdrawal During School Year	1	0%		
Total	289	100%	413	100%

New & Returning

ReportPeriod New or Returning	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New	280	100.00%	140	34.83%
Returning			262	65.17%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	241	322
WD During School Year	1	
WD Prior To Engagement	7	8

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.16	1.25

Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	24	9%	45	11%
PK	1	0%	3	1%
KG	9	3%	11	3%
1	9	3%	17	4%
2	5	2%	14	3%
3-5	33	12%	72	18%
3	10	4%	26	6%
4	10	4%	18	4%
5	13	5%	28	7%
6-8	81	29%	90	22%
6	19	7%	24	6%
7	15	5%	34	8%
8	47	17%	32	8%
9-12	142	51%	195	49%
9	24	9%	43	11%
10	39	14%	33	8%
11	58	21%	49	12%
Total	280	100%	402	100%

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear
No reason provided	1

**California Connections Academy Monterey Bay
September 30, 2020**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	162	219
M	118	183

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	242	208
Spanish	14	18
Russian	2	7
Arabic	1	2
Another Language	21	27
No Language Reported		140

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	5	5
Developmentally Delayed	1	
Emotionally Impaired		2
Hearing Impaired	1	1
Other Health Impaired	5	9
Specific Learning Disability	9	9
Speech/Language Impaired		1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	12	19

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	11	11

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	23	31

Gifted	Plan504
5%	3%
IEP	Not in Special Population
8%	85%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	98	131
Not Hispanic or Latino	182	270

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	4	
Asian	39	72
Black/African American	11	10
Hispanic or Latino	98	131
Multiple Races	31	43
Native Hawaiian or Other Pacific Islander	3	3
Not Indicated		2
White	94	141

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	37	28
Asian	66	110
Black/African American	24	27
Native Hawaiian or Other Pacific Islander	20	22
White	182	279

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	47	53
Family Reported-Does not qualify	108	192
Qualifies for free	54	58
Qualifies for reduced	19	9
Refused to report	31	54

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	19	17
Home School	15	13
No Prior School	23	20
Online (Virtual) Public School	69	65
Private/Parochial School	22	51
Public School	118	214
Prior Schooling Not Reported	14	22

**California Connections Academy Monterey Bay
September 30, 2020**

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	251	369
Not Met	29	33

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	29	
Approaching Alarm	16	
Exempt	1	
On Track	234	402

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	88%	80%
3-5	95%	87%
6-8	100%	85%
9-12	87%	74%
Total	92%	80%

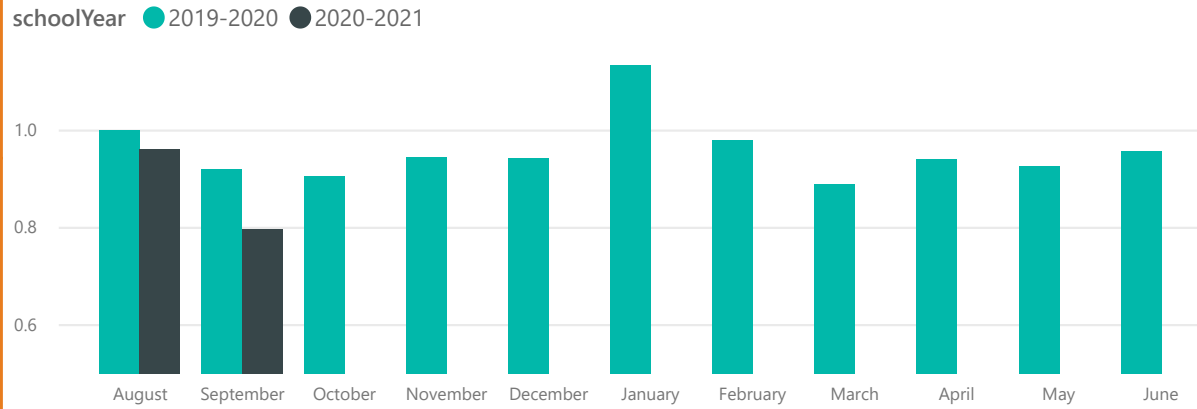
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	96%
3-5	85%	84%
6-8	75%	84%
9-12	75%	86%
Total	78%	86%

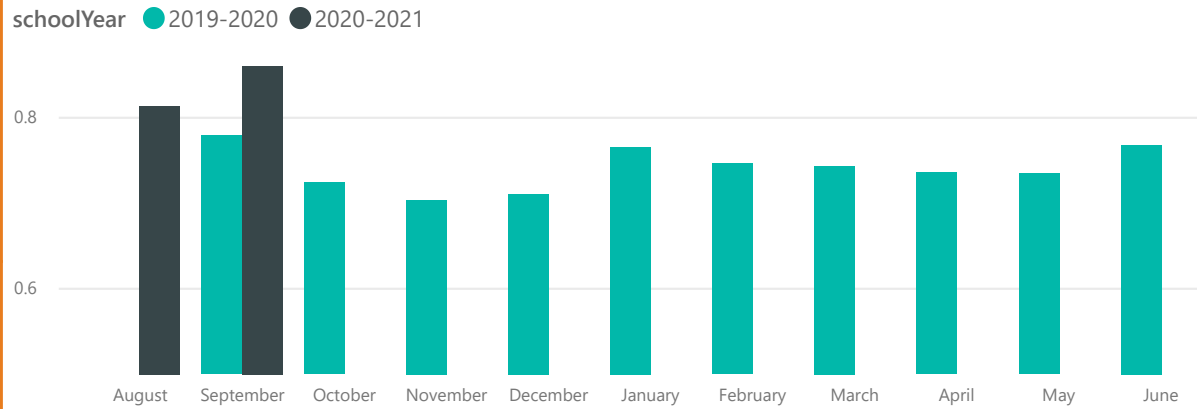
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	97%
3-5	92%	92%
6-8	91%	94%
9-12	83%	83%
Total	87%	89%

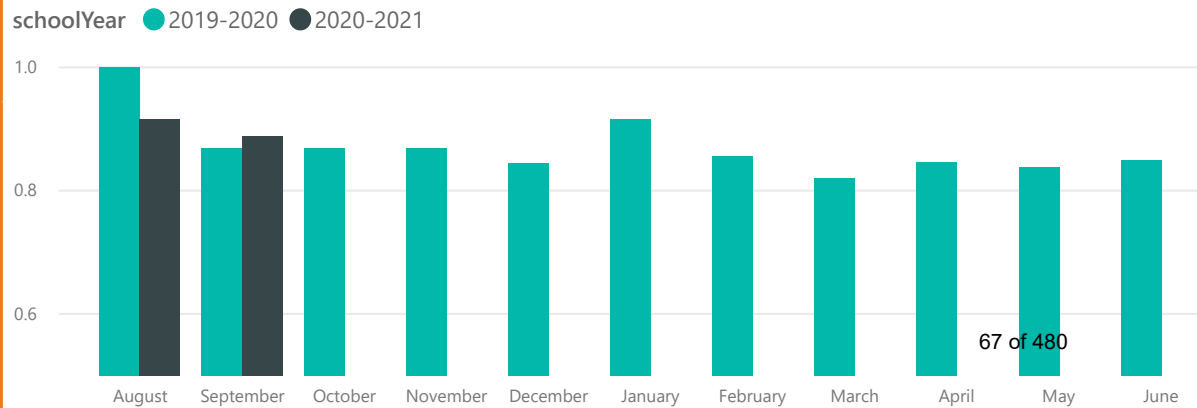
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

September 30, 2020

Currently Enrolled

1392

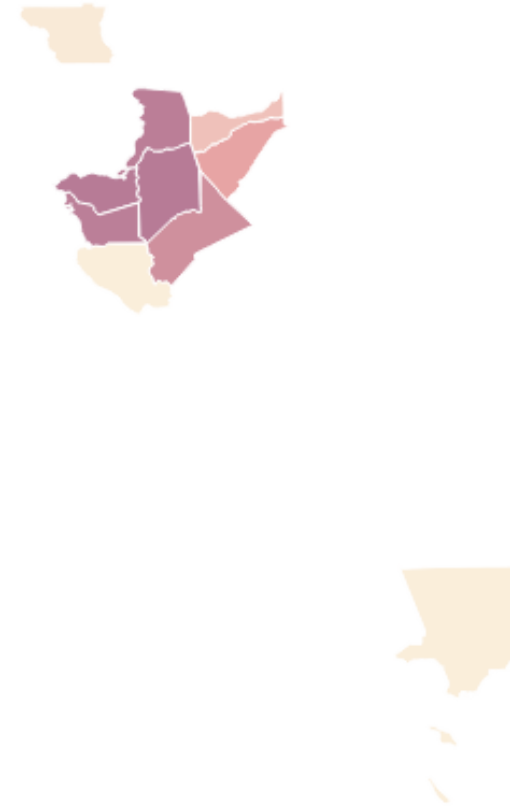
Total YTD Enrolled

1452

Enrollment Services Complete (Stage 4)

1543

Enrolled Students by County



California Connections Academy at Ripon

September 30, 2020

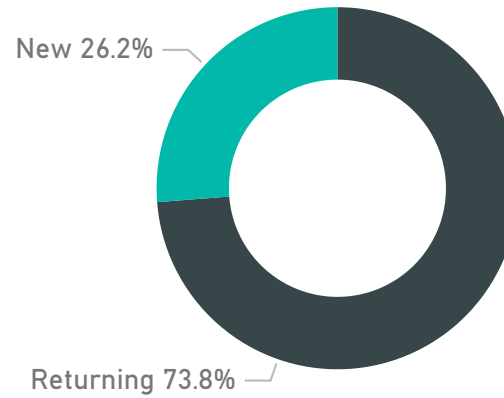
Current Enrollment Month-Over-Month Change

-3%

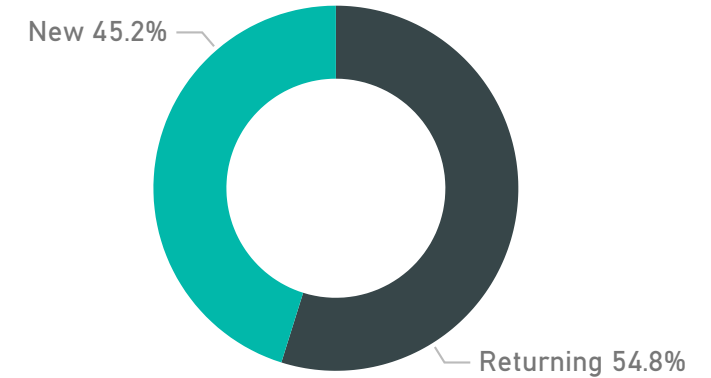
Current Enrollment Year-Over-Year Change

7%

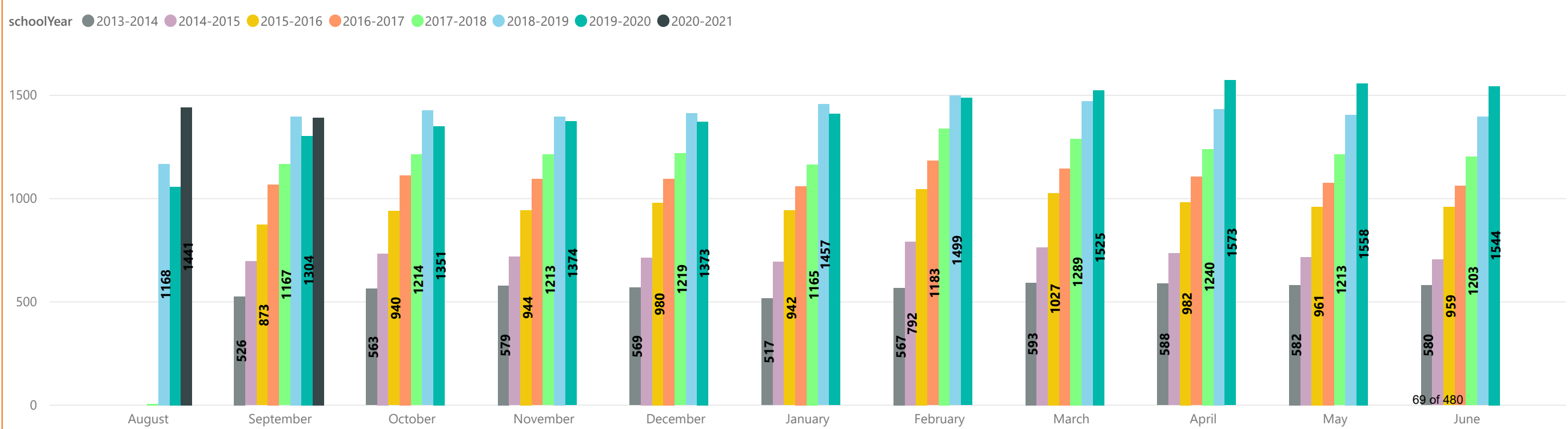
New and Returning



New and Returning Prior Year



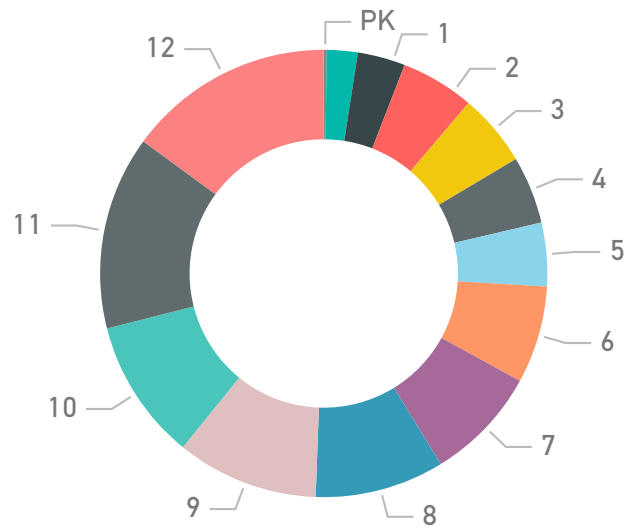
Monthly Student Current Enrollment Comparison



California Connections Academy at Ripon

September 30, 2020

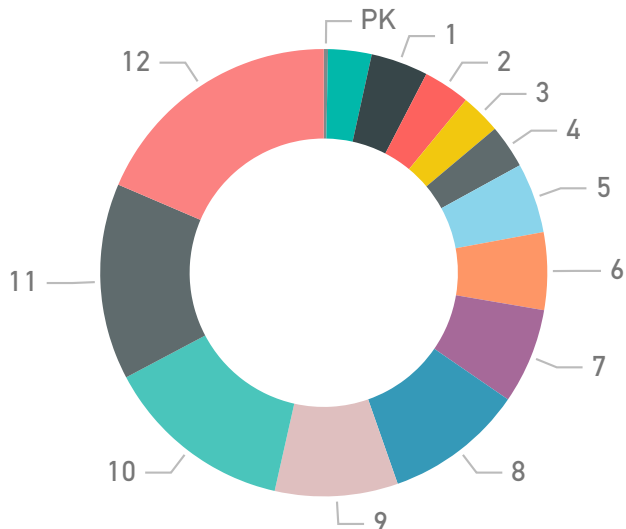
Enrolled Students by Final Grade



Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	143	11%	168	11%	165	11%	156	11%
PK	4	0%	4	0%			3	0%
KG	41	3%	45	3%	35	2%	31	2%
1	54	4%	65	4%	51	4%	48	3%
2	44	3%	54	3%	79	5%	74	5%
3-5	145	11%	200	13%	215	15%	205	15%
3	38	3%	52	3%	79	5%	73	5%
4	41	3%	61	4%	68	5%	68	5%
5	66	5%	87	6%	68	5%	64	5%
6-8	294	23%	381	25%	363	25%	343	25%
6	73	6%	93	6%	104	7%	98	7%
7	90	7%	118	8%	124	9%	115	8%
8	131	10%	170	11%	135	9%	130	9%
9-12	722	55%	795	51%	697	48%	688	49%
9	116	9%	156	10%	145	10%	143	10%
10	179	14%	239	15%	147	10%	142	10%
11	185	14%	207	13%	199	14%	195	14%
12	242	19%	193	13%	206	14%	208	15%
Total	1304	100%	1544	100%	1440	100%	1392	100%

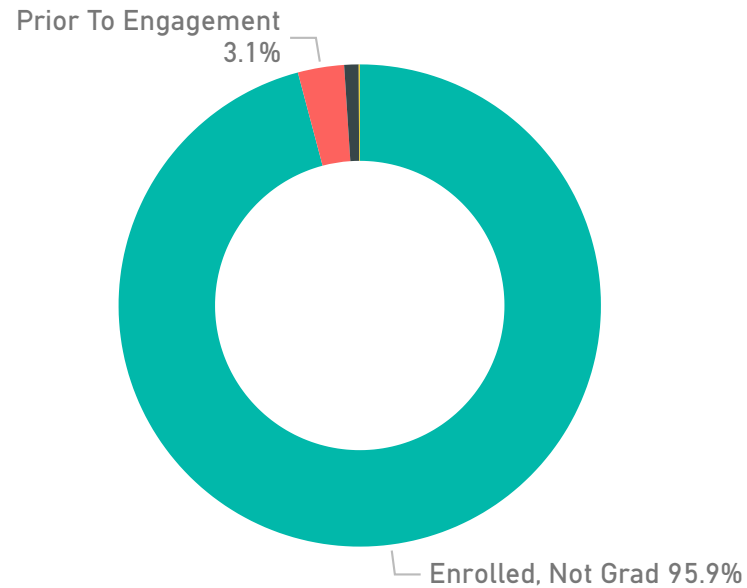
Enrolled Students Prior Year by Final Grade



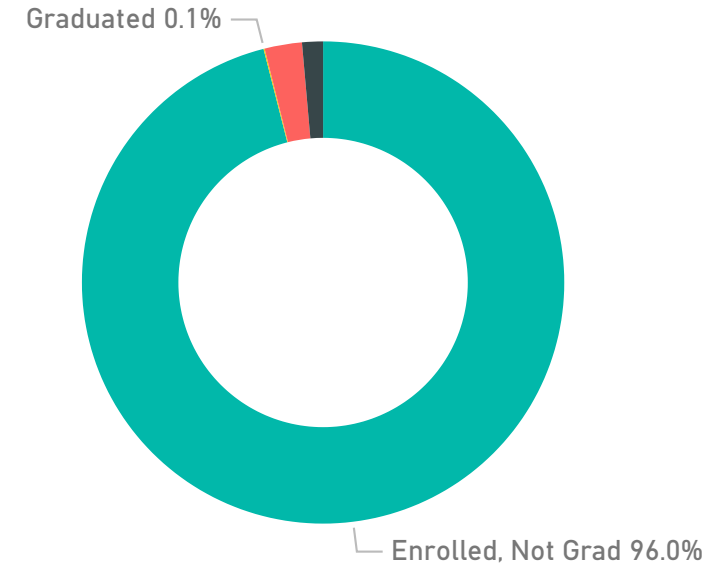
California Connections Academy at Ripon

September 30, 2020

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	1305	96%	1544	76%	1468	100%	1392	96%
Graduated	1	0%	40	2%			1	0%
Prior To Engagement	34	3%	83	4%			45	3%
Withdrawal During School Year	19	1%	353	17%			14	1%
Total	1359	100%	2020	100%	1468	100%	1452	100%

Enrollment Services Complete (Stage 4)

1543

California Connections Academy at Ripon

September 30, 2020

Withdrawal Reason

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

No reason provided

Other Completer

Enrollment was intend...

The program ...

We are moving.

The program ...

California Connections Academy at Ripon

September 30, 2020

Household Data

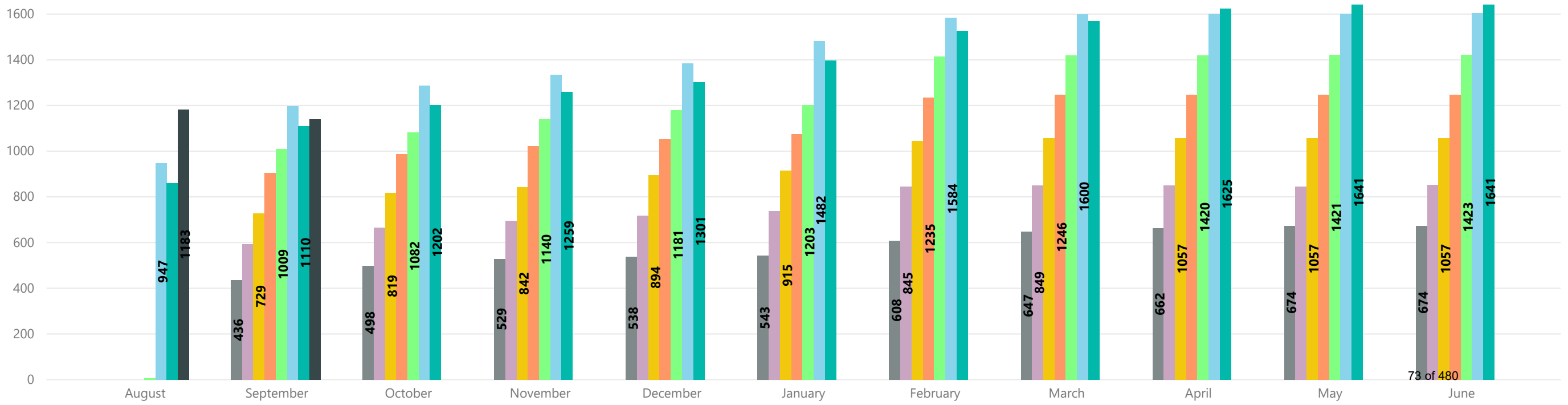
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1068	1262	1183	1098
Graduated	1	39		1
WD During School Year	12	305		10
WD Prior To Engagement	32	78		37

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.22	1.22	1.24	1.27

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

September 30, 2020

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	391	482	319	397
Not Hispanic or Latino	913	1062	749	993

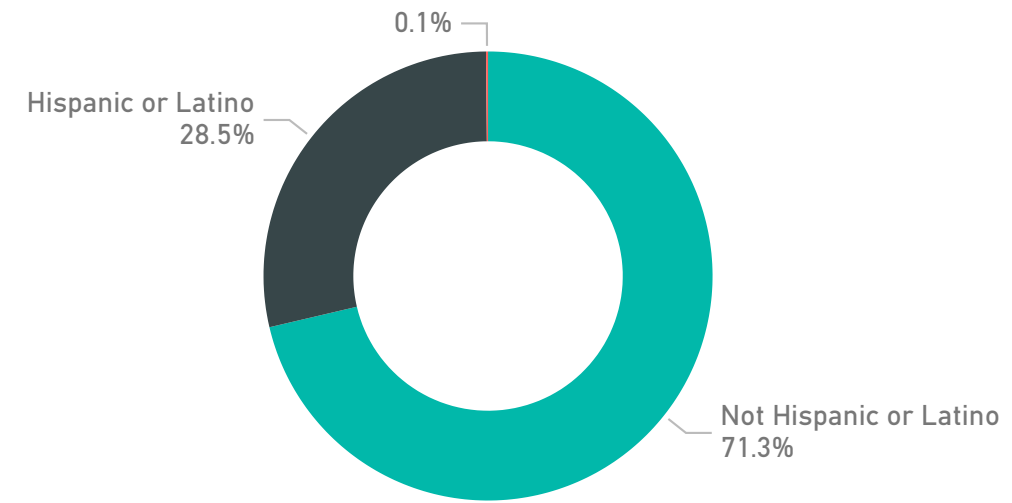
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	135	163	108	122
Asian	194	234	158	230
Black/African American	283	343	247	298
Native Hawaiian or Other Pacific Islander	46	69	49	62
White	896	1029	690	932

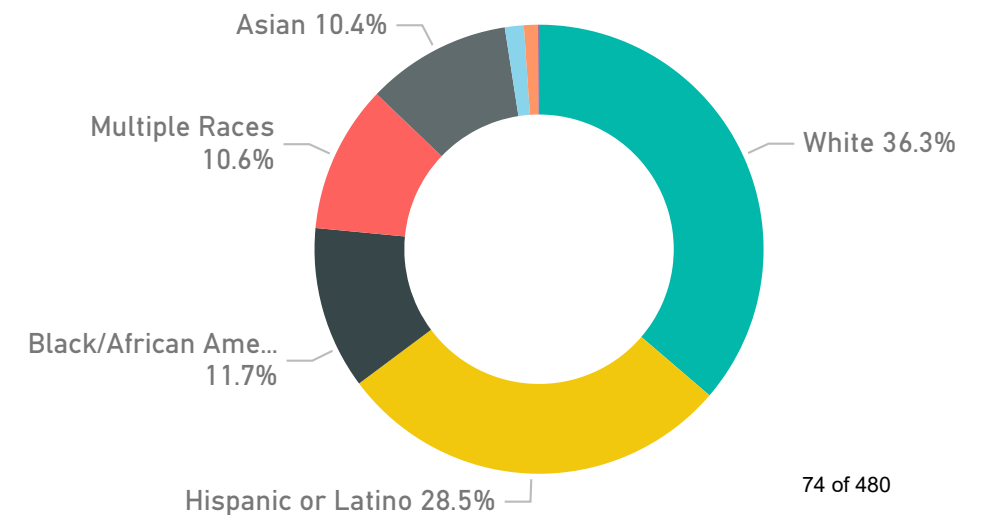
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	19	21	20	19
Asian	111	140	97	145
Black/African American	154	183	148	163
Hispanic or Latino	391	482	319	397
Multiple Races	136	167	104	148
Native Hawaiian or Other Pacific Islander	8	16	11	14
Not Indicated			373	1
White	485	535	369	505

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

September 30, 2020

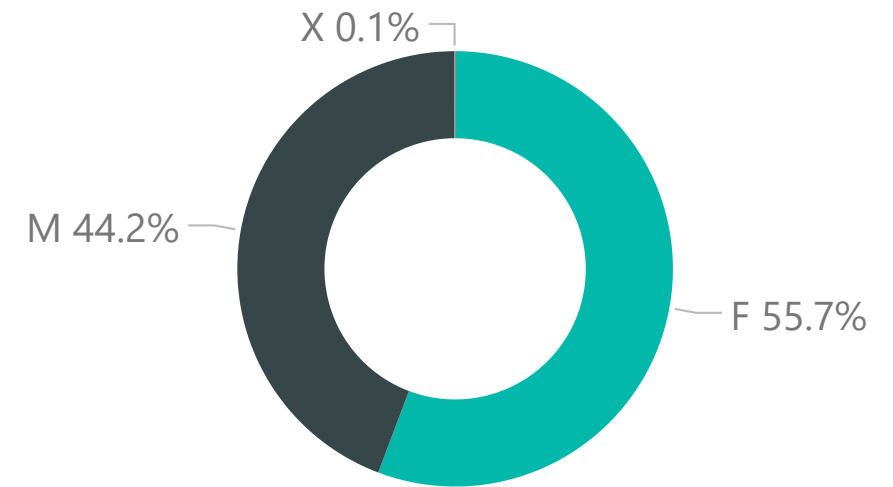
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			373	
F	706	863	596	776
M	598	681	472	615
X				1

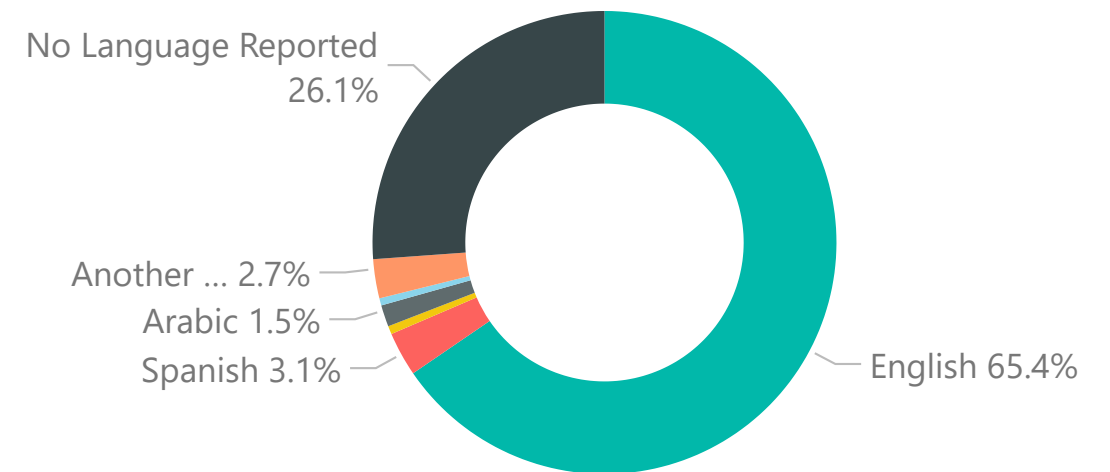
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1153	1356	948	911
Spanish	53	81	42	43
Russian	9	12	8	8
Arabic	34	36	25	21
Urdu	7	8	7	7
Another Language	48	50	38	38
No Language Reported		1	373	364

Enrolled Students by Gender



Enrolled Students by Language

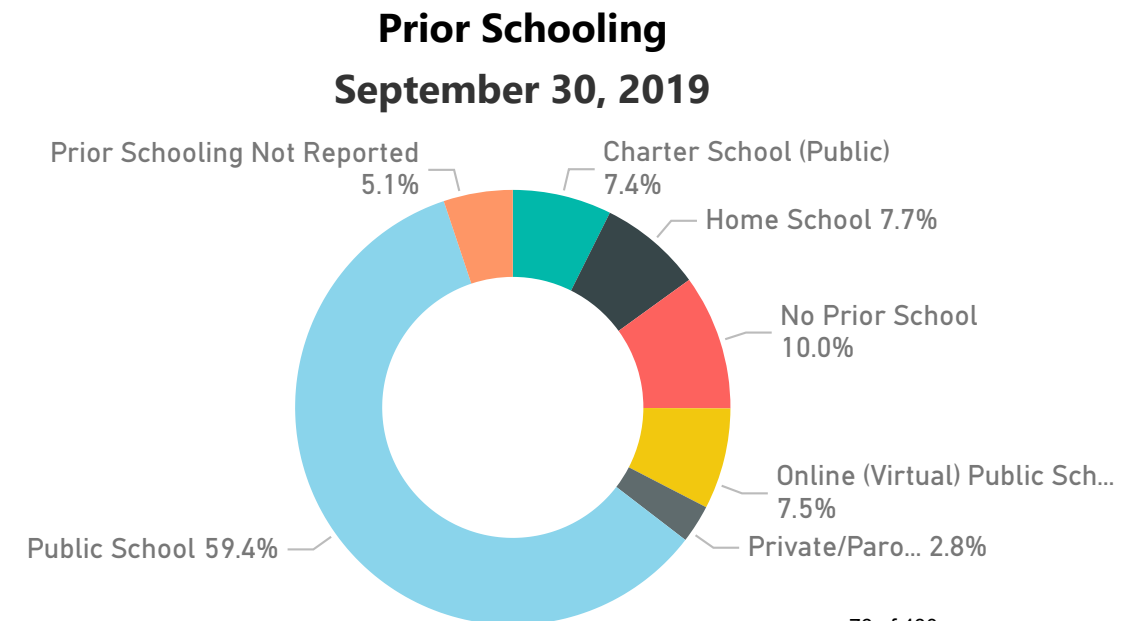
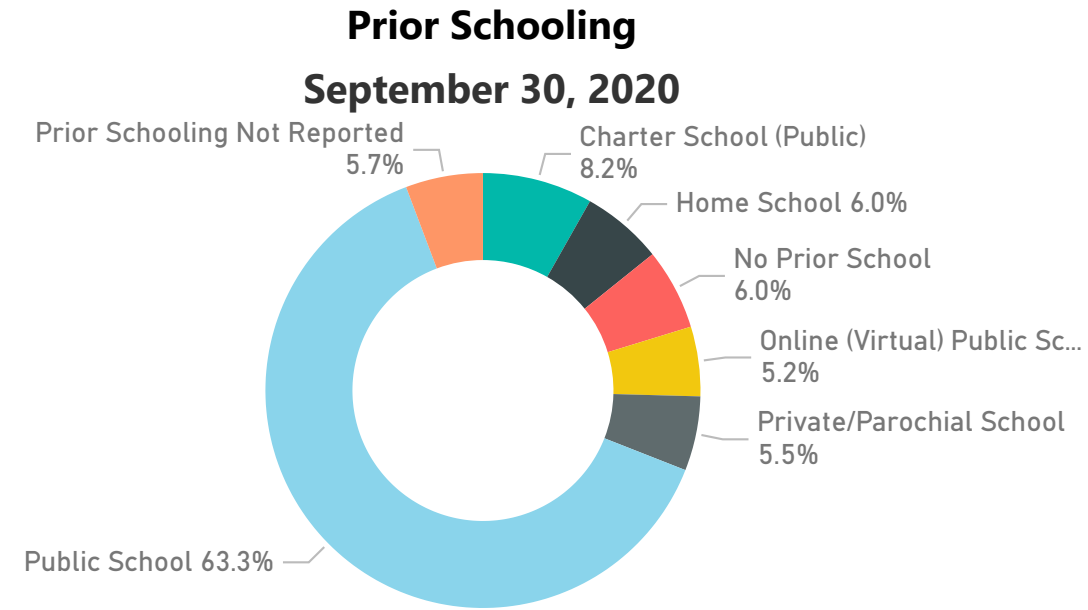


California Connections Academy at Ripon

September 30, 2020

Prior Schooling

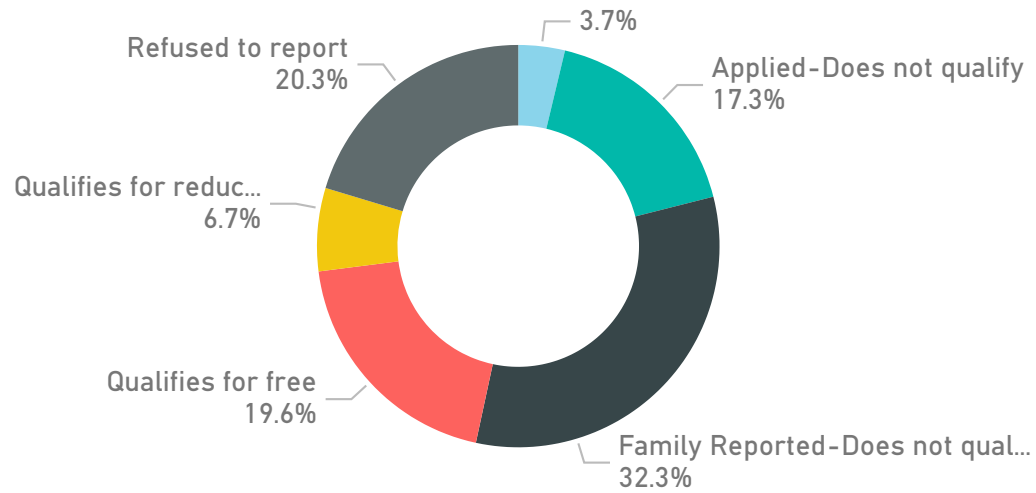
Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	96	131	95	114
Home School	100	105	76	84
No Prior School	131	125	85	84
Online (Virtual) Public School	98	98	72	72
Private/Parochial School	37	57	34	77
Public School	775	971	657	881
Prior Schooling Not Reported	67	57	422	80



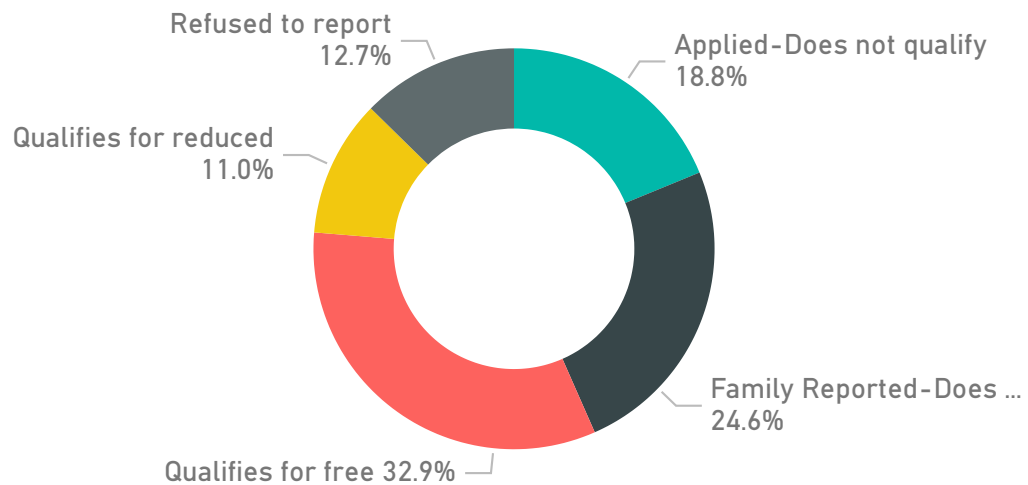
California Connections Academy at Ripon

September 30, 2020

FARM Eligibility September 30, 2020

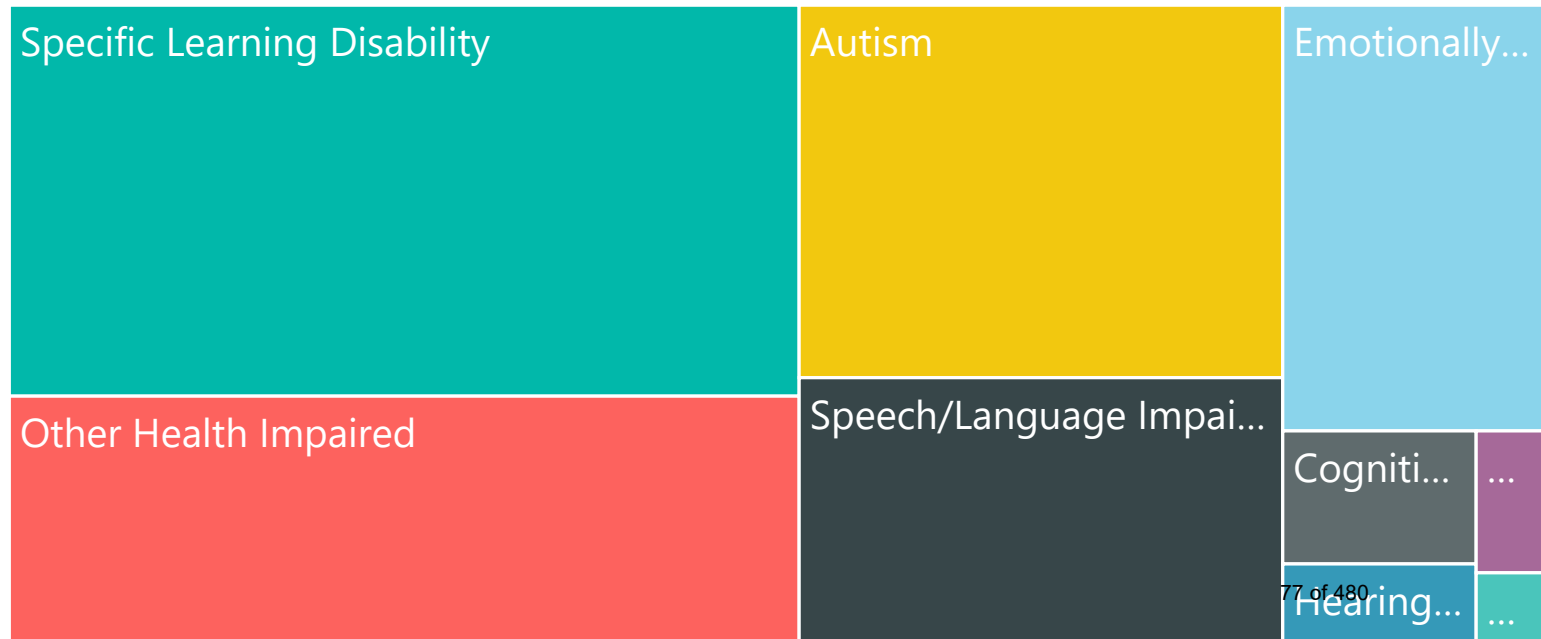


FARM Eligibility September 30, 2019



Disability

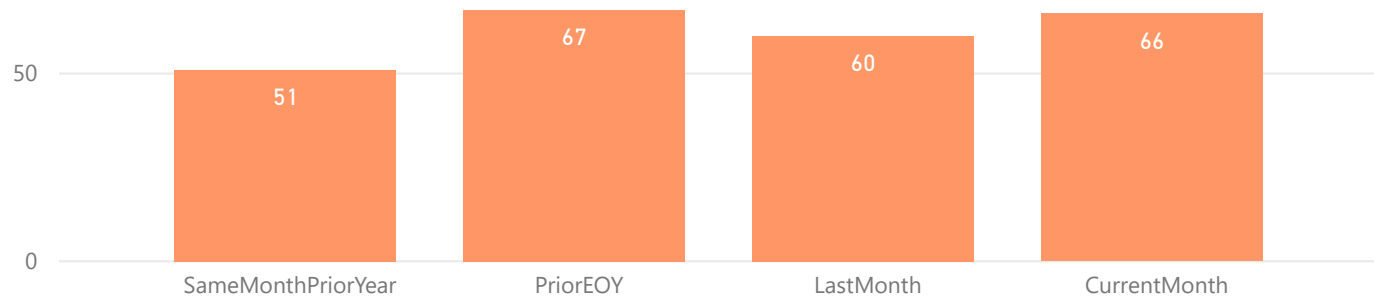
Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	29	40	33	35
Cognitive Disability	4	7	5	5
Emotionally Impaired	15	25	17	22
Hearing Impaired	2	2	1	3
Other	2	2	2	2
Other Health Impaired	37	44	33	38
Physical Disability	1			
Specific Learning Disability	57	73	55	60
Speech/Language Impaired	21	25	21	25
Traumatic Brain Injury	1	1		
Visually Impaired	1	1	1	1



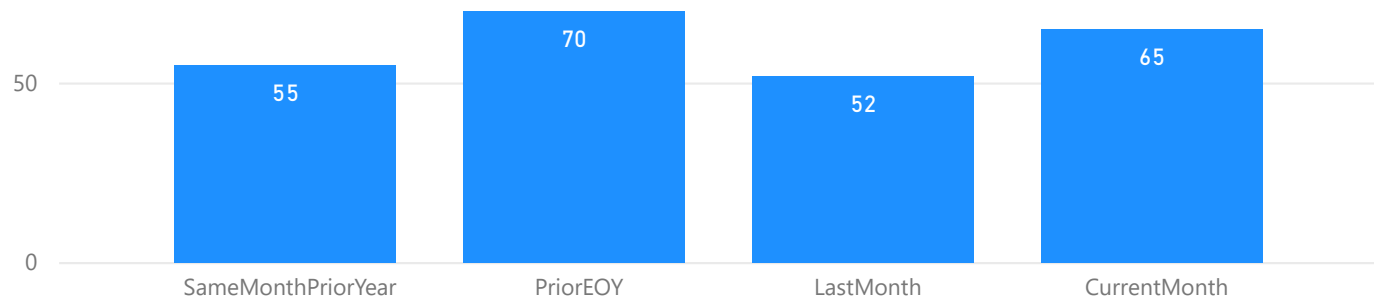
California Connections Academy at Ripon

September 30, 2020

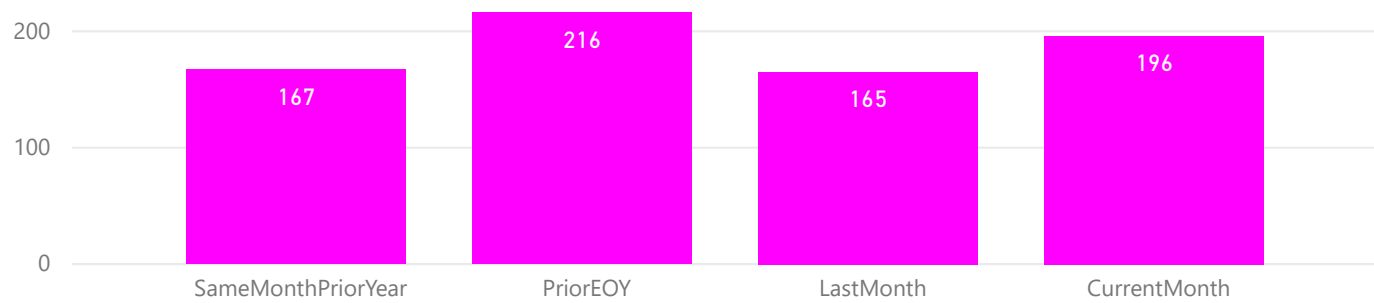
Gifted



Plan504



IEP



Currently Enrolled

1392

Gifted

5%

Plan504

5%

IEP

14%

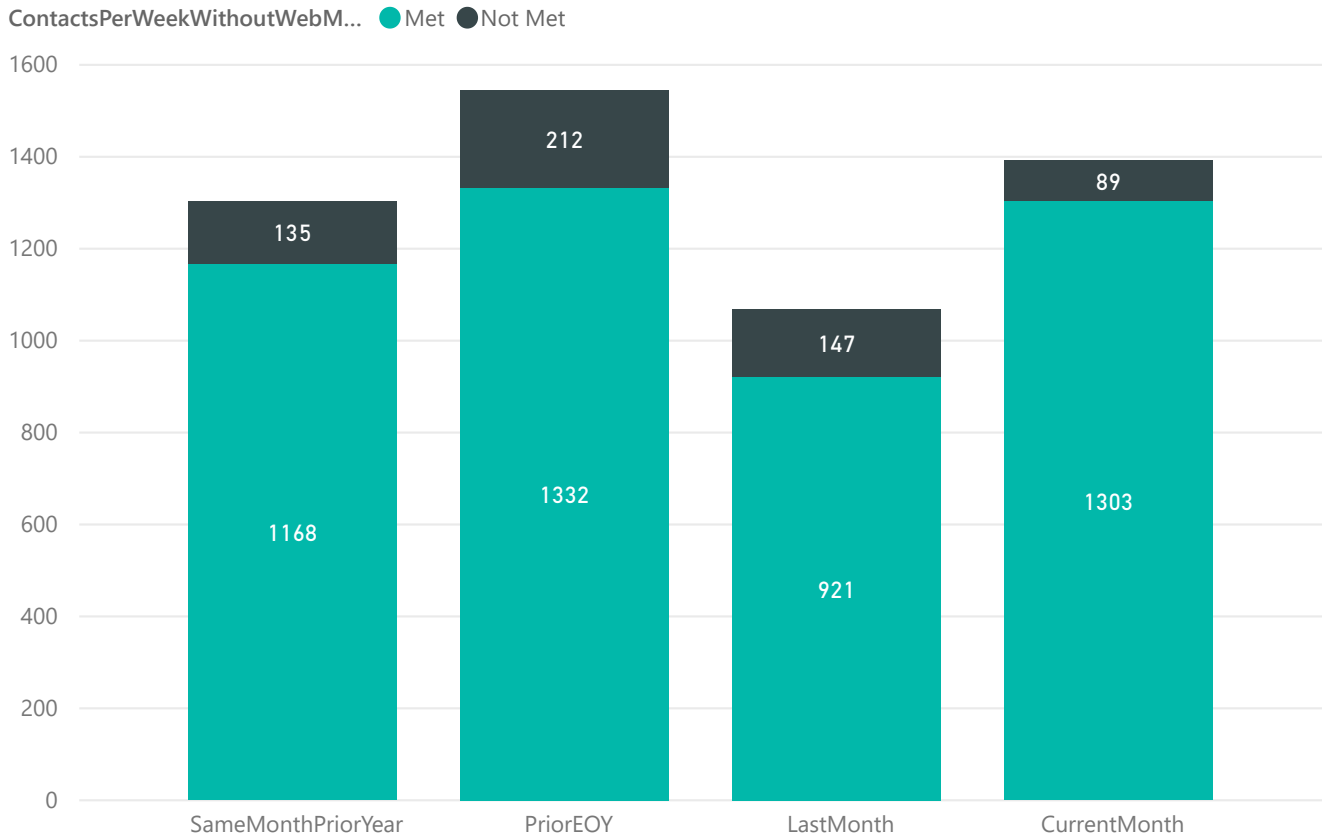
Not in Special Population

77%

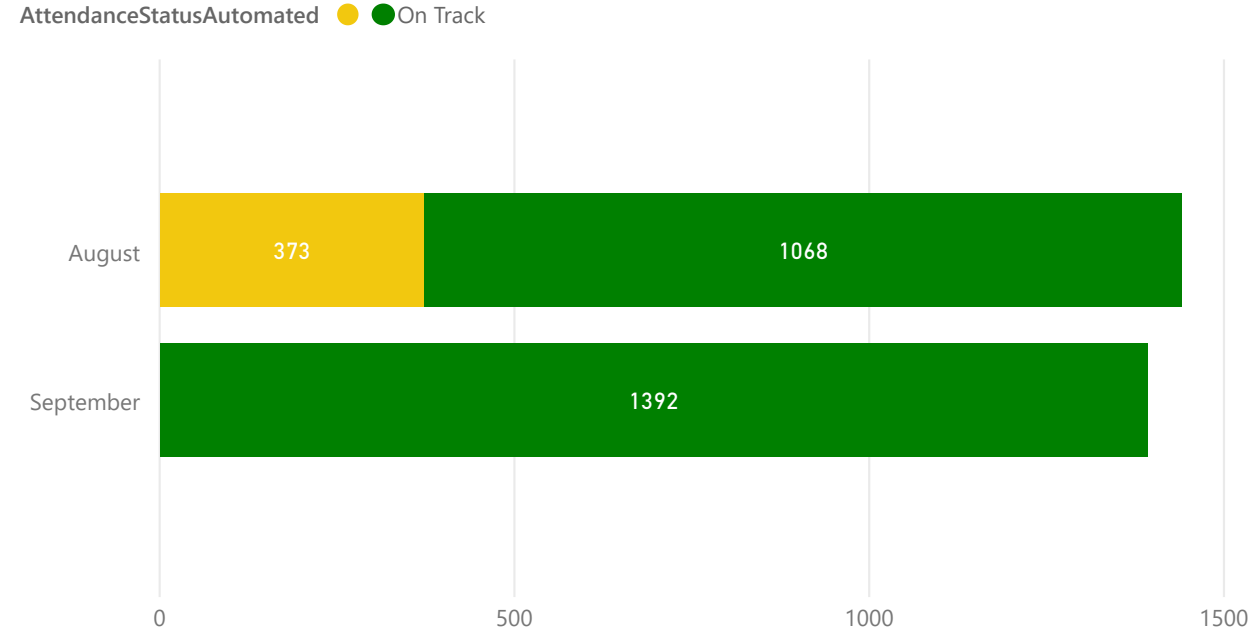
California Connections Academy at Ripon

September 30, 2020

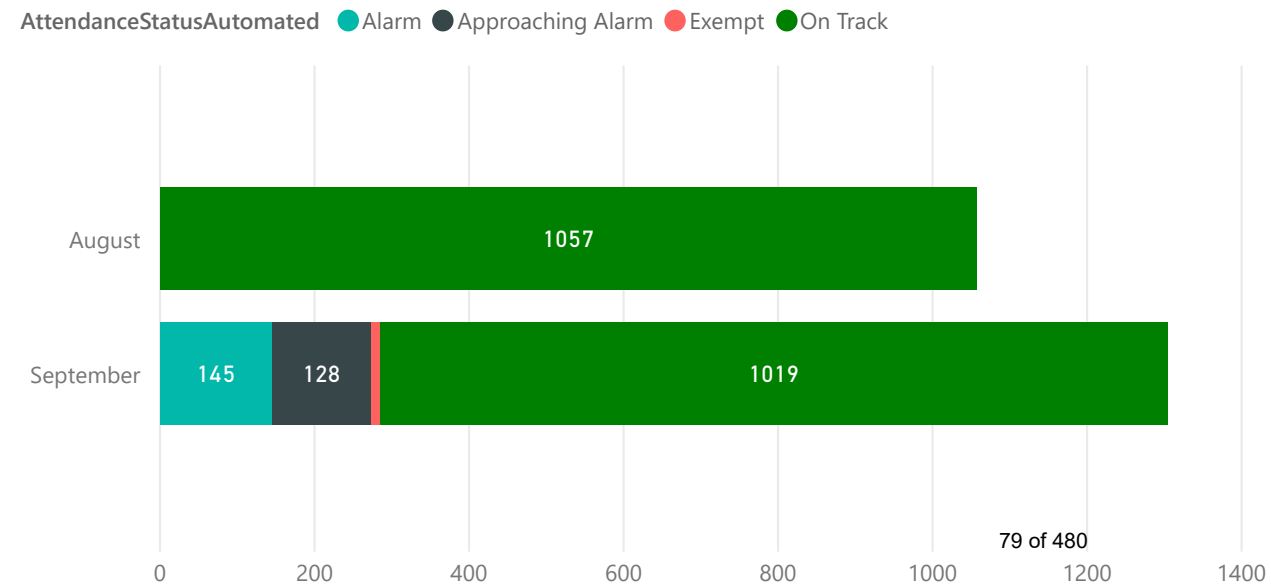
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

1392

California Connections Academy at Ripon

September 30, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	89%	99%	100%	80%
3-5	95%	99%	99%	82%
6-8	104%	93%	92%	87%
9-12	85%	94%	95%	73%
Total	91%	95%	95%	79%

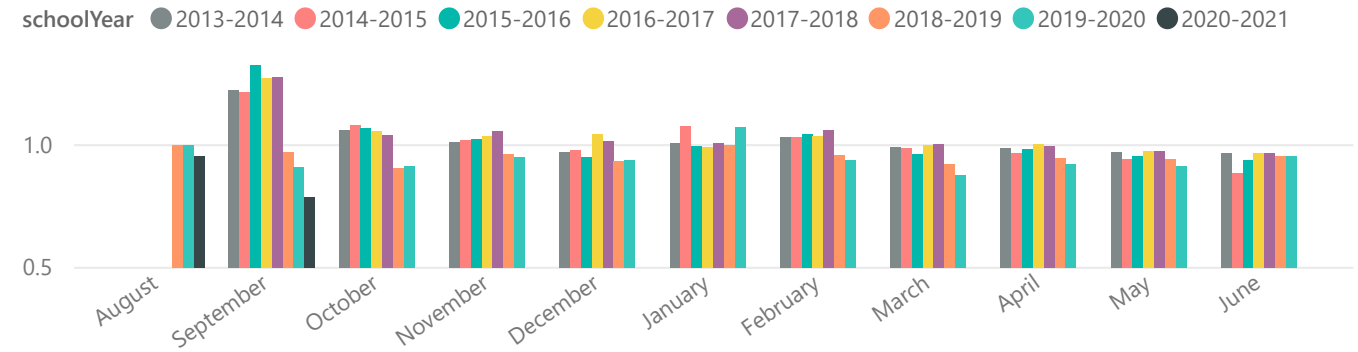
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	89%	92%	92%
3-5	77%	77%	84%	79%
6-8	74%	73%	79%	79%
9-12	73%	71%	73%	83%
Total	76%	74%	77%	83%

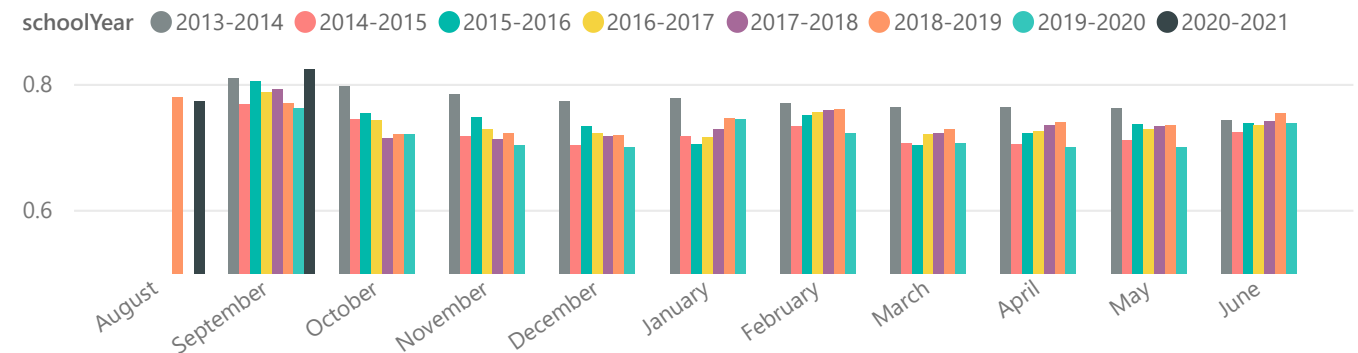
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	92%	94%	97%
3-5	91%	91%	95%	95%
6-8	93%	90%	94%	94%
9-12	84%	84%	91%	86%
Total	88%	87%	92%	91%

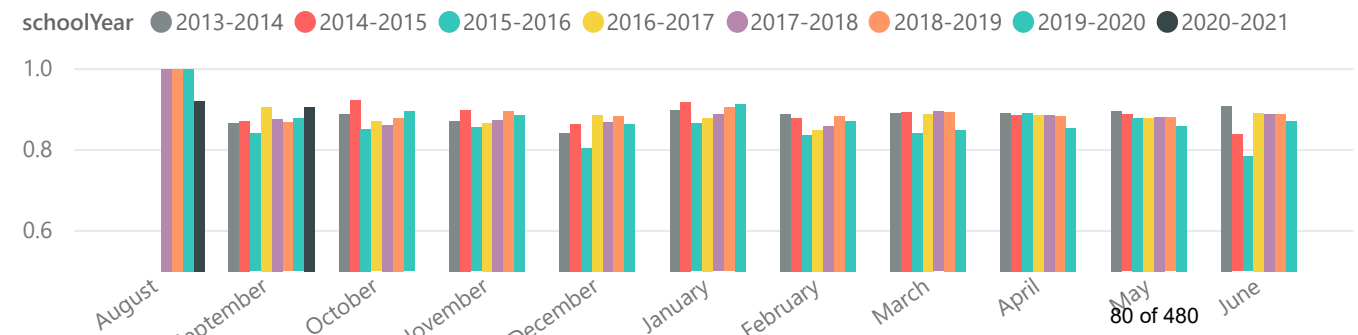
Average Total Participation



Average Total Performance



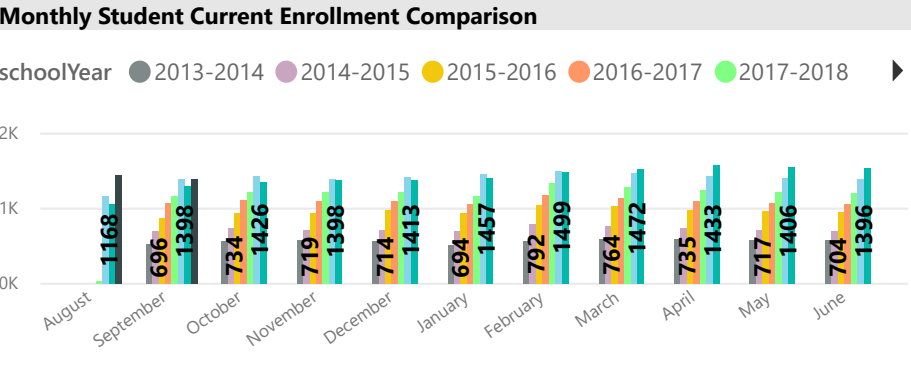
Average Total Attendance



**California Connections Academy at Ripon
September 30, 2020**

Currently Enrolled 1392	Total YTD Enrolled 1452
Enrollment Services Complete (Stage 4) 1543	

Current Enrollment Month-Over-Month Change -3%
Current Enrollment Year-Over-Year Change 7%



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1305	96%	1392	96%
Graduated	1	0%	1	0%
Prior To Engagement	34	3%	45	3%
Withdrawal During School Year	19	1%	14	1%
Total	1359	100%	1452	100%

New & Returning

ReportPeriod New or Returning	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New	589	45.17%	365	26.22%
Returning	715	54.83%	1027	73.78%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	1068	1098
Graduated	1	1
WD During School Year	12	10
WD Prior To Engagement	32	37

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.22	1.27

Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	143	11%	156	11%
PK	4	0%	3	0%
KG	41	3%	31	2%
1	54	4%	48	3%
2	44	3%	74	5%
3-5	145	11%	205	15%
3	38	3%	73	5%
4	41	3%	68	5%
5	66	5%	64	5%
6-8	294	23%	343	25%
6	73	6%	98	7%
7	90	7%	115	8%
8	131	10%	130	9%
9-12	722	55%	688	49%
9	116	9%	143	10%
10	179	14%	142	10%
11	185	14%	195	14%
Total	1304	100%	1392	100%

Withdrawal Reason

Withdrawal Reason	SameMont
Enrollment was intended to be short term and is no longer needed for my student.	
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	
Other Completer	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program takes too much of the student's time.	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We are not satisfied with the school leadership.	

**California Connections Academy at Ripon
September 30, 2020**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	706	776
M	598	615
X		1

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1153	911
Spanish	53	43
Russian	9	8
Arabic	34	21
Urdu	7	7
Another Language	48	38
No Language Reported		364

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	29	35
Cognitive Disability	4	5
Emotionally Impaired	15	22
Hearing Impaired	2	3
Other	2	2
Other Health Impaired	37	38
Physical Disability	1	
Specific Learning Disability	57	60
Speech/Language Impaired	21	25
Traumatic Brain Injury	1	
Visually Impaired	1	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	51	66

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	55	65

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	167	196

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

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	391	397
Not Hispanic or Latino	913	993

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	135	122
Asian	194	230
Black/African American	283	298
Native Hawaiian or Other Pacific Islander	46	62
White	896	932

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	200	211
Family Reported-Does not qualify	285	403
Qualifies for free	370	219
Qualifies for reduced	129	76
Refused to report	150	245

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	19	19
Asian	111	145
Black/African American	154	163
Hispanic or Latino	391	397
Multiple Races	136	148
Native Hawaiian or Other Pacific Islander	8	14
Not Indicated		1
White	485	505

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	96	114
Home School	100	84
No Prior School	131	84
Online (Virtual) Public School	98	72
Private/Parochial School	37	77
Public School	775	881
Prior Schooling Not Reported	67	80

**California Connections Academy at Ripon
September 30, 2020**

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1168	1303
Not Met	135	89

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	145	
Approaching Alarm	128	
Exempt	12	
On Track	1019	1392

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	89%	80%
3-5	95%	82%
6-8	104%	87%
9-12	85%	73%
Total	91%	79%

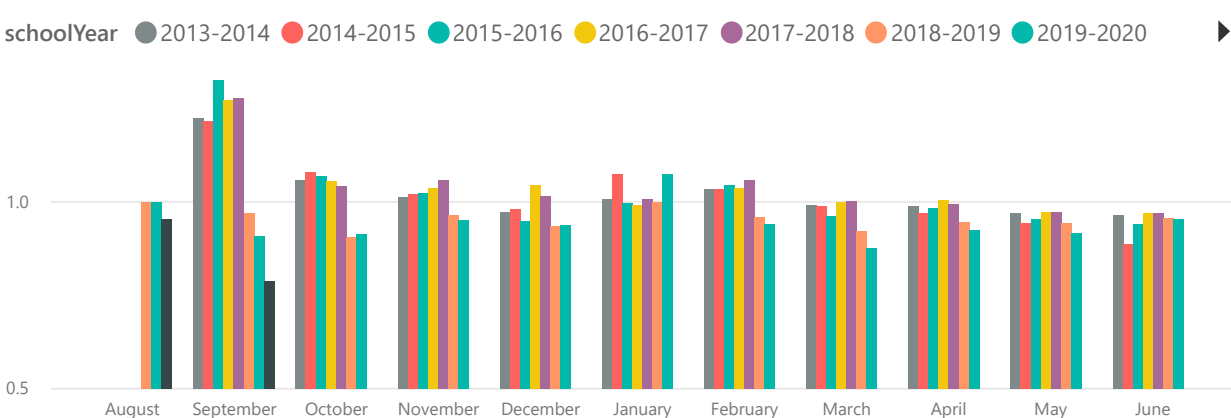
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	92%
3-5	77%	79%
6-8	74%	79%
9-12	73%	83%
Total	76%	83%

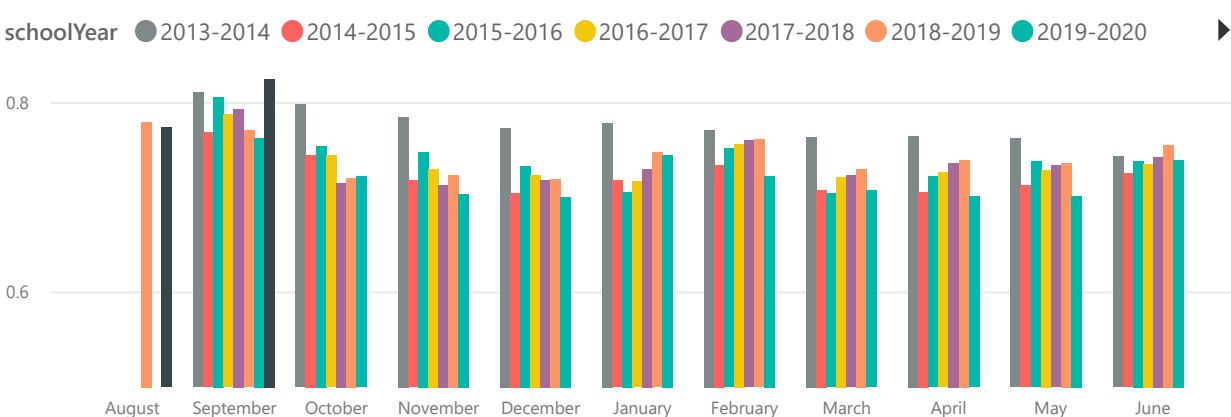
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	97%
3-5	91%	95%
6-8	93%	94%
9-12	84%	86%
Total	88%	91%

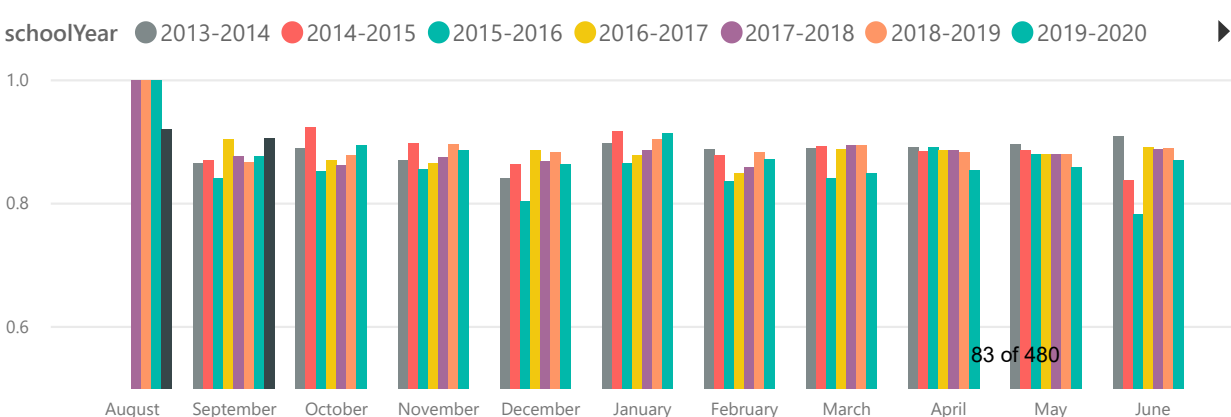
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano ▾

Report Date

September 30, 2020 ▾

Currently Enrolled

4292

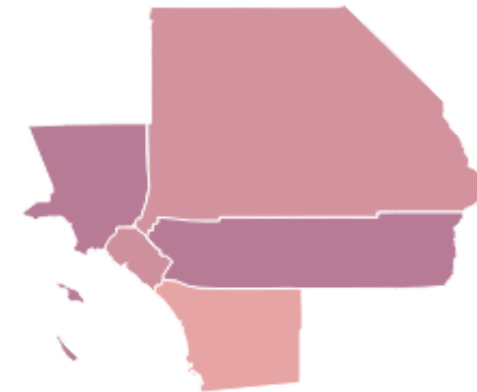
Total YTD Enrolled

4410

Enrollment Services Complete (Stage 4)

4569

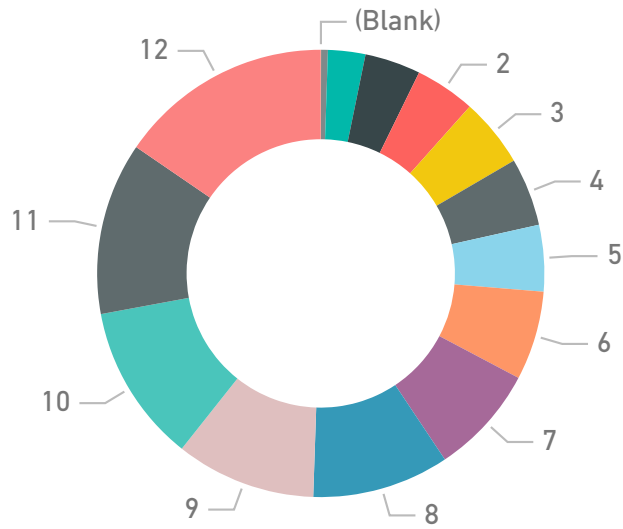
Enrolled Students by County



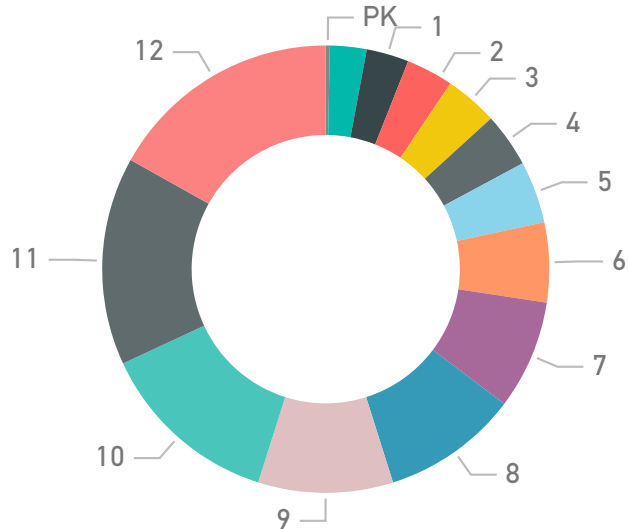
Capistrano Connections Academy

September 30, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



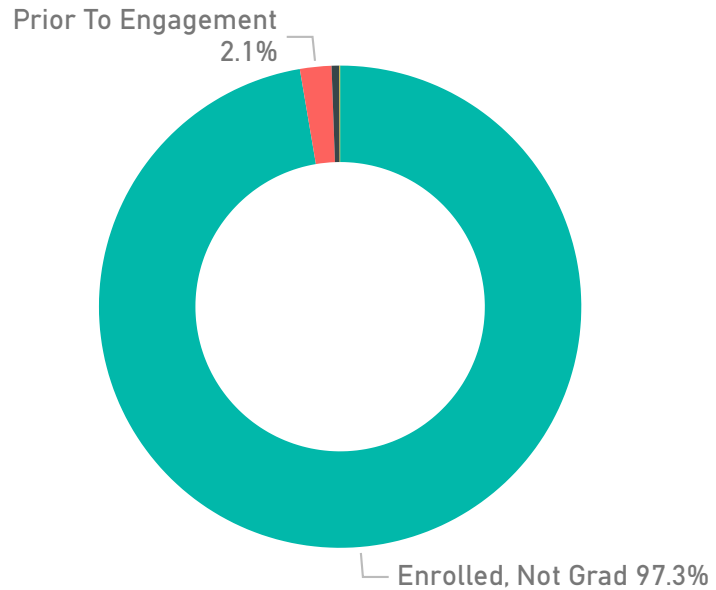
Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	387	9%	519	11%	504	12%	497	12%
PK	12	0%	19	0%			21	0%
KG	109	3%	157	3%	135	3%	116	3%
1	126	3%	161	3%	173	4%	173	4%
2	140	3%	182	4%	196	5%	187	4%
3-5	502	12%	592	13%	629	15%	631	15%
3	157	4%	182	4%	216	5%	214	5%
4	161	4%	187	4%	211	5%	211	5%
5	184	4%	223	5%	202	5%	206	5%
6-8	966	24%	1189	25%	1058	25%	1040	24%
6	237	6%	306	6%	286	7%	276	6%
7	324	8%	392	8%	341	8%	339	8%
8	405	10%	491	10%	431	10%	425	10%
9-12	2255	55%	2417	51%	2102	49%	2123	49%
9	401	10%	535	11%	431	10%	435	10%
10	542	13%	616	13%	486	11%	490	11%
11	618	15%	668	14%	543	13%	535	12%
12	694	17%	598	13%	642	15%	663	15%
Total	4110	100%	4717	100%	4293	100%	4291	100%

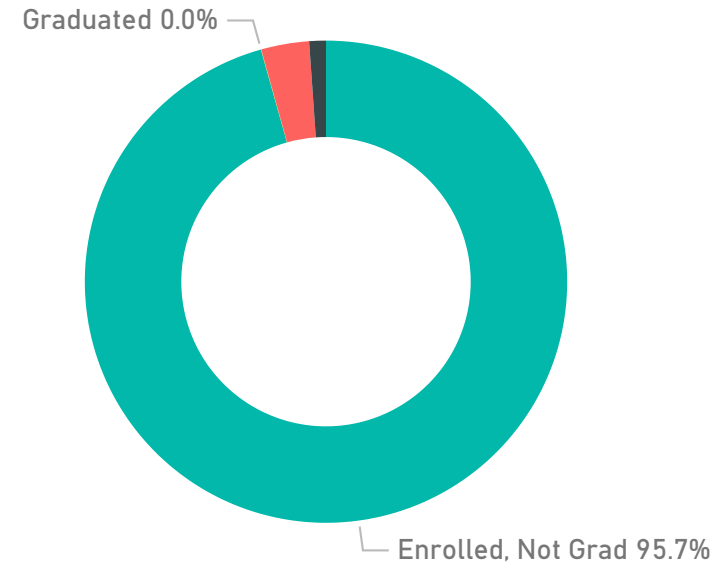
Capistrano Connections Academy

September 30, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4110	96%	4717	78%	4344	100%	4292	97%
Graduated	1	0%	76	1%			2	0%
Not Returning			3	0%				
Prior To Engagement	138	3%	299	5%			93	2%
Withdrawal During School Year	48	1%	928	15%			23	1%
Total	4297	100%	6023	100%	4344	100%	4410	100%

Enrollment Services Complete (Stage 4)

4569

Capistrano Connections Academy September 30, 2020

Withdrawal Reason

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

No reason provided

Other Completer

We are mo...

We ... The...

Capistrano Connections Academy

September 30, 2020

Household Data

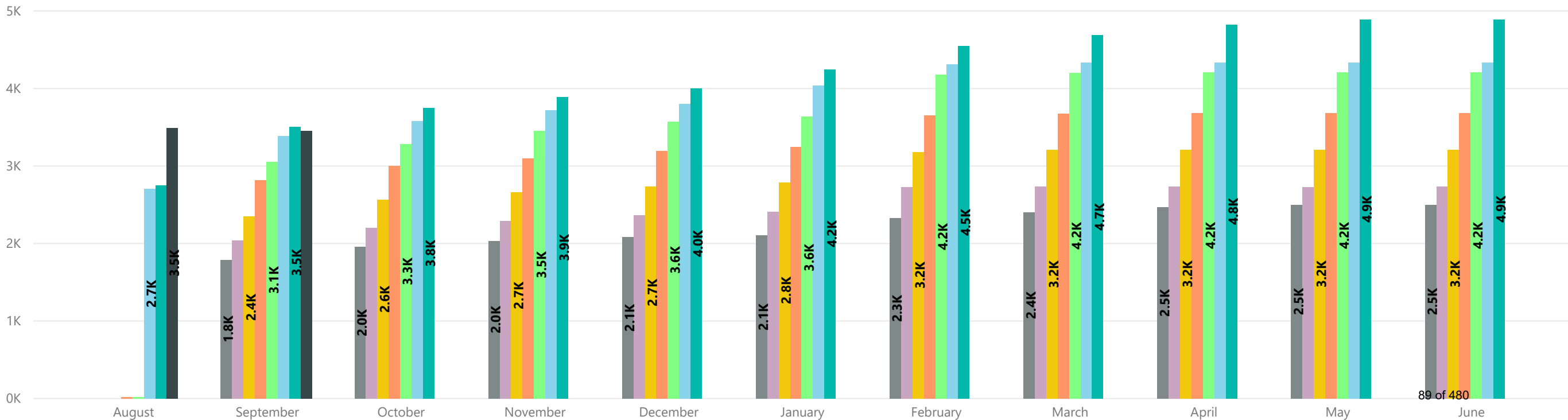
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3356	3851	3491	3373
Graduated	1	77		2
Not Returning		3		
WD During School Year	41	798		16
WD Prior To Engagement	129	275		74

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.22	1.22	1.24	1.27

Monthly Total Households

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



Capistrano Connections Academy

September 30, 2020

Ethnicity

Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1561	1770	1253	1617
Not Hispanic or Latino	2549	2946	2060	2661

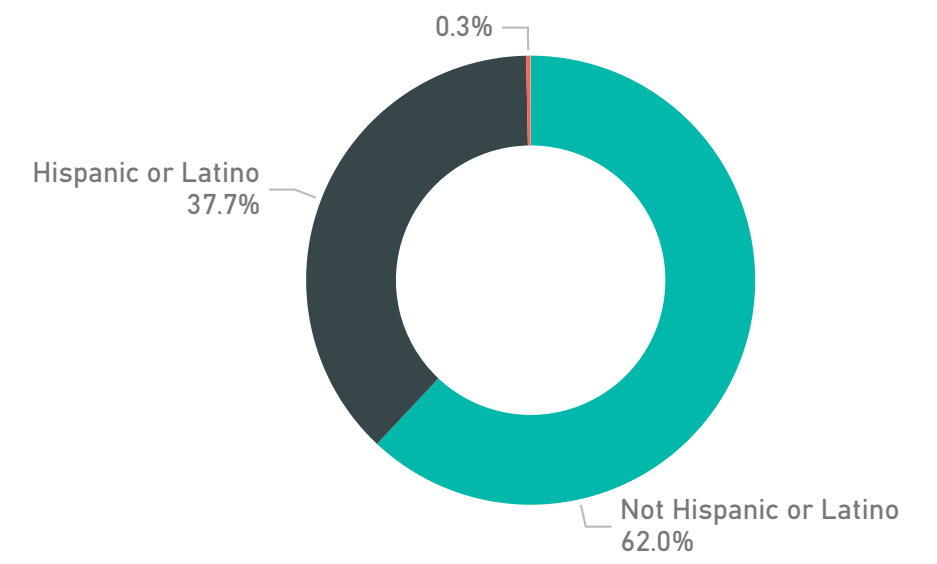
Race

Race ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	304	342	239	288
Asian	473	544	391	540
Black/African American	800	936	678	832
Native Hawaiian or Other Pacific Islander	109	138	104	141
White	2893	3314	2303	2995

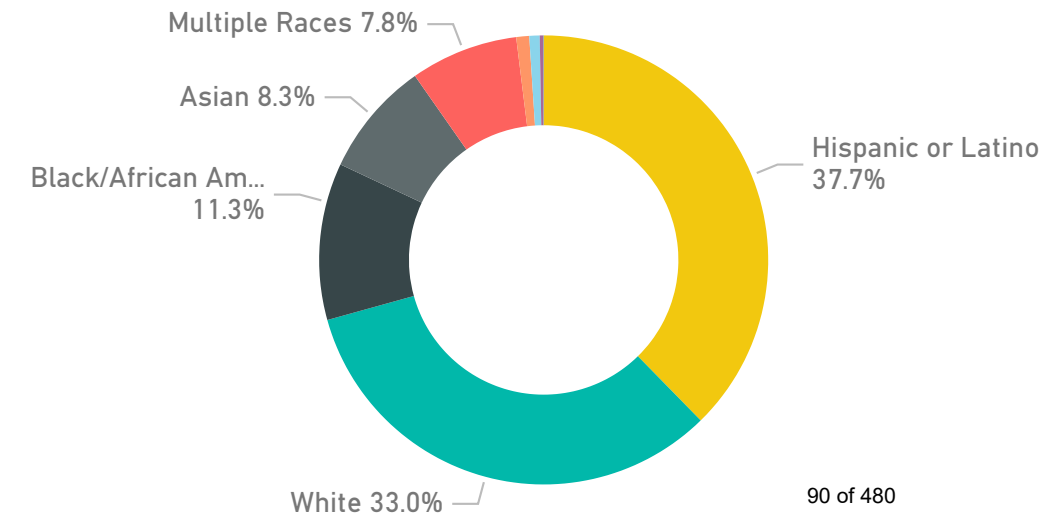
Distinct Race/Ethnicity

Distinct Race/Ethnicity ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	21	33	24	32
Asian	302	345	253	356
Black/African American	490	560	397	485
Hispanic or Latino	1561	1770	1253	1617
Multiple Races	306	357	258	333
Native Hawaiian or Other Pacific Islander	34	41	32	40
Not Indicated	1	1	988	11
Parent refused to report race		1	1	1
White	1395	1609	1095	1417

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

September 30, 2020

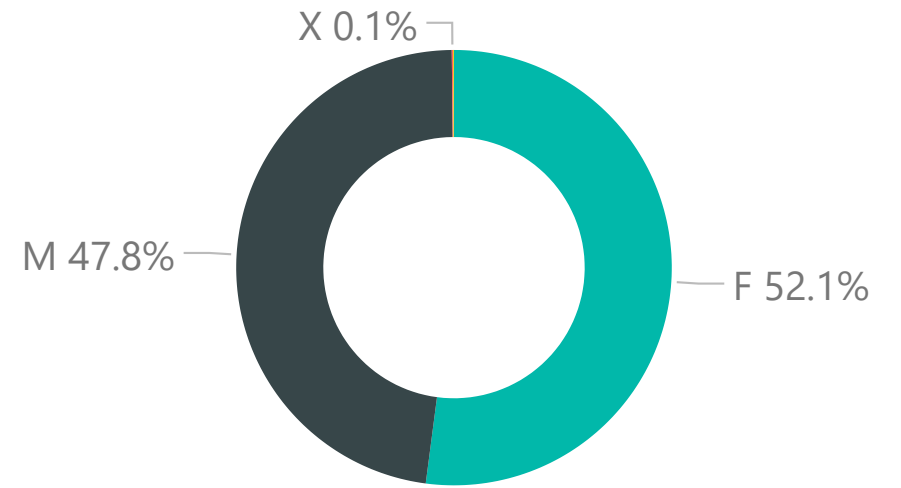
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	988	3
F	2203	2544	1779	2235
M	1906	2172	1534	2050
X				4

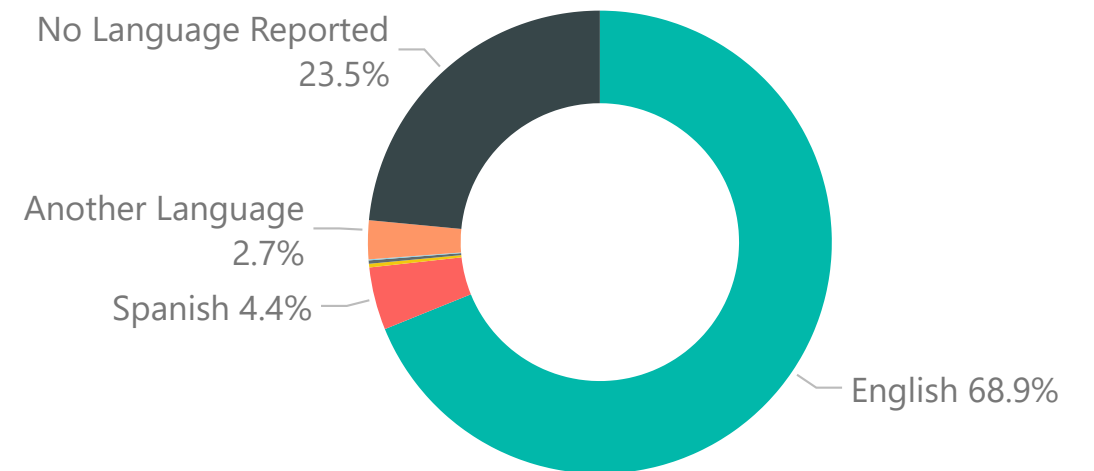
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3677	4211	2990	2956
Spanish	266	302	183	188
Russian	17	20	12	11
Arabic	12	19	10	10
Urdu	1	7	3	3
Another Language	137	158	116	116
No Language Reported			987	1008

Enrolled Students by Gender



Enrolled Students by Language

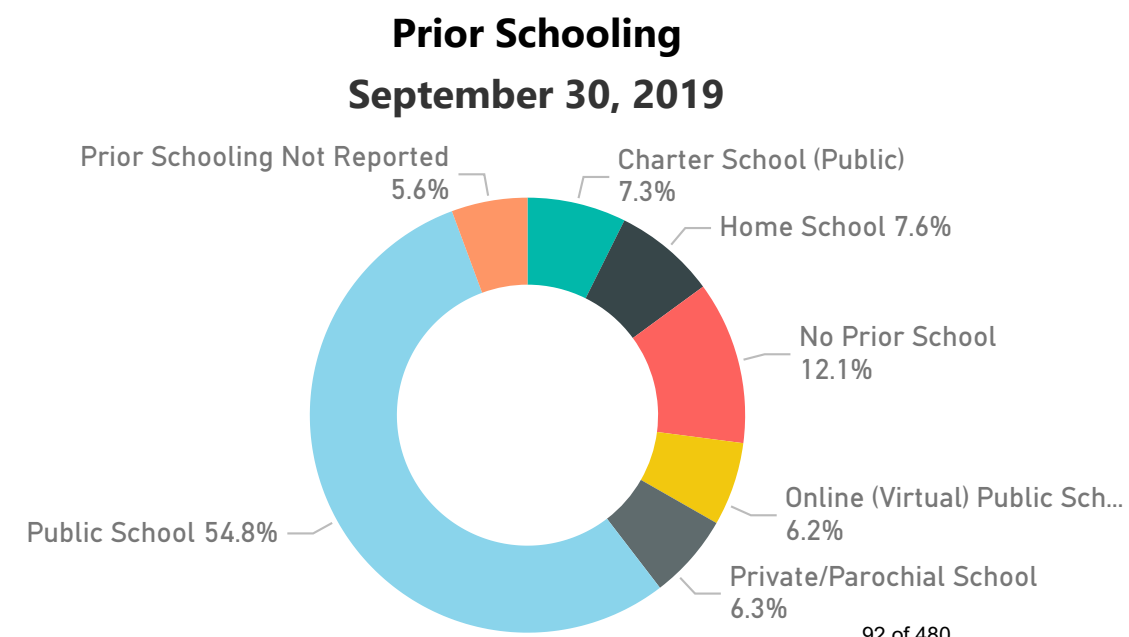
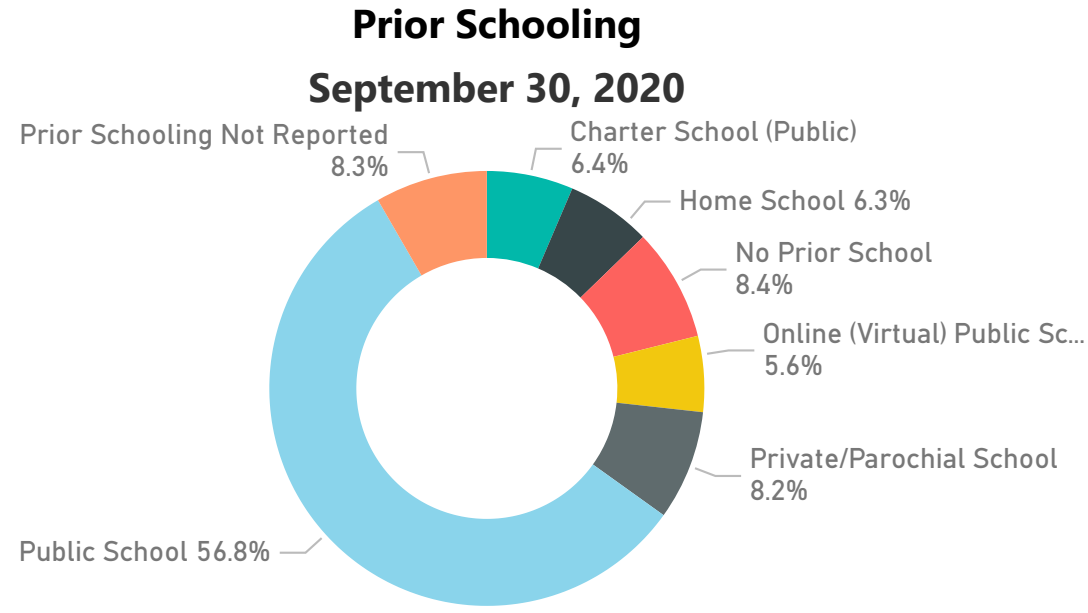


Capistrano Connections Academy

September 30, 2020

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	302	333	221	276
Home School	312	325	236	271
No Prior School	498	484	365	359
Online (Virtual) Public School	255	269	196	242
Private/Parochial School	260	330	209	350
Public School	2251	2760	1882	2436
Prior Schooling Not Reported	232	216	1192	358

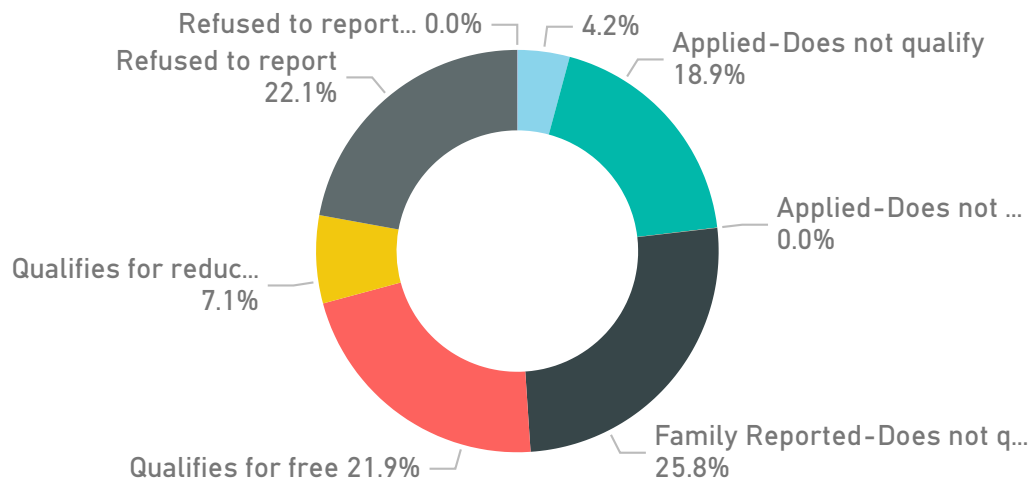


Capistrano Connections Academy

September 30, 2020

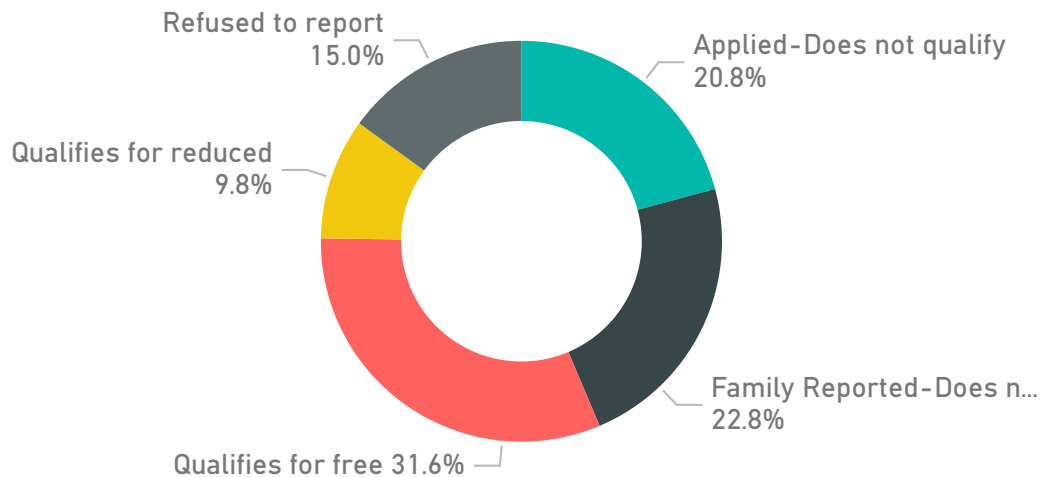
FARM Eligibility

September 30, 2020



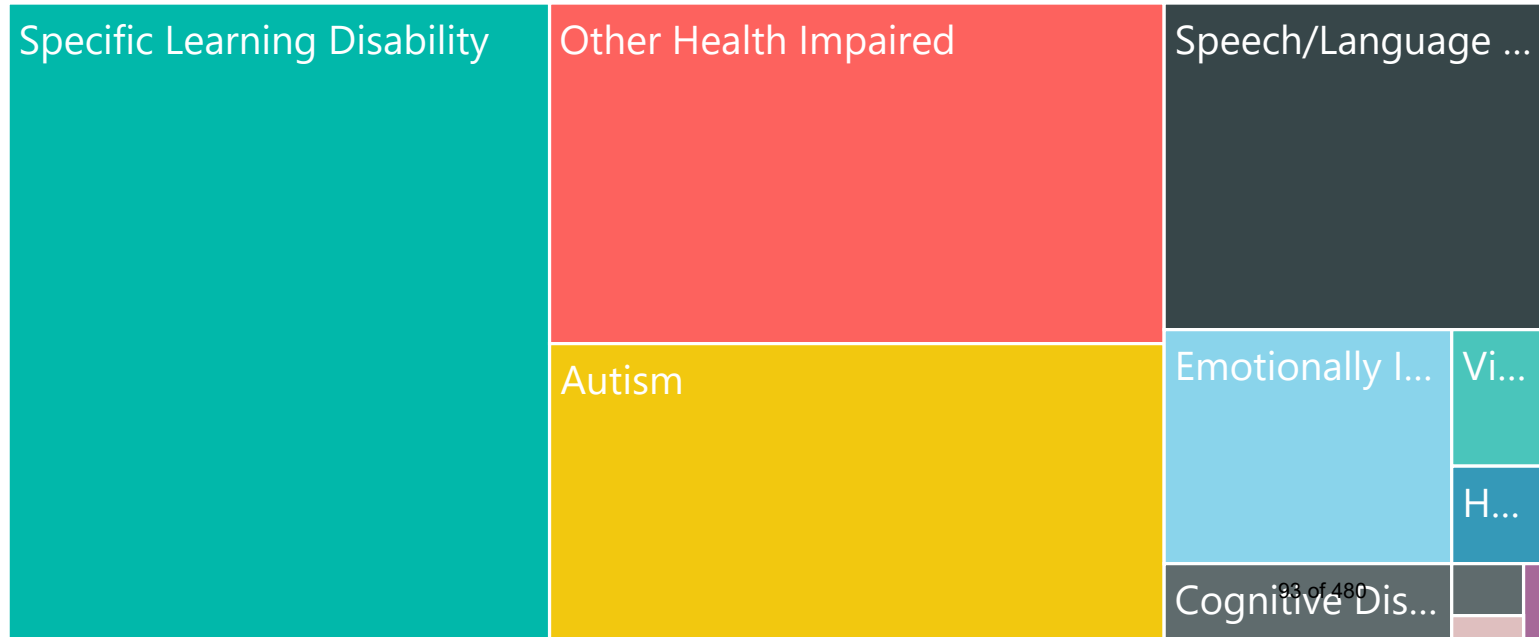
FARM Eligibility

September 30, 2019



Disability

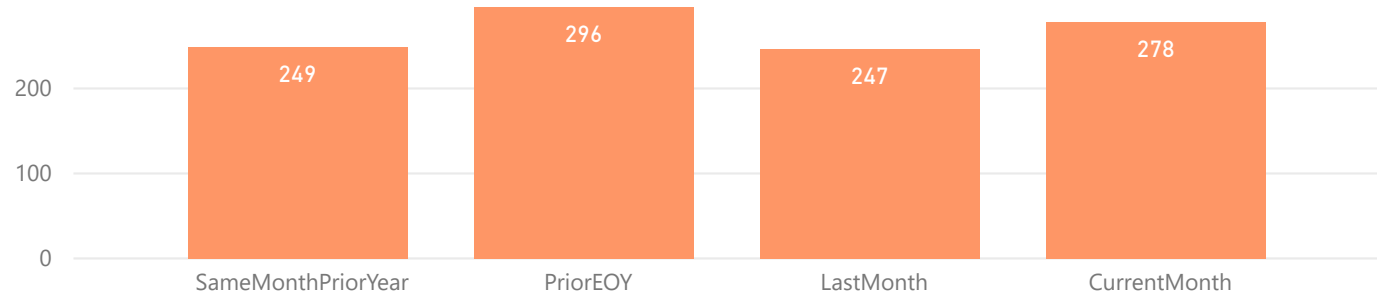
Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	93	110	84	98
Cognitive Disability	11	11	10	12
Emotionally Impaired	47	50	33	36
Hearing Impaired	1	3	3	5
Other		2	2	1
Other Health Impaired	102	142	97	112
Physical Disability	6	6	2	2
Specific Learning Disability	158	212	164	185
Speech/Language Impaired	49	61	51	67
Traumatic Brain Injury	3	3	1	1
Visually Impaired	4	6	6	7



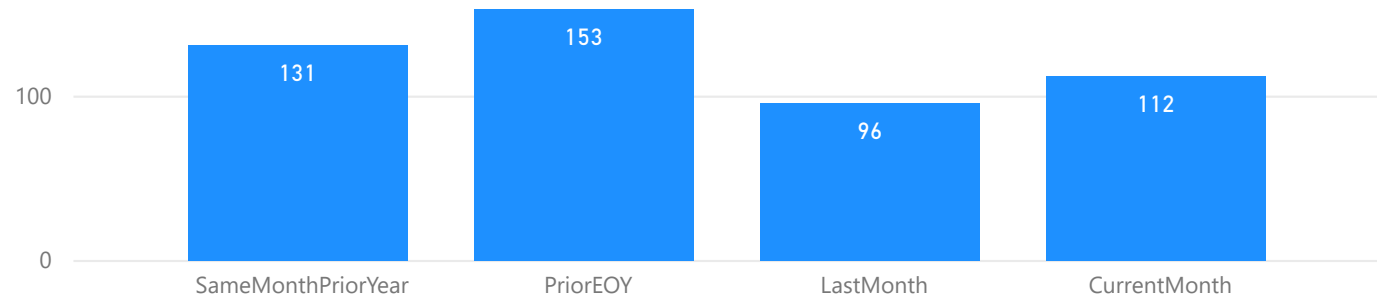
Capistrano Connections Academy

September 30, 2020

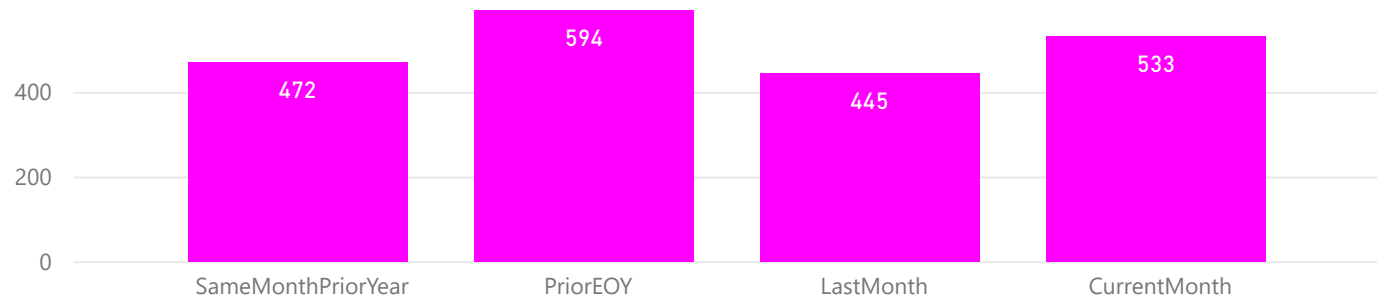
Gifted



Plan504



IEP



Currently Enrolled

4292

Gifted

6%

Plan504

3%

IEP

12%

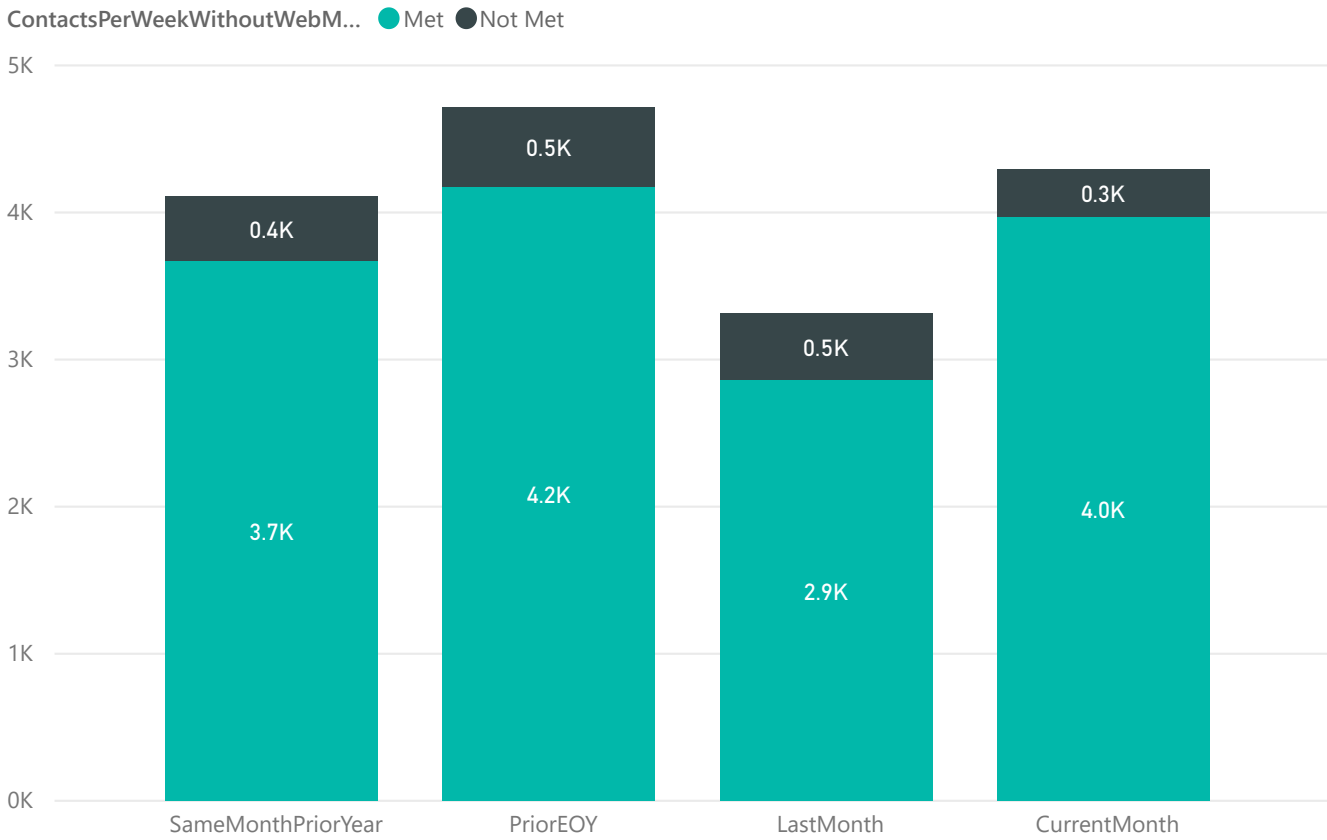
Not in Special Population

79%

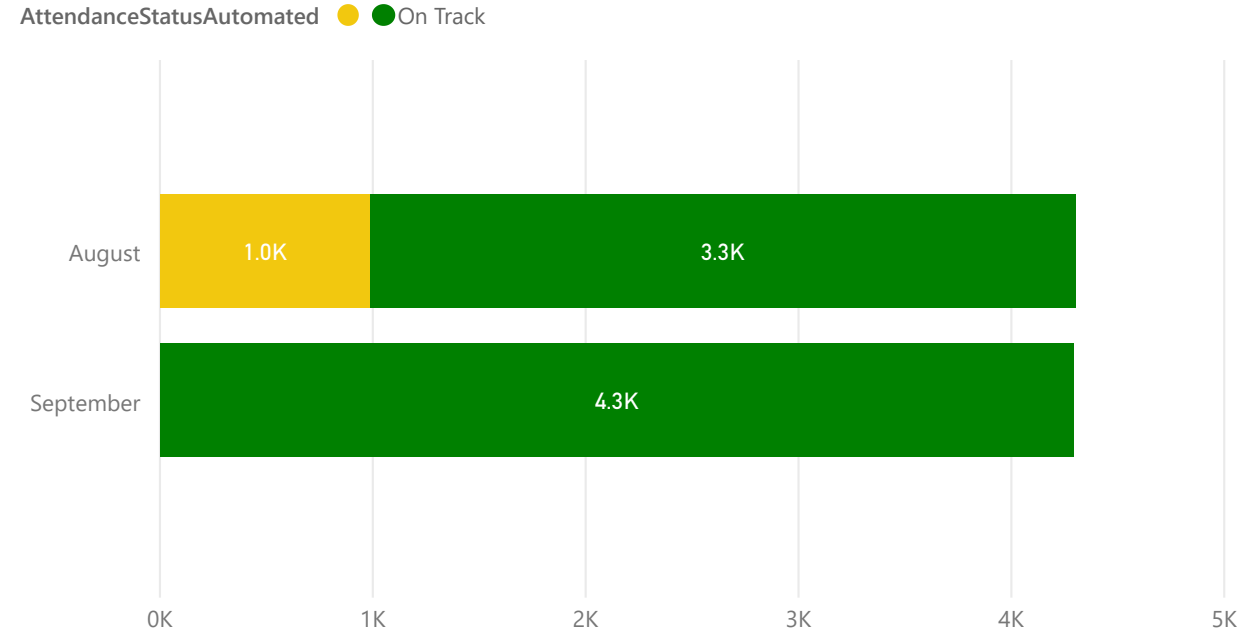
Capistrano Connections Academy

September 30, 2020

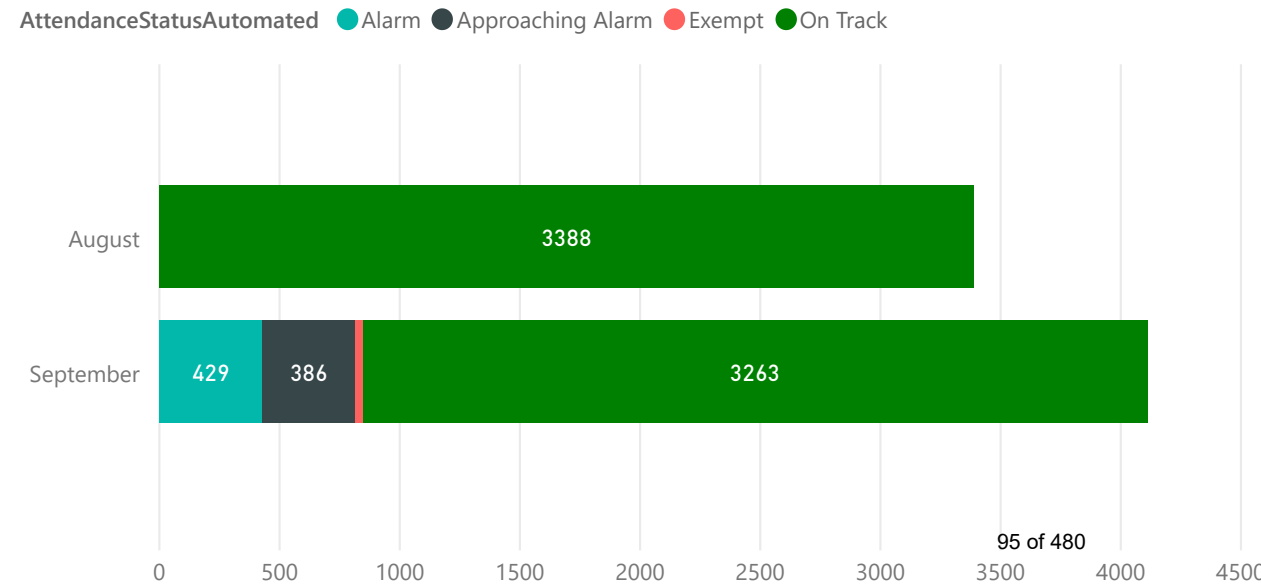
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

4292

Capistrano Connections Academy

September 30, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	100%	100%	79%
3-5	99%	99%	98%	84%
6-8	102%	95%	95%	86%
9-12	88%	95%	96%	74%
Total	93%	96%	96%	79%

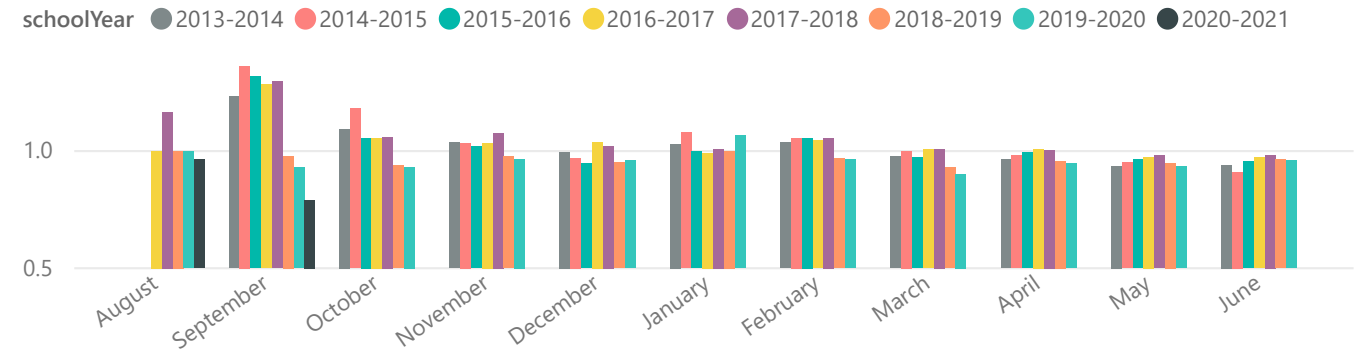
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	88%	92%	92%
3-5	80%	80%	86%	79%
6-8	77%	76%	82%	81%
9-12	76%	75%	77%	84%
Total	78%	77%	81%	83%

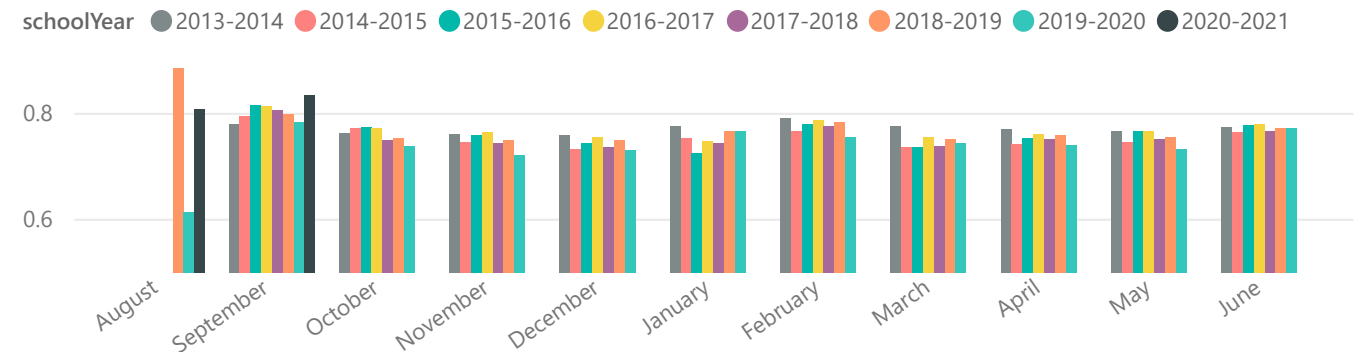
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	92%	94%	96%
3-5	93%	92%	96%	97%
6-8	92%	92%	95%	93%
9-12	86%	86%	92%	86%
Total	89%	88%	94%	91%

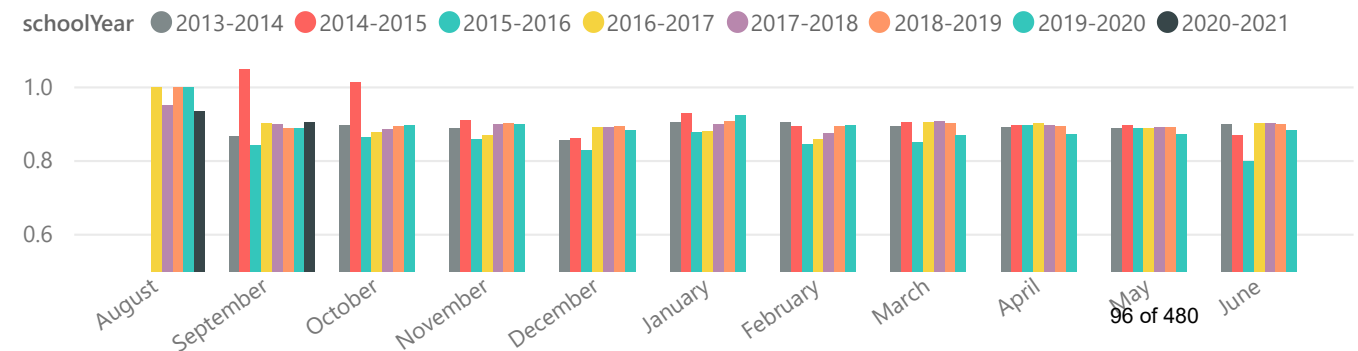
Average Total Participation



Average Total Performance



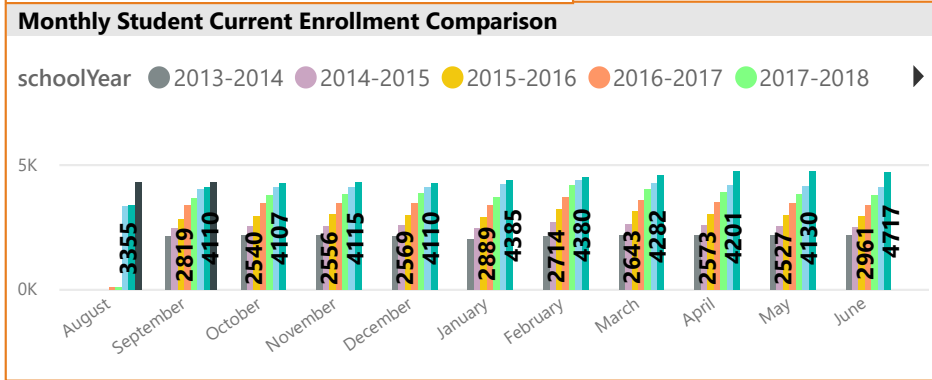
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
4292	4410
Enrollment Services Complete (Stage 4)	
4569	

**Capistrano Connections Academy
September 30, 2020**

Current Enrollment Month-Over-Month Change
-0%
Current Enrollment Year-Over-Year Change
4%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4110	96%	4292	97%
Graduated	1	0%	2	0%
Prior To Engagement	138	3%	93	2%
Withdrawal During School Year	48	1%	23	1%
Total	4297	100%	4410	100%

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	New or Returning Students	%CT Students	Students	%CT Students
New	1621	39.44%	1008	23.49%
Returning	2489	60.56%	3284	76.51%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	3356	3373
Graduated	1	2
WD During School Year	41	16
WD Prior To Engagement	129	74

Students Per Active Household

	SameMonthPriorYear	CurrentMonth
	1.22	1.27

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	GradeDistribution	Students	%CT Students	Students
PK-2	387	9%	497	12%
PK	12	0%	21	0%
KG	109	3%	116	3%
1	126	3%	173	4%
2	140	3%	187	4%
3-5	502	12%	631	15%
3	157	4%	214	5%
4	161	4%	211	5%
5	184	4%	206	5%
6-8	966	24%	1040	24%
6	237	6%	276	6%
7	324	8%	339	8%
8	405	10%	425	10%
9-12	2255	55%	2123	49%
9	401	10%	435	10%
10	542	13%	490	11%
11	618	15%	525	12%
Total	4110	100%	4291	100%

Withdrawal Reason

Withdrawal Reason	SameMont
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	
Other Completer	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program takes too much of the student's time.	
The transition to virtual school was too difficult.	
There was not enough help/guidance setting us up in the school.	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We are not satisfied with our student's teachers.	
We have chosen to home school.	97 of 480

**Capistrano Connections Academy
September 30, 2020**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	3
F	2203	2235
M	1906	2050
X		4

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	3677	2956
Spanish	266	188
Russian	17	11
Arabic	12	10
Urdu	1	3
Another Language	137	116
No Language Reported		1008

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	93	98
Cognitive Disability	11	12
Emotionally Impaired	47	36
Hearing Impaired	1	5
Other		1
Other Health Impaired	102	112
Physical Disability	6	2
Specific Learning Disability	158	185
Speech/Language Impaired	49	67
Traumatic Brain Injury	3	1
Visually Impaired	4	7

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	249	278

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	131	112

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	472	533

Gifted	Plan504
6%	3%
IEP	Not in Special Population
12%	79%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1561	1617
Not Hispanic or Latino	2549	2661

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	21	32
Asian	302	356
Black/African American	490	485
Hispanic or Latino	1561	1617
Multiple Races	306	333
Native Hawaiian or Other Pacific Islander	34	40
Not Indicated	1	11
Parent refused to report race		1
White	1395	1417

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	304	288
Asian	473	540
Black/African American	800	832
Native Hawaiian or Other Pacific Islander	109	141
White	2893	2995

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	755	696
Applied-Does not qualify,Refused to report		1
Family Reported-Does not qualify	839	990
Qualifies for free	1122	783
Qualifies for reduced	350	274
Refused to report	570	860
Refused to report,Applied-Does not qualify		1

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	302	276
Home School	312	271
No Prior School	498	359
Online (Virtual) Public School	255	242
Private/Parochial School	260	350
Public School	2251	2436
Prior Schooling Not Reported	232	358

Capistrano Connections Academy September 30, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3669	3972
Not Met	441	320

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	429	
Approaching Alarm	386	
Exempt	32	
On Track	3263	4292

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	79%
3-5	99%	84%
6-8	102%	86%
9-12	88%	74%
Total	93%	79%

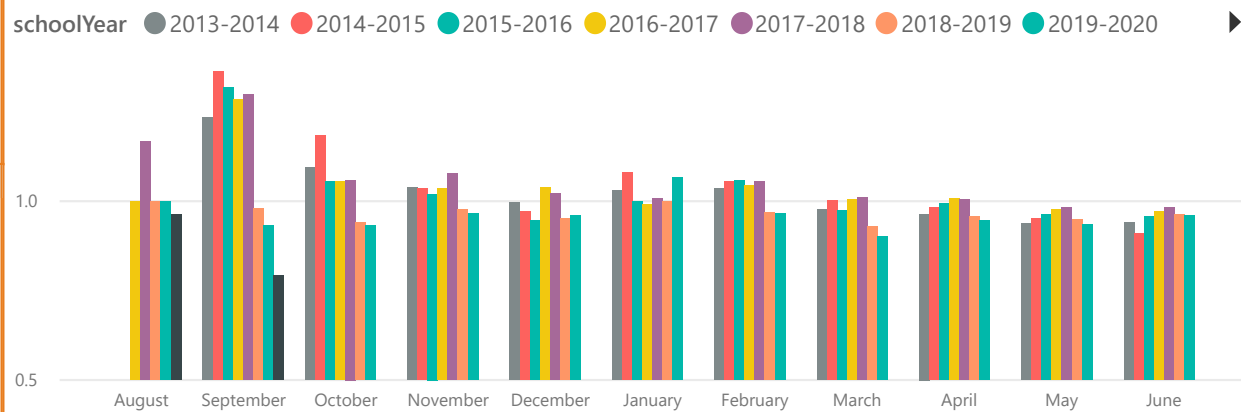
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	92%
3-5	80%	79%
6-8	77%	81%
9-12	76%	84%
Total	78%	83%

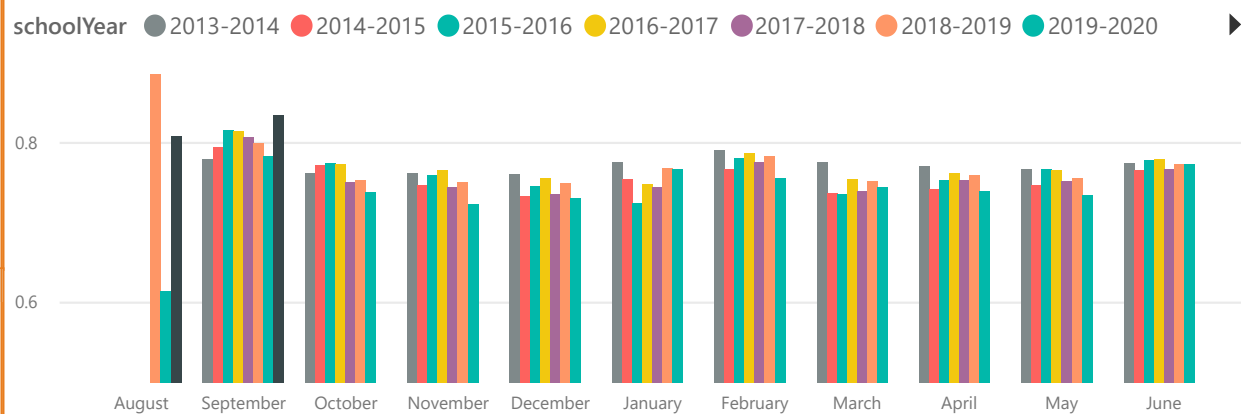
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	96%
3-5	93%	97%
6-8	92%	93%
9-12	86%	86%
Total	89%	91%

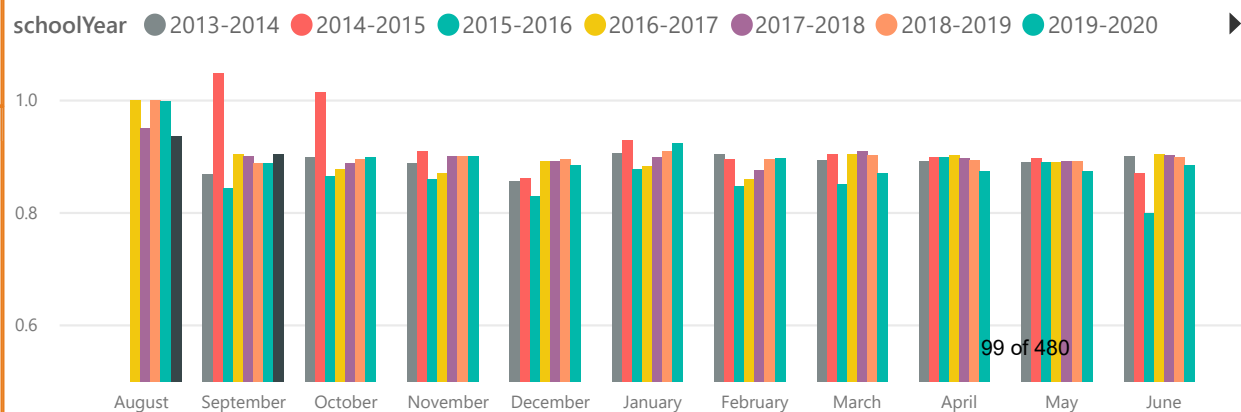
Average Total Participation



Average Total Performance



Average Total Attendance





Principals' Report California Connections Academy Schools 2020-21

Month for Report: October

Enrollment Update

DATA as of October 12, 2020							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled in PCx	4337	1432	639	190	88	419	7105
Enrolled, Pending Migration from V2							
Waitlisted	489	159	70	36	24	61	839
Intent to Attend	209	91	10	15	8	24	357
Tell Us About Your Student	2995	1118	536	182	134	295	5260
Offer of Enrollment	922	368	178	50	61	118	1697

Field Trip Update

Total Attendance* for Recent Field Trips

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

Recent Virtual Field Trips

10/6: Life and Work at Mount Washington: 207
10/7: Marine Mammal Adaptations: 157

Upcoming Virtual Field Trips

10/14: The World of Computers and Coding for K-5
10/22: Exploring Mars with the Perseverance Rover
11/3: Zoo Clues at the St. Louis Zoo
11/5: The Corrupt Bargain: The Election of 1824
11/9: Rainforest Experience
11/18: Seeds on the Go
12/3: BATS - Echolocation

Outreach Update

WEBINARS: The CalCA marketing outreach team is winding down its prospective family webinars for 2020. Two will be hosted in October, one in November and one in December. The team will ramp up efforts in 2021.

SOCIAL MEDIA: Our own CalCA Executive Director has his own Twitter account. Super way to share thought leadership nationally. He may be followed at @DrRichardSavage

PUBLIC RELATIONS-STUDENTS AND GRADS IN THE NEWS!

NBC'S WORLD OF DANCE: Senior Diego Pasillas and his "MDC3" teammates have won NBC's WORLD OF DANCE World Finale! Celebrity judges included Jennifer Lopez, NE-YO and Derek Hough; announcements may be viewed [here](#).

LOS ANGELES MUSIC CENTER GRAND PRIZE FINALIST-Senior Ashley Lew appeared on The Music Center & KCET Present SPOTLIGHT VIRTUAL GRAND FINALE featuring Lindsay Mendez, Josh Groban and more, Saturday, September 19, 2020 at 7:00 pm PST. Read [on!](#)

SCOUTING EXCELLENCE: The [San Diego Union Tribune](#) has announced that CalCA graduate Makayla Mayor has earned the Gold Award, the highest level of achievement for Girl Scouts.

CALCA PREPARES UC STUDENT: Kylee Lou, a spring CalCA grad is a first-year psychological and brain sciences major at UC Santa Barbara; she shares how our school prepared her for online learning at [UCSB](#).

[CalCA graduate Zarii Arri has her eye on the 2022 Olympics as she starts college at the Otis College of Art and Design](#)

[CalCA graduate Daniel Zhou makes West Point's Men's Tennis Roster for the 2020-2021 season--way to go, Daniel!](#)

[CalCA graduate Diego Castillo joins the Fresno State men's tennis team--congratulations, Diego!](#)

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

After a very unusual start to the year with our pivot from PCx back to Connexus, things are settling in and going great. Staff has done a phenomenal job being flexible and receptive to change and supporting families through the transition. Teachers, counselors, and case managers are all working closely with families and reporting increased communication and responsiveness. We are now keeping a close eye out for waitlisted families who have begun to enroll, and making sure they are supported with their delayed start. While we certainly missed our in person activities like the fall festival, we are finding other ways to connect online, including the very popular virtual field trips and many new student-led clubs at the high school level.

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

Greetings from Central! The staff has done an outstanding job welcoming families back into our V2 platform. Overwhelmingly, families have been relieved that we have migrated back to a familiar learning management system. We are also very excited to be settling into routines. Learning groups and times have been established. For students, now it is about digging into the lessons and getting them completed.

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

October has been a month where staff has truly shown their resilience and completely returned to their best practice in V2 (Connexus) and are supporting their families with a renewed confidence, being in a space that they are familiar with.

**California Online Public Schools
Revenue and Expense Statement
For the Period Ended September 30, 2020**

	September-20 Actual	YTD Actual	Annual Forecast	Budget	Forecast vs Budget
Forecasted Enrollment					
Forecasted ADM			6,777	7,798	(1,021)
Forecasted Total Enrollment			9,454	10,845	(1,391)
Forecasted Funded Enrollment			6,013	7,103	(1,090)
Revenue					
State Funding	4,095,583.69	4,096,901.69	33,614,389.26	35,776,605.76	(2,162,216)
Federal & Other Program Funding	378,331.00	498,783.00	3,037,401.30	2,746,292.80	291,109
Local Aid	3,385,209.78	3,385,209.78	30,466,888.00	34,049,621.36	(3,582,733)
Other Funding Sources	2,944.68	7,700.40	36,006.04	34,700.00	1,306
Total Revenue	7,862,069.15	7,988,594.87	67,154,684.60	72,607,220	(5,452,535)
Program Expenses					
Compensation Expense					
Administration Staff	403,650.10	1,175,875.76	4,826,833.38	5,340,516.52	513,683
Instructional Staff	2,183,247.21	3,297,430.81	27,032,485.35	28,814,664.32	1,782,179
Total Compensation Expense	2,586,897.31	4,473,306.57	31,859,318.73	34,155,181	2,295,862
Fee Based Expenses					
Enrollment/Unit Based Fees	1,965,695.10	5,744,099.77	22,600,751.57	25,647,674.85	3,046,923
Revenue Based Fees	440,517.17	1,321,551.48	5,321,753.83	5,703,419.60	381,666
Total Fee Based Expenses	2,406,212.27	7,065,651.25	27,922,505.40	31,351,094	3,428,589
Other School Expenses					
Assessment	(1,598.00)	7,277.81	756,530.47	756,529.37	(1)
Authorizer Oversight	74,846.60	225,515.30	899,134.59	1,015,785.19	116,651
Employee Related	646.88	4,716.42	388,867.88	388,867.88	0
Facilities	43,079.09	139,378.59	906,333.26	906,062.58	(271)
Governance	1,239.81	50,077.78	166,178.24	151,566.37	(14,612)
Internet Service Provider	-	-	344,298.71	346,099.36	1,801
Instructional	30,235.01	47,818.50	112,149.75	133,714.75	21,565
Professional Services	483.07	33,707.72	254,711.08	255,400.31	689
Student Related	20,508.56	212,526.60	2,328,978.78	2,328,978.78	0
Taxes	39,654.75	118,648.59	421,609.18	422,178.72	570
Pending Allocation	(964.93)	-	-	-	0
Total Other School Expenses	208,130.84	839,667.31	6,578,791.93	6,705,183	126,391
Adjustments and Credits					
Discretionary Service Credit	-	-	(1,419,500.00)	(709,500.00)	(710,000)
Total Adjustments and Credits	-	-	(1,419,500.00)	(709,500)	(710,000)
Total Program Expenses	5,201,240.42	12,378,625.13	64,941,116.06	71,501,959	6,560,843
Net Increase (Decrease)	2,660,828.73	(4,390,030.26)	2,213,568.55	1,105,261.31	
Beginning fund balance	(6,357,348.32)	693,510.67	693,510.67		
Ending fund balance	(3,696,519.59)	(3,696,519.59)	2,907,079.21		

California Online Public Schools
Balance Sheet
September 30, 2020

ASSETS

Cash and Short Term Investments:

Checking	\$	(25,697.07)
Payroll		529,942.38
CALOPS - Operation		3,421,493.00
CALOPS - Holding		4,061,726.18
Savings - CALOPS		442,802.25
State Holding Account		160,893.03
OCDE Cash Account		1,834,986.99
Petty Cash		430.37

Total Cash and Short Term Investments **10,426,577.13**

Other Current Assets:

Pupil Funding		747,450.81
SPED Funding State		(31,371.26)
Other State Receivables		90,524.62
Federal Programs		310,455.00
Prepaid Expenses		126,451.87

Total Other Current Assets **1,243,511.04**

Total Current Assets **11,670,088.17**

Fixed Assets:

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

Net Fixed Assets **28,546.54**

Other Assets:

Deposits		20,687.30
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Total Other Assets **20,687.30**

Total Assets **\$ 11,719,322.01**

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	13,777,753.37
CalOPS Payroll Liability		(1,376.72)
Pension Payable		466,221.12
Accrued Expenses		110,998.78
Deferred Revenue		610,568.27
Accounts Payable		451,676.79

Total Current Liabilities **15,415,841.61**

Total Liabilities **15,415,841.61**

FUND BALANCE

Beginning Fund Balance		693,510.67
Change in Fund Balance		(4,390,030.26)

Ending Fund Balance **(3,696,519.60)**

Total Liabilities and Fund Balance **\$ 11,719,322.01**

California Connections Academy North Bay
Revenue and Expense Statement
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			180	211	(31)	-14.69%
Forecasted Total Enrollment			254	303	(49)	-16.05%
Forecasted Funded Enrollment			181	190	(9)	
Revenue						
State Funding	146,084.76	146,084.76	1,329,787.89	1,261,570.21	68,217.68	5.41%
Federal & Other Program Funding	-	-	99,190.80	88,780.80	10,410.00	11.73%
Local Aid	66,825.33	66,825.33	601,428.00	600,813.02	614.98	0.10%
Other Funding Sources	110.89	121.71	500.00	500.00	-	0.00%
Total Revenue	213,020.98	213,031.80	2,030,906.69	1,951,664.03	79,242.66	4.06%
Program Expenses						
Compensation Expense						
Administration Staff	15,015.78	43,742.58	179,558.20	145,168.84	(34,389.36)	-23.69%
Instructional Staff	65,213.88	97,343.77	806,312.93	783,255.90	(23,057.03)	-2.94%
Total Compensation Expense	80,229.66	141,086.35	985,871.13	928,424.74	(57,446.39)	-5.83%
Fee Based Expenses						
Enrollment/Unit Based Fees	57,053.42	169,383.76	594,863.28	699,569.06	104,705.78	17.60%
Revenue Based Fees	13,230.95	39,692.85	161,022.87	154,085.28	(6,937.59)	-4.31%
Total Fee Based Expenses	70,284.37	209,076.61	755,886.14	853,654.34	97,768.20	12.93%
Other School Expenses						
Assessment	-	1.10	24,928.88	24,927.78	(1.10)	0.00%
Authorizer Oversight	2,194.73	6,585.75	26,338.23	49,172.37	22,834.14	86.70%
Employee Related	19.31	140.89	11,588.88	11,588.88	-	0.00%
Facilities	1,286.77	4,163.23	33,045.74	33,045.74	-	0.00%
Governance	4.69	3,169.96	5,470.10	5,305.11	(164.99)	-3.02%
Internet Service Provider	-	-	5,401.95	7,202.60	1,800.65	33.33%
Instructional	988.77	1,513.99	3,210.58	3,634.71	424.13	13.21%
Professional Services	2.70	2,229.06	14,380.55	14,632.77	252.22	1.75%
Student Related	66.50	3,226.27	58,122.50	58,122.50	-	0.00%
Taxes	1,269.26	3,807.78	11,731.19	12,178.27	447.08	3.81%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	5,832.73	24,838.03	194,218.59	219,810.73	25,592.13	13.18%
Adjustments and Credits						
Discretionary Service Credit	-	-	-	(8,000.00)	8,000.00	0.00%
Total Adjustments and Credits	-	-	-	(8,000.00)	8,000.00	0.00%
Total Program Expenses	156,346.76	375,000.99	1,935,975.87	1,993,889.81	73,913.94	2.90%
Net Increase (Decrease)	56,674.22	(161,969.19)	94,930.82	(42,225.78)	137,156.60	
Beginning fund balance	(183,134.53)	35,508.88	35,508.88			
Ending fund balance	(126,460.31)	(126,460.31)	130,439.70			

California Connections Academy @ North Bay
Balance Sheet
September 30, 2020

ASSETS		
Cash and Short Term Investments:		
Checking	\$	479,163.87
Savings		203,984.59

Total Cash and Short Term Investments		683,148.46
 Other Current Assets:		
Pupil Funding		129,107.71
SPED Funding State		(5,172.77)
Other State Receivables		15,360.20
Federal Programs		897.00
Due from CalOPS Schools		(1,322.49)
Prepaid Expenses		1,501.09

Total Other Current Assets		140,370.74

Total Current Assets		823,519.20

Total Assets	\$	823,519.20
		=====
		=====
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	\$	644,675.84
CalOPS Payroll Liability		233,698.56
CalOPS Pass Through Expense Liability		5,113.75
Accrued Expenses		57,053.72
Accounts Payable		9,437.64

Total Current Liabilities		949,979.51

Total Liabilities		949,979.51

FUND BALANCE		
Beginning Fund Balance		35,508.88
Change in Fund Balance		(161,969.19)

Ending Fund Balance		(126,460.31)

Total Liabilities and Fund Balance	\$	823,519.20
		=====
		=====

**California Connections Academy North Bay
Schedule of Revenue
For the Period Ended September 30, 2020**

Revenue	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
State Funding					
LCFF / General Purpose Block Grant - State	125,039.22	125,039.22	1,125,353.00	1,068,269.64	57,083.36
LCFF / General Purpose Block Grant - State EPA	4,030.22	4,030.22	36,272.00	38,004.00	(1,732.00)
Learning Loss Mitigation (State)	-	-	15,025.00	-	15,025.00
Lottery	3,754.21	3,754.21	33,787.89	35,400.57	(1,612.68)
Special Education Pass through funds - State	12,594.44	12,594.44	113,350.00	113,896.00	(546.00)
Special Education Mental Health Pass through funds	-	-	-	-	-
Mandated Cost Reimbursement	666.67	666.67	6,000.00	6,000.00	-
Total State Funding	146,084.76	146,084.76	1,329,787.89	1,261,570.21	68,217.68
Federal & Other Programs Funding					
Title I	-	-	25,473.80	25,473.80	-
Title II	-	-	5,600.00	5,600.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	22,670.00	24,500.00	(1,830.00)
Learning Loss Mitigation (Federal)	-	-	12,240.00	-	12,240.00
CARES Funding	-	-	22,807.00	22,807.00	-
E-Rate	-	-	400.00	400.00	-
Total Federal & Other Programs Funding	-	-	99,190.80	88,780.80	10,410.00
Local Funding					
LCFF / General Purpose Block Grant - Local	66,825.33	66,825.33	601,428.00	600,813.02	614.98
Total Local Funding	66,825.33	66,825.33	601,428.00	600,813.02	614.98
Other Funding					
Interest	110.89	121.71	500.00	500.00	-
Total Other Funding	110.89	121.71	500.00	500.00	-
Total Revenue	213,020.98	213,031.80	2,030,906.69	1,951,664.03	79,242.66

California Connections Academy North Bay
Schedule of Fees
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	929.17	2,787.51	9,000.00	10,799.00	1,799.00
Connexus Annual License (EMS)	11,150.00	33,450.00	108,000.00	129,588.00	21,588.00
Curriculum Postage	860.75	2,582.25	8,380.59	9,983.03	1,602.44
Direct Course Instruction Support	888.25	888.25	7,994.25	5,409.05	(2,585.20)
Educational Resource Center	2,341.50	7,024.50	22,680.00	27,213.48	4,533.48
Enrollment and Records Management	1,043.33	3,129.99	10,158.29	12,100.64	1,942.35
Facility Support Services	75.00	225.00	896.10	815.48	(80.62)
Hardware/Software - Employees	535.00	1,605.00	6,652.68	6,364.38	(288.30)
Human Resources Support	1,114.58	3,343.74	13,859.74	13,259.13	(600.61)
ISP Processing Fee	327.08	981.24	791.84	3,167.37	2,375.53
Special Populations Consultative Services	-	-	37,275.00	37,321.34	46.34
School Curriculum Supplies	416.67	1,250.01	4,871.82	4,668.08	(203.74)
Short-Term Sub Teaching Services	-	-	-	-	-
Student Technology Assistance- Laptops	7,522.92	22,568.76	71,795.84	87,565.02	15,769.18
Tangible/Intangible Instr. Materials	27,061.67	81,185.01	261,515.53	315,099.43	53,583.90
Technical Support and Repairs	2,787.50	8,362.50	27,000.00	32,397.00	5,397.00
Voice Over IP Services	-	-	3,991.61	3,818.63	(172.98)
Total Enrollment/Unit Based Fees	57,053.42	169,383.76	594,863.28	699,569.06	104,705.78
Revenue-Based Fees					
Marketing Services	1,556.58	4,669.74	18,943.87	18,127.68	(816.19)
School Administration	9,339.50	28,018.50	113,663.20	108,766.08	(4,897.12)
Treasury Services	2,334.87	7,004.61	28,415.80	27,191.52	(1,224.28)
Total Revenue Based Fees	13,230.95	39,692.85	161,022.87	154,085.28	(6,937.59)
Total Fee-Based Expenses	70,284.37	209,076.61	755,886.14	853,654.34	97,768.20
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	10,752.57	32,931.58	130,728.18	105,146.11	(25,582.07)
Benefits	2,634.38	8,068.24	32,028.41	25,760.79	(6,267.62)
Pension	1,220.15	1,550.87	10,829.90	8,470.00	(2,359.91)
Taxes	408.68	1,191.89	5,971.72	5,791.94	(179.77)
Total Administrative Compensation	15,015.78	43,742.58	179,558.20	145,168.84	(34,389.36)
Instructional Compensation					
Salaries	44,867.80	68,930.56	566,853.18	549,075.29	(17,777.89)
Benefits	10,992.61	16,887.98	138,879.02	134,523.45	(4,355.57)
Pension	8,563.59	10,735.20	89,832.26	88,675.66	(1,156.59)
Taxes	789.87	790.03	10,748.48	10,981.51	233.02
Total Instructional Compensation	65,213.88	97,343.77	806,312.93	783,255.90	(23,057.03)
Total Compensation	80,229.66	141,086.35	985,871.13	928,424.74	(57,446.39)
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	-	(8,000.00)	(8,000.00)
Total Adjustments and Credits	-	-	-	(8,000.00)	(8,000.00)

California Connections Academy North Bay
Schedule Other Expenses
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	-	11,000.00	11,000.00	-
Student Testing & Assessment Travel	-	1.10	8,928.88	8,927.78	(1.10)
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	-	1.10	24,928.88	24,927.78	(1.10)
Authorizer Oversight					
District Oversight	1,469.08	4,408.80	17,630.53	17,070.87	(559.66)
SELPA Admin Fee	566.75	1,700.25	6,801.00	30,194.80	
SELPA One-Time Fee	79.18	237.54	950.10	950.10	
STRS Reporting	79.72	239.16	956.60	956.60	-
Total Authorizer Oversight	2,194.73	6,585.75	26,338.23	49,172.37	(559.66)
Employee Related					
Staff Recruiting/Background Checks	5.79	55.41	857.12	857.12	-
Staff Training/Prof. Dvlpmt	13.52	85.48	5,600.00	5,600.00	-
Team Building	-	-	1,017.96	1,017.96	-
Travel and Conferences - Teachers	-	-	1,565.55	1,565.55	-
Travel and Conferences - Administration	-	-	2,548.25	2,548.25	-
Total Employee Related	19.31	140.89	11,588.88	11,588.88	-
Facilities					
Copiers/ Reproduction	15.19	57.94	941.30	941.30	-
Equipment/Supplies	-	-	10,000.00	10,000.00	-
Expensed Furniture and Equipment	-	-	1,338.03	1,338.03	-
High-Speed Internet	36.86	110.58	1,199.36	1,199.36	-
Maintenance & Repairs	54.69	181.78	1,617.74	1,617.74	-
Office Postage	19.60	246.99	1,182.70	1,182.70	-
Office Rent	927.90	2,783.70	11,252.76	11,252.76	-
Office Supplies	9.68	52.18	1,347.90	1,347.90	-
Phone	56.62	134.68	1,080.04	1,080.04	-
Rent Operating Expense	102.51	302.96	1,292.25	1,292.25	-
Rent Storage Unit	-	196.22	450.00	450.00	-
Utilities	63.72	96.20	1,343.66	1,343.66	-
Total Facilities	1,286.77	4,163.23	33,045.74	33,045.74	-
Governance					
Accreditation	-	1,070.00	1,070.00	1,000.00	(70.00)
Banking Fees	-	-	400.00	400.00	-
Board-Related Expenses	-	-	1,043.85	1,043.85	-
Dues - Staff	4.69	209.00	475.29	475.29	-
Dues - School	-	1,610.00	2,200.00	2,200.00	-
Insurance Expenses	-	280.96	280.96	185.97	(94.99)
Total Governance	4.69	3,169.96	5,470.10	5,305.11	(164.99)
Internet Service Provider					
ISP Payment Reimbursement	-	-	5,401.95	7,202.60	1,800.65
Total Internet Service Provider	-	-	5,401.95	7,202.60	1,800.65
Instructional					
Other Curriculum	53.77	578.99	2,275.58	2,275.58	-
Summer School	935.00	935.00	935.00	1,359.13	424.13
Total Instructional	988.77	1,513.99	3,210.58	3,634.71	424.13
Professional Services					
Accounting Services/Audit	-	294.82	9,000.00	9,000.00	-
AERIES	-	1,547.78	1,547.78	1,800.00	252.22
Legal Services	-	95.44	2,310.52	2,310.52	-
Other School Contracted Services	2.70	280.85	1,359.15	1,359.15	-
Other School Expense	-	10.17	163.10	163.10	-
Total Professional Services	2.70	2,229.06	14,380.55	14,632.77	252.22
Student Related					
Graduation Expense	-	2,124.36	4,000.00	4,000.00	-
SPED Related Services	66.50	1,101.16	44,800.00	44,800.00	-
Student Activities	-	0.75	9,322.50	9,322.50	-
Total Student Related	66.50	3,226.27	58,122.50	58,122.50	-
Taxes					
Sales Tax And Use	1,269.26	3,807.78	11,731.19	12,178.27	447.08
Total Taxes	1,269.26	3,807.78	11,731.19	12,178.27	447.08
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	5,832.73	24,838.03	194,218.59	219,810.73	25,592.13

**California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended September 30, 2020**

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			601	550	51	9.24%
Forecasted Total Enrollment			863	816	47	5.76%
Forecasted Funded Enrollment			506	497	9	1.82%
Revenue						
State Funding	587,001.11	588,319.11	5,327,904.00	5,546,782.68	(218,878.68)	-3.95%
Federal & Other Program Funding	-	-	291,703.25	330,934.00	(39,230.75)	-11.85%
Local Aid	28,316.67	28,316.67	254,850.00	235,931.56	18,918.44	8.02%
Other Funding Sources	19.25	714.94	1,200.00	1,200.00	-	0.00%
Total Revenue	615,337.03	617,350.72	5,875,657.25	6,114,848.24	(239,190.99)	-3.91%
Program Expenses						
Compensation Expense						
Administration Staff	32,776.39	95,481.11	391,938.87	378,629.99	(13,308.88)	-3.52%
Instructional Staff	184,300.09	260,115.74	2,263,724.24	2,042,891.57	(220,832.67)	-10.81%
Total Compensation Expense	217,076.48	355,596.85	2,655,663.11	2,421,521.56	(234,141.55)	-8.82%
Fee Based Expenses						
Enrollment/Unit Based Fees	168,623.43	503,719.75	2,084,148.05	1,893,458.69	(190,689.36)	-9.15%
Revenue Based Fees	38,483.22	115,449.64	467,060.53	425,577.11	(41,483.42)	-8.88%
Total Fee Based Expenses	207,106.65	619,169.39	2,551,208.58	2,319,035.80	(232,172.78)	-9.10%
Other School Expenses						
Assessment	(1,598.00)	(1,594.89)	47,285.47	47,285.47	-	0.00%
Authorizer Oversight	6,254.78	18,801.12	75,094.07	70,544.76	(4,549.30)	-6.06%
Employee Related	54.61	398.13	27,513.20	27,513.20	-	0.00%
Facilities	3,636.54	11,765.72	72,552.70	70,434.23	(2,118.47)	-2.92%
Governance	13.24	4,482.65	12,026.22	11,647.26	(378.96)	-3.15%
Internet Service Provider	-	-	27,485.75	27,485.75	-	0.00%
Instructional	7,026.95	8,511.27	12,810.17	9,480.05	(3,330.12)	-26.00%
Professional Services	7.62	5,784.15	33,347.78	32,966.62	(381.16)	-1.14%
Student Related	4,357.10	64,854.24	174,000.00	174,000.00	-	0.00%
Taxes	3,987.40	11,962.20	44,948.15	36,691.85	(8,256.30)	-18.37%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	23,740.24	124,964.59	527,063.51	508,049.19	(19,014.32)	-3.61%
Adjustments and Credits						
Discretionary Service Credit	-	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	-	0.00%
Total Program Expenses	447,923.37	1,099,730.83	5,733,935.20	5,248,606.55	(485,328.64)	-9.25%
Net Increase (Decrease)	167,413.66	(482,380.11)	141,722.05	866,241.69	(724,519.63)	
Beginning fund balance	(639,461.99)	10,331.78	10,331.78			
Ending fund balance	(472,048.33)	(472,048.33)	152,053.84			

**California Connections Academy @ Central
Balance Sheet
September 30, 2020**

ASSETS

Cash and Short Term Investments:

Checking	\$	1,197,295.09
Savings		238,817.66

Total Cash and Short Term Investments		1,436,112.75

Other Current Assets:

Pupil Funding	670,580.26
SPED Funding State	(16,125.72)
Other State Receivables	56,256.00
Federal Programs	109,784.00
Due from CalOPS Schools	(4,674.03)
Prepaid Expenses	8,290.18

Total Other Current Assets	824,110.69

Total Current Assets	2,260,223.44

Other Assets:

Utilities Deposit	100.00

Total Other Assets	100.00

Total Assets	\$	2,260,323.44
		=====

LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	1,939,425.86
CalOPS Payroll Liability		634,339.07
CalOPS Pass Through Expense Liability		14,394.58
Accrued Expenses		42,045.15
Accounts Payable		102,167.11

Total Current Liabilities		2,732,371.77

Total Liabilities	2,732,371.77

FUND BALANCE

Beginning Fund Balance	10,331.78
Change in Fund Balance	(482,380.11)

Ending Fund Balance	(472,048.33)

Total Liabilities and Fund Balance	\$	2,260,323.44
		=====

California Connections Academy @ Central
Schedule of Revenue
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	464,238.16	464,238.16	4,178,143.48	3,803,287.48	374,856.00
LCFF / General Purpose Block Grant - State EPA	75,578.95	75,578.95	680,210.52	668,022.58	12,187.94
Learning Loss Mitigation (State)	-	-	43,576.00	668,023.58	(624,447.58)
Star Testing Reimbursement	-	1,253.00	1,253.00	-	1,253.00
Lottery	10,477.75	10,477.75	94,299.75	92,615.04	1,684.71
Special Education Pass through funds - State	35,150.69	35,150.69	316,356.25	300,834.00	15,522.25
Mandated Cost Reimbursement	1,555.56	1,555.56	14,000.00	14,000.00	-
Prior Year Revenue	-	65.00	65.00	-	65.00
Total State Funding	587,001.11	588,319.11	5,327,904.00	5,546,782.68	(218,878.68)
Federal & Other Programs Funding					
Title I	-	-	90,000.00	90,000.00	-
Title II	-	-	14,000.00	14,000.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	63,271.25	69,000.00	(5,728.8)
Learning Loss Mitigation (Federal)	-	-	35,499.00	69,001.00	(33,502.0)
E-Rate	-	-	1,000.00	1,000.00	-
CARES	-	-	77,933.00	77,933.00	-
Total Federal & Other Programs Funding	-	-	291,703.25	330,934.00	(39,230.75)
Local Funding					
LCFF / General Purpose Block Grant - Local	28,316.67	28,316.67	254,850.00	235,931.56	18,918.44
Total Local Funding	28,316.67	28,316.67	254,850.00	235,931.56	18,918.44
Other Funding					
Interest	19.25	714.94	1,200.00	1,200.00	-
Total Other Funding	19.25	714.94	1,200.00	1,200.00	-
Total Revenue	615,337.03	617,350.72	5,875,657.25	6,114,848.24	(239,190.99)

California Connections Academy @ Central
Schedule of Fees
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	2,629.17	7,887.50	30,050.00	28,166.00	(1,884.00)
Community Outreach	2,083.33	6,250.00	25,000.00	25,000.00	-
Connexus Annual License (EMS)	31,550.00	94,650.00	360,600.00	337,992.00	(22,608.00)
Curriculum Postage	2,513.50	7,540.50	28,486.91	26,936.65	(1,550.26)
Direct Course Instruction Support	1,075.25	1,075.25	9,677.25	14,107.92	4,430.67
Educational Resource Center	6,625.50	19,876.50	75,726.00	70,978.32	(4,747.68)
Enrollment and Records Management	3,046.67	9,140.00	34,529.58	32,650.49	(1,879.09)
Facility Support Services	200.00	600.00	2,532.47	2,126.92	(405.55)
Hardware/Software - Employees	1,550.00	4,650.00	18,801.04	16,599.61	(2,201.43)
Human Resources Support	3,229.17	9,687.50	39,168.83	34,582.52	(4,586.31)
ISP Processing Fee	1,127.08	3,381.25	12,086.96	12,086.96	(0.00)
Special Populations Consultative Services	-	-	184,800.00	97,341.69	(87,458.31)
School Curriculum Supplies	1,166.67	3,500.00	13,768.18	12,175.30	(1,592.88)
Short-Term Sub Teaching Services	-	-	-	-	-
Student Technology Assistance- Laptops	25,922.92	77,768.75	267,272.25	252,911.20	(14,361.05)
Tangible/Intangible Instr. Materials	78,016.67	234,050.00	880,217.97	835,345.35	(44,872.62)
Technical Support and Repairs	7,887.50	23,662.50	90,150.00	84,498.00	(5,652.00)
Voice Over IP Services	-	-	11,280.62	9,959.76	(1,320.86)
Total Enrollment/Unit Based Fees	168,623.43	503,719.75	2,084,148.05	1,893,458.69	(190,689.36)
Revenue-Based Fees					
Marketing Services	4,527.44	13,582.31	54,948.30	50,067.89	(4,880.41)
School Administration	27,164.62	81,493.86	329,689.79	300,407.38	(29,282.41)
Treasury Services	6,791.16	20,373.47	82,422.45	75,101.84	(7,320.61)
Total Revenue Based Fees	38,483.22	115,449.64	467,060.53	425,577.11	(41,483.42)
Total Fee-Based Expenses	207,106.65	619,169.39	2,551,208.58	2,319,035.80	(232,172.78)
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	23,470.67	71,882.91	285,352.90	274,242.52	(11,110.38)
Benefits	5,750.31	17,611.31	69,911.47	67,189.42	(2,722.05)
Pension	2,663.35	3,385.24	23,639.46	22,091.48	(1,547.98)
Taxes	892.06	2,601.65	13,035.04	15,106.57	2,071.54
Total Administrative Compensation	32,776.39	95,481.11	391,938.87	378,629.99	(13,308.88)
Instructional Compensation					
Salaries	126,800.31	182,956.92	1,590,129.52	1,432,100.64	(158,028.88)
Benefits	31,066.07	44,824.46	389,581.75	350,864.66	(38,717.09)
Pension	24,201.46	30,338.60	253,873.76	231,284.25	(22,589.51)
Taxes	2,232.25	1,995.75	30,139.21	28,642.01	(1,497.19)
Total Instructional Compensation	184,300.09	260,115.74	2,263,724.24	2,042,891.57	(220,832.67)
Total Compensation	217,076.48	355,596.85	2,655,663.11	2,421,521.56	(234,141.55)
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	-	-	-
Total Adjustments and Credits	-	-	-	-	-

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Travel and Conferences - Administration					
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	(1,598.00)	(1,598.00)	19,000.00	19,000.00	-
Student Testing & Assessment Travel	-	3.11	23,285.47	23,285.47	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	(1,598.00)	(1,594.89)	47,285.47	47,285.47	-
Authorizer Oversight					
District Oversight	4,257.94	12,810.60	51,132.04	47,072.41	(4,059.63)
SELPA One-Time Fee	207.14	621.42	2,485.64	2,485.64	-
SELPA Admin Fee	1,581.78	4,745.34	18,981.38	18,491.70	(489.67)
STRS Reporting	207.92	623.76	2,495.01	2,495.01	-
Total Authorizer Oversight	6,254.78	18,801.12	75,094.07	70,544.76	(4,549.31)
Employee Related					
Staff Recruiting/Background Checks	16.38	156.59	2,235.53	2,235.53	-
Staff Training/Prof. Dvlpmnt	38.23	241.54	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	-	-	6,646.36	6,646.36	-
Total Employee Related	54.61	398.13	27,513.20	27,513.20	-
Facilities					
Copiers/ Reproduction	42.92	163.74	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	104.18	312.54	3,128.17	3,128.17	-
Maintenance & Repairs	154.57	513.72	4,219.38	4,219.38	-
Office Postage	55.40	698.02	3,084.72	3,084.72	-
Office Rent	2,622.33	7,866.99	31,467.96	29,349.49	(2,118.47)
Office Supplies	27.36	147.47	3,515.59	3,515.59	-
Rent Operating Expense	289.71	856.22	3,370.44	3,370.44	-
Rent Storage Unit	-	554.54	1,500.00	1,500.00	-
Telephone	160.00	380.62	2,816.96	2,816.96	-
Utilities	180.07	271.86	3,504.54	3,504.54	-
Total Facilities	3,636.54	11,765.72	72,552.70	70,434.23	(2,118.47)
Governance					
Accreditation	-	1,070.00	1,070.00	1,000.00	(70.00)
Banking Fees	-	-	600.00	600.00	-
Board-Related Expenses	-	-	2,722.57	2,722.57	-
Dues - Staff	13.24	590.64	1,239.64	1,239.64	-
Dues - School	-	2,028.00	5,600.00	5,600.00	-
Insurance Expenses	-	794.01	794.01	485.05	(308.96)
Total Governance	13.24	4,482.65	12,026.22	11,647.26	(378.96)
Internet Service Provider					
ISP Payment Reimbursement	-	-	27,485.75	27,485.75	-
Total Internet Service Provider	-	-	27,485.75	27,485.75	-
Instructional					
Other Curriculum	151.95	1,636.27	5,935.17	5,935.17	-
Summer School	6,875.00	6,875.00	6,875.00	3,544.88	(3,330.12)
Total Instructional	7,026.95	8,511.27	12,810.17	9,480.05	(3,330.12)
Professional Services					
Accounting Services/Audit	-	833.18	9,000.00	9,000.00	-
AERIES	-	4,351.16	4,351.16	3,970.00	(381.16)
Legal Services	-	269.71	16,026.29	16,026.29	-
Manager Services	-	-	-	-	-
Other School Contracted Services	7.62	301.35	3,544.95	3,544.95	-
Other School Expense	-	28.75	425.38	425.38	-
Total Professional Services	7.62	5,784.15	33,347.78	32,966.62	(381.16)
Student Related					
Graduation Expense	-	83.57	5,800.00	5,800.00	-
SPED Related Services	4,357.10	65,043.56	155,750.00	155,750.00	-
Student Activities	-	(272.89)	12,450.00	12,450.00	-
Total Student Related	4,357.10	64,854.24	174,000.00	174,000.00	-
Taxes					
Sales Tax And Use	3,987.40	11,962.20	44,948.15	36,691.85	(8,256.30)
Total Taxes	3,987.40	11,962.20	44,948.15	36,691.85	(8,256.30)
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	23,740.24	124,964.59	527,063.51	508,049.19	(19,014.32)

**California Connections Academy Central Coast
Revenue and Expense Statement
For the Period Ended September 30, 2020**

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			71	55	16	29.95%
Forecasted Total Enrollment			101	83	19	22.49%
Forecasted Funded Enrollment			39	49	(10)	-20.49%
Revenue						
State Funding	12,773.26	12,773.26	118,062.25	111,330.29	6,731.96	6.05%
Federal & Other Program Funding	-	-	9,498.00	6,850.00	2,648.00	38.66%
Local Aid	31,317.89	31,317.89	281,861.00	353,309.28	(71,448.28)	-20.22%
Other Funding Sources	1,791.04	1,791.04	1,791.04	500.00	1,291.04	258.21%
Total Revenue	45,882.19	45,882.19	411,212.29	471,989.57	(60,777.28)	-12.88%
Program Expenses						
Compensation Expense						
Administration Staff	9,405.05	27,397.91	112,465.22	37,895.26	(74,569.96)	-196.78%
Instructional Staff	25,518.47	46,153.99	323,576.70	204,463.23	(119,113.47)	-58.26%
Total Compensation Expense	34,923.52	73,551.89	436,041.92	242,358.49	(193,683.43)	-44.42%
Fee Based Expenses						
Enrollment/Unit Based Fees	22,736.84	68,117.00	233,866.82	187,864.15	(46,002.67)	-19.67%
Revenue Based Fees	2,682.88	8,048.65	32,317.11	37,252.57	4,935.47	15.27%
Total Fee Based Expenses	25,419.72	76,165.65	266,183.93	225,116.72	(41,067.20)	-15.43%
Other School Expenses						
Assessment	-	0.43	10,656.95	10,656.95	-	0.00%
Authorizer Oversight	445.43	1,343.47	5,352.31	11,164.18	5,811.87	108.59%
Employee Related	7.57	55.13	3,563.35	3,563.35	-	0.00%
Facilities	503.50	1,629.09	7,572.05	6,011.20	(1,560.85)	-20.61%
Governance	105.78	1,767.87	3,363.45	1,803.57	(1,559.88)	-46.38%
Internet Service Provider	-	-	1,799.85	1,799.85	-	0.00%
Instructional	21.04	226.56	594.02	948.81	354.79	59.73%
Professional Services	1.06	461.17	3,555.79	3,924.85	369.06	10.38%
Student Related	47.50	59.36	14,573.09	14,573.09	-	0.00%
Taxes	537.97	1,613.91	4,837.60	3,416.66	(1,420.93)	-29.37%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	1,669.85	7,156.99	55,868.47	57,862.53	1,994.06	3.57%
Adjustments and Credits						
Discretionary Service Credit	-	-	(347,000.00)	(57,000.00)	(290,000.00)	0.00%
Total Adjustments and Credits	-	-	(347,000.00)	(57,000.00)	(290,000.00)	0.00%
Total Program Expenses	62,013.09	156,874.53	411,094.31	468,337.74	(522,756.57)	12.22%
Net Increase (Decrease)	(16,130.90)	(110,992.34)	117.97	3,651.83	(3,533.85)	
Beginning fund balance	(84,653.21)	10,208.23	10,208.23			
Ending fund balance	(100,784.11)	(100,784.11)	10,326.20			

**California Connections Academy Central Coast
Balance Sheet
September 30, 2020**

ASSETS

Cash and Short Term Investments:

Operating Account	\$	20,095.42
Holding Account		302,510.33
State Holding Account		160,893.03

Total Cash and Short Term Investments		483,498.78
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Other Current Assets:

Pupil Funding		72,844.33
SPED Funding State		1,749.04
Other State Receivables		8,181.61
Due from CalOPS Schools		(1,730.49)

Total Other Current Assets		81,044.49
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Total Current Assets		564,543.27
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Total Assets	\$	564,543.27
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	230,945.67
CalOPS Payroll Liability		100,638.57
CalOPS Pass Through Expense Liability		2,021.98
Deferred Revenue		327,324.10
Accounts Payable		4,397.06

Total Current Liabilities		665,327.39
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Total Liabilities		665,327.39
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FUND BALANCE

Beginning Fund Balance		10,208.23
Change in Fund Balance		(110,992.34)

Ending Fund Balance		(100,784.11)
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Total Liabilities and Fund Balance	\$	564,543.27
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**California Connections Academy Central Coast
Schedule of Revenue
For the Period Ended September 30, 2020**

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	8,278.56	8,278.56	74,507.00	62,689.71	11,817.29
LCFF / General Purpose Block Grant - State EPA	865.78	865.78	7,792.00	9,896.00	(2,104.00)
Star Testing Reimbursement	-	-	-	-	-
Lottery	806.47	806.47	7,258.25	9,218.36	(1,960.11)
Learnng Loss Mitgation (State)	-	-	3,103.00	-	3,103.00
Special Education Pass through funds - State	2,705.56	2,705.56	24,350.00	28,474.00	(4,124.00)
Mandated Cost Reimbursement	116.89	116.89	1,052.00	1,052.22	(0.22)
Prior Year Revenue	-	-	-	-	-
Total State Funding	12,773.26	12,773.26	118,062.25	111,330.29	6,731.96
Federal & Other Programs Funding					
Title I	-	-	-	-	-
Title II	-	-	2,000.00	2,000.00	-
Title IV	-	-	-	-	-
IDEA	-	-	4,870.00	4,750.00	120.00
Learnng Loss Mitgation (Federal)	-	-	2,528.00	-	2,528.00
E-Rate	-	-	100.00	100.00	-
Total Federal & Other Programs Funding	-	-	9,498.00	6,850.00	2,648.00
Local Funding					
LCFF / General Purpose Block Grant - Local	31,317.89	31,317.89	281,861.00	353,309.28	(71,448.28)
Microsoft Voucher Reimbursement Program	-	-	-	-	-
Donations/Tax Credits	-	-	-	-	-
Prior Year Revenue Adjustments	-	-	-	-	-
Total Local Funding	31,317.89	31,317.89	281,861.00	353,309.28	(71,448.28)
Other Funding					
Interest	1,791.04	1,791.04	1,791.04	500.00	1,291.04
Miscellaneous	-	-	-	-	-
Total Other Funding	1,791.04	1,791.04	1,791.04	500.00	1,291.04
Total Revenue	45,882.19	45,882.19	411,212.29	471,989.57	(60,777.28)

California Connections Academy Central Coast
Schedule of Fees
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	362.50	1,087.50	3,550.00	2,819.00	(731.00)
Connexus Annual License (EMS)	4,350.00	13,050.00	42,600.00	33,828.00	(8,772.00)
Curriculum Postage	352.00	1,056.00	3,338.78	2,725.48	(613.30)
Direct Course Instruction Support	46.75	46.75	420.75	1,411.99	991.24
Educational Resource Center	913.50	2,740.50	8,946.00	7,103.88	(1,842.12)
Enrollment and Records Management	426.67	1,280.00	4,047.00	3,303.61	(743.39)
Facility Support Services	25.00	75.00	350.65	212.87	(137.78)
Hardware/Software - Employees	200.00	600.00	2,603.22	1,661.38	(941.84)
Human Resources Support	416.67	1,250.00	5,423.38	3,461.20	(1,962.18)
ISP Processing Fee	147.92	443.75	1,262.50	791.49	(471.01)
Special Populations Consultative Services	-	-	14,746.80	9,742.46	(5,004.34)
School Curriculum Supplies	166.67	500.00	1,906.36	1,218.57	(687.79)
Short-Term Sub Teaching Services	-	-	-	-	-
Student Technology Assistance- Laptops	3,402.08	10,206.25	31,689.16	26,317.04	(5,372.12)
Tangible/Intangible Instr. Materials	10,839.58	32,518.75	100,770.30	83,813.35	(16,956.95)
Technical Support and Repairs	1,087.50	3,262.50	10,650.00	8,457.00	(2,193.00)
Voice Over IP Services	-	-	1,561.93	996.83	(565.10)
Total Enrollment/Unit Based Fees	22,736.84	68,117.00	233,866.82	187,864.15	(46,002.67)
Revenue-Based Fees					
Marketing Services	315.63	946.90	3,802.01	4,382.66	580.64
School Administration	1,893.80	5,681.40	22,812.07	26,295.93	3,483.86
Treasury Services	473.45	1,420.35	5,703.02	6,573.98	870.96
Total Revenue Based Fees	2,682.88	8,048.65	32,317.11	37,252.57	4,935.47
Total Fee-Based Expenses	25,419.72	76,165.65	266,183.93	225,116.72	(41,067.20)
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	6,734.81	20,626.50	81,880.82	27,447.62	(54,433.20)
Benefits	1,650.03	5,053.49	20,060.80	6,724.67	(13,336.14)
Pension	764.24	971.38	6,783.24	2,211.03	(4,572.21)
Taxes	255.97	746.53	3,740.35	1,511.94	(2,228.40)
Total Administrative Compensation	9,405.05	27,397.91	112,465.22	37,895.26	(74,569.96)
Instructional Compensation					
Salaries	17,556.97	33,346.69	228,185.97	143,332.09	(84,853.88)
Benefits	4,301.46	8,169.94	55,905.56	35,116.36	(20,789.20)
Pension	3,350.97	4,200.73	35,151.75	23,148.13	(12,003.62)
Taxes	309.08	436.63	4,333.42	2,866.64	(1,466.77)
Total Instructional Compensation	25,518.47	46,153.99	323,576.70	204,463.23	(119,113.47)
Total Compensation	34,923.52	73,551.89	436,041.92	242,358.49	(193,683.43)

California Connections Academy Central Coast
Schedule Other Expenses
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	-	3,326.42	3,326.42	-
Student Testing & Assessment Travel	-	0.43	2,330.53	2,330.53	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	-	0.43	10,656.95	10,656.95	-
Authorizer Oversight					
District Oversight	302.77	916.69	3,641.60	4,740.47	1,098.87
SELPA Admin Fee	121.85	364.35	1,461.00	6,174.00	4,713.00
STRS Reporting	20.81	62.43	249.71	249.71	-
Total Authorizer Oversight	445.43	1,343.47	5,352.31	11,164.18	5,811.87
Employee Related					
Staff Recruiting/Background Checks	2.27	21.68	223.74	223.74	-
Staff Training/Prof. Dvlpmt	5.30	33.45	2,000.00	2,000.00	-
Team Building	-	-	265.73	265.73	-
Travel and Conferences - Teachers	-	-	408.68	408.68	-
Travel and Conferences - Administration	-	-	665.20	665.20	-
Total Employee Related	7.57	55.13	3,563.35	3,563.35	-
Facilities					
Copiers/ Reproduction	5.94	22.67	245.72	245.72	-
Expensed Furniture and Equipment	-	-	349.28	349.28	-
High-Speed Internet	14.42	43.26	313.08	313.08	-
Maintenance & Repairs	21.40	71.14	422.30	422.30	-
Office Postage	7.67	96.65	308.73	308.73	-
Office Rent	363.09	1,089.27	4,357.08	2,937.45	(1,419.63)
Office Supplies	3.79	20.42	351.86	351.86	-
Rent Operating Expense	40.11	118.55	478.55	337.33	(141.22)
Rent Storage Unit	-	76.79	112.76	112.76	-
Telephone	22.15	52.70	281.94	281.94	-
Utilities	24.93	37.64	350.75	350.75	-
Total Facilities	503.50	1,629.09	7,572.05	6,011.20	(1,560.85)
Governance					
Accreditation	-	1,070.00	1,070.00	394.66	(675.34)
Banking Fees	103.95	305.15	1,223.15	400.00	(823.15)
Board-Related Expenses	-	-	272.49	272.49	-
Dues - Staff	1.83	81.78	124.07	124.07	-
Dues - School	-	201.00	563.80	563.80	-
Insurance Expenses	-	109.94	109.94	48.55	(61.39)
Total Governance	105.78	1,767.87	3,363.45	1,803.57	(1,559.88)
Internet Service Provider					
ISP Payment Reimbursement	-	-	1,799.85	1,799.85	-
Total Internet Service Provider	-	-	1,799.85	1,799.85	-
Instructional					
Other Curriculum	21.04	226.56	594.02	594.02	0.00
Summer School	-	-	-	354.79	354.79
Total Instructional	21.04	226.56	594.02	948.81	354.79
Professional Services					
Accounting Services/Audit	-	115.36	2,255.20	2,255.20	-
AERIES	-	300.08	300.08	669.14	369.06
Legal Services	-	37.35	603.14	603.14	-
Other School Contracted Services	1.06	4.40	354.80	354.80	(0.00)
Other School Expense	-	3.98	42.57	42.57	0.00
Total Professional Services	1.06	461.17	3,555.79	3,924.85	369.06
Student Related					
Graduation Expense	-	11.57	4,000.00	4,000.00	-
SPED Related Services	47.50	47.50	2,073.09	2,073.09	-
Student Activities	-	0.29	8,500.00	8,500.00	-
Total Student Related	47.50	59.36	14,573.09	14,573.09	-
Taxes					
Sales Tax And Use	537.97	1,613.91	4,837.60	3,416.66	(1,420.93)
Total Taxes	537.97	1,613.91	4,837.60	3,416.66	(1,420.93)
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	1,669.85	7,156.99	55,868.47	57,862.53	1,994.06

**California Connections Academy Monterey Bay
Revenue and Expense Statement
For the Period Ended September 30, 2020**

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			385	454	(69)	-15.22%
Forecasted Total Enrollment			546	651	(104)	-16.01%
Forecasted Funded Enrollment			260	408	(148)	-36.36%
Revenue						
State Funding	150,552.53	150,552.53	1,375,798.78	1,865,021.78	(489,223.00)	-26.23%
Federal & Other Program Funding	-	-	55,927.00	40,500.00	15,427.00	38.09%
Local Aid	145,221.89	145,221.89	1,306,997.00	1,975,175.22	(668,178.22)	-33.83%
Other Funding Sources	-	-	500.00	500.00	-	0.00%
Total Revenue	295,774.42	295,774.42	2,739,222.78	3,881,197.00	(1,141,974.23)	-29.42%
Program Expenses						
Compensation Expense						
Administration Staff	18,850.46	54,913.40	225,413.12	312,531.73	87,118.61	27.88%
Instructional Staff	121,921.60	204,601.71	1,530,065.80	1,686,259.54	156,193.74	9.26%
Total Compensation Expense	140,772.06	259,515.11	1,755,478.92	1,998,791.27	243,312.35	13.86%
Fee Based Expenses						
Enrollment/Unit Based Fees	105,362.42	313,749.76	1,233,833.08	1,491,461.25	257,628.17	20.88%
Revenue Based Fees	18,231.35	54,694.05	216,236.22	308,080.46	91,844.24	42.47%
Total Fee Based Expenses	123,593.77	368,443.81	1,450,069.30	1,799,541.71	349,472.41	24.10%
Other School Expenses						
Assessment	-	2.06	43,985.48	43,985.48	-	0.00%
Authorizer Oversight	3,841.61	11,660.17	46,234.73	85,337.54	39,102.81	84.57%
Employee Related	36.12	263.39	18,893.37	18,893.37	-	0.00%
Facilities	2,405.72	7,783.48	45,907.35	49,316.00	3,408.65	7.43%
Governance	115.60	3,432.20	10,925.00	9,950.71	(974.29)	-8.92%
Internet Service Provider	-	-	15,983.76	15,983.76	-	0.00%
Instructional	1,365.52	2,347.46	6,164.06	7,825.11	1,661.05	26.95%
Professional Services	5.04	2,917.55	23,799.44	23,656.50	(142.94)	-0.60%
Student Related	513.00	1,381.93	95,468.19	95,468.19	-	0.00%
Taxes	2,310.70	6,932.10	24,524.30	25,315.15	790.85	3.22%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	10,593.31	36,720.34	331,885.67	375,731.80	43,846.13	13.21%
Adjustments and Credits						
Discretionary Service Credit	-	-	(798,500.00)	(299,000.00)	(499,500.00)	0.00%
Total Adjustments and Credits	-	-	(798,500.00)	(299,000.00)	(499,500.00)	0.00%
Total Program Expenses	274,959.14	664,679.26	2,738,933.89	3,875,064.78	137,130.89	29.32%
Net Increase (Decrease)	20,815.28	(368,904.84)	288.89	6,132.22	(5,843.33)	
Beginning fund balance	(379,662.53)	10,057.59	10,057.59			
Ending fund balance	(358,847.25)	(358,847.25)	10,346.48			

**California Connections Academy Monterey Bay
Balance Sheet
September 30, 2020**

ASSETS

Cash and Short Term Investments:

Operating Account	\$	106,190.15
Holding		258,154.34

Total Cash and Short Term Investments		364,344.49
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Other Current Assets:

Pupil Funding	611,452.40
SPED Funding State	7,807.43
Other State Receivables	54,599.83
Due from CalOPS Schools	(5,455.66)

Total Other Current Assets	668,404.00
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Total Current Assets	1,032,748.49
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Total Assets	\$	1,032,748.49
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	939,363.46
CalOPS Payroll Liability		406,992.01
CalOPS Pass Through Expense Liability		9,505.76
Accounts Payable		35,734.51

Total Current Liabilities	1,391,595.74
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Total Liabilities	1,391,595.74
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FUND BALANCE

Beginning Fund Balance	10,057.59
Change in Fund Balance	(368,904.84)

Ending Fund Balance	(358,847.25)
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Total Liabilities and Fund Balance	\$	1,032,748.49
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California Connections Academy Monterey Bay
Schedule of Revenue
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	120,528.44	120,528.44	1,084,756.00	1,477,566.03	(392,810.03)
LCFF / General Purpose Block Grant - State EPA	5,770.89	5,770.89	51,938.00	81,617.00	(29,679.00)
Learning Loss Mitigation (State)			20,826.00	-	20,826.00
Star Testing Reimbursement		-	-	-	-
Lottery	5,375.63	5,375.63	48,380.66	76,025.88	(27,645.22)
Special Education Pass through funds - State	18,034.03	18,034.03	162,306.25	222,221.00	(59,914.75)
Mandated Cost Reimbursement	843.54	843.54	7,591.87	7,591.87	(0.00)
Total State Funding	150,552.53	150,552.53	1,375,798.78	1,865,021.78	(489,223.00)
Federal & Other Programs Funding					
Title I	-	-	-	-	-
Title II	-	-	6,000.00	6,000.00	-
Title IV	-	-	-	-	-
IDEA	-	-	32,461.00	34,000.00	(1,539.00)
Learning Loss Mitigation (Federal)	-	-	16,966.00	-	16,966.00
E-Rate	-	-	500.00	500.00	-
Total Federal & Other Programs Funding	-	-	55,927.00	40,500.00	15,427.00
Local Funding					
LCFF / General Purpose Block Grant - Local	145,221.89	145,221.89	1,306,997.00	1,975,175.22	(668,178.22)
Total Local Funding	145,221.89	145,221.89	1,306,997.00	1,975,175.22	(668,178.22)
Other Funding					
Interest	-	-	500.00	500.00	-
Total Other Funding	-	-	500.00	500.00	-
Total Revenue	295,774.42	295,774.42	2,739,222.78	3,881,197.00	(1,141,974.23)

California Connections Academy Monterey Bay
Schedule of Fees
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	1,737.50	5,212.50	19,250.00	23,249.00	3,999.00
Connexus Annual License (EMS)	20,850.00	62,550.00	231,000.00	278,988.00	47,988.00
Curriculum Postage	1,606.00	4,818.00	18,029.39	21,467.14	3,437.76
Direct Course Instruction Support	1,168.75	1,168.75	10,518.75	11,645.07	1,126.32
Educational Resource Center	4,378.50	13,135.50	48,510.00	58,587.48	10,077.48
Enrollment and Records Management	1,946.67	5,840.01	21,853.80	26,020.78	4,166.98
Facility Support Services	150.00	450.00	1,675.32	1,755.63	80.30
Hardware/Software - Employees	1,050.00	3,150.00	12,437.61	13,701.78	1,264.17
Human Resources Support	2,187.50	6,562.50	25,911.69	28,545.38	2,633.69
ISP Processing Fee	577.08	1,731.24	7,028.92	7,028.92	(0.00)
School Curriculum Supplies	750.00	2,250.00	9,108.18	10,049.83	941.65
Short-Term Sub Teaching Services	-	-	-	-	-
Special Populations Consultative Services	-	-	53,700.00	80,348.54	26,648.54
Student Technology Assistance- Laptops	13,272.92	39,818.76	149,087.36	177,376.81	28,289.45
Tangible/Intangible Instr. Materials	50,475.00	151,425.00	560,509.50	674,728.81	114,219.31
Technical Support and Repairs	5,212.50	15,637.50	57,750.00	69,747.00	11,997.00
Voice Over IP Services	-	-	7,462.57	8,221.07	758.50
Total Enrollment/Unit Based Fees	105,362.42	313,749.76	1,233,833.08	1,491,461.25	257,628.17
Revenue-Based Fees					
Marketing Services	2,144.86	6,434.58	25,439.56	36,244.76	10,805.20
School Administration	12,869.19	38,607.57	152,637.33	217,468.56	64,831.23
Treasury Services	3,217.30	9,651.90	38,159.33	54,367.14	16,207.81
Total Revenue Based Fees	18,231.35	54,694.05	216,236.22	308,080.46	91,844.24
Total Fee-Based Expenses	123,593.77	368,443.81	1,450,069.30	1,799,541.71	349,472.41
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	13,498.53	41,341.52	164,113.06	226,367.40	62,254.34
Benefits	3,307.14	10,128.67	40,207.70	55,460.02	15,252.32
Pension	1,531.75	1,946.93	13,595.60	18,234.92	4,639.32
Taxes	513.04	1,496.27	7,496.75	12,469.39	4,972.64
Total Administrative Compensation	18,850.46	54,913.40	225,413.12	312,531.73	87,118.61
Instructional Compensation					
Salaries	83,883.28	146,744.61	1,077,643.41	1,182,095.72	104,452.31
Benefits	20,551.40	35,952.44	264,022.64	289,613.45	25,590.81
Pension	16,010.20	20,070.15	167,947.26	190,908.46	22,961.20
Taxes	1,476.72	1,834.51	20,452.49	23,641.91	3,189.42
Total Instructional Compensation	121,921.60	204,601.71	1,530,065.80	1,686,259.54	156,193.74
Total Compensation	140,772.06	259,515.11	1,755,478.92	1,998,791.27	243,312.35
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(798,500.00)	(299,000.00)	(499,500.00)
Total Adjustments and Credits	-	-	(798,500.00)	(299,000.00)	(499,500.00)

California Connections Academy Monterey Bay
Schedule Other Expenses
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
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	-
Total Assessment	-	2.06	43,985.48	43,985.48	-
Authorizer Oversight					
District Administrative Fees	833.33	2,499.99	10,000.00	10,000.00	-
District Oversight	2,025.13	6,210.73	24,436.91	28,167.03	3,730.12
STRS Reporting	171.62	514.86	2,059.46	2,059.46	-
SELPA Admin Fee	811.53	2,434.59	9,738.36	45,111.05	35,372.69
Total Authorizer Oversight	3,841.61	11,660.17	46,234.73	85,337.54	39,102.81
Employee Related					
Staff Recruiting/Background Checks	10.83	103.59	1,845.27	1,845.27	-
Staff Training/Prof. Dvlpmnt	25.29	159.80	6,000.00	6,000.00	-
Team Building	-	-	2,191.55	2,191.55	-
Travel and Conferences - Teachers	-	-	3,370.45	3,370.45	-
Travel and Conferences - Administration	-	-	5,486.10	5,486.10	-
Total Employee Related	36.12	263.39	18,893.37	18,893.37	-
Facilities					
Copiers/ Reproduction	28.39	108.32	2,026.51	2,026.51	-
Expensed Furniture and Equipment	-	-	2,880.62	2,880.62	(0.00)
High-Speed Internet	68.92	206.76	2,582.08	2,582.08	0.00
Maintenance & Repairs	102.26	339.86	3,482.80	3,482.80	0.00
Office Postage	36.65	461.76	2,546.21	2,546.21	-
Office Rent	1,734.77	5,204.31	20,817.24	24,225.89	3,408.65
Office Supplies	18.10	97.56	2,901.87	2,901.87	-
Rent Operating Expense	191.66	566.43	2,782.06	2,782.06	-
Rent Storage Unit	-	366.85	670.00	670.00	-
Telephone	105.85	251.79	2,325.20	2,325.20	-
Utilities	119.12	179.84	2,892.75	2,892.75	-
Total Facilities	2,405.72	7,783.48	45,907.35	49,316.00	3,408.65
Governance					
Accreditation	-	1,070.00	2,345.00	2,345.00	-
Banking Fees	106.84	354.20	1,434.20	584.81	(849.39)
Board-Related Expenses	-	-	2,247.29	2,247.29	-
Dues - Staff	8.76	390.73	1,023.24	1,023.24	-
Dues - School	-	1,092.00	3,350.00	3,350.00	-
Insurance Expenses	-	525.27	525.27	400.38	(124.89)
Total Governance	115.60	3,432.20	10,925.00	9,950.71	(974.29)
Internet Service Provider					
ISP Payment Reimbursement	-	-	15,983.76	15,983.76	-
Total Internet Service Provider	-	-	15,983.76	15,983.76	-
Instructional					
Other Curriculum	100.52	1,082.46	4,899.06	4,899.06	0.00
Summer School	1,265.00	1,265.00	1,265.00	2,926.04	1,661.04
Total Instructional	1,365.52	2,347.46	6,164.06	7,825.11	1,661.05
Professional Services					
Accounting Services/Audit	-	551.18	13,400.00	13,400.00	-
AERIES	-	2,147.94	2,147.94	2,005.00	(142.94)
Legal Services	-	178.42	4,974.27	4,974.27	0.00
Other School Contracted Services	5.04	20.99	2,926.10	2,926.10	0.00
Other School Expense	-	19.02	351.13	351.13	(0.00)
Total Professional Services	5.04	2,917.55	23,799.44	23,656.50	(142.94)
Student Related					
Graduation Expense	-	55.29	8,710.00	8,710.00	-
SPED Related Services	513.00	1,325.25	81,133.19	81,133.19	-
Student Activities	-	1.39	5,625.00	5,625.00	-
Total Student Related	513.00	1,381.93	95,468.19	95,468.19	-
Taxes					
Sales Tax And Use	2,310.70	6,932.10	24,524.30	25,315.15	790.85
Total Taxes	2,310.70	6,932.10	24,524.30	25,315.15	790.85
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	10,593.31	36,720.34	331,885.67	375,731.80	43,846.13

**California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended September 30, 2020**

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			1,369	1,624	(255)	-15.71%
Forecasted Total Enrollment			1,969	2,254	(285)	-12.63%
Forecasted Funded Enrollment			1,204	1,438	(234)	-16.25%
Revenue						
State Funding	1,328,695.88	1,328,695.88	11,160,311.00	12,146,351.41	(986,040.41)	-8.12%
Federal & Other Program Funding	120,522.00	120,522.00	610,401.00	538,692.00	71,709.00	13.31%
Local Aid	184,047.56	184,047.56	1,656,428.00	1,855,047.27	(198,619.27)	-10.71%
Other Funding Sources	-	1,612.00	8,000.00	8,000.00	-	0.00%
Total Revenue	1,633,265.44	1,634,877.44	13,435,140.00	14,548,090.68	(1,112,950.68)	-7.65%
Program Expenses						
Compensation Expense						
Administration Staff	78,267.75	228,002.31	935,922.99	1,091,656.44	155,733.45	14.27%
Instructional Staff	453,661.76	691,804.17	5,623,763.56	5,890,013.40	266,249.84	4.52%
Total Compensation Expense	531,929.51	919,806.48	6,559,686.55	6,981,669.84	421,983.29	6.43%
Fee Based Expenses						
Enrollment/Unit Based Fees	399,566.50	1,190,378.00	4,659,031.61	5,313,105.77	654,074.16	14.04%
Revenue Based Fees	88,306.69	264,920.05	1,064,524.47	1,154,381.75	89,857.28	8.44%
Total Fee Based Expenses	487,873.19	1,455,298.05	5,723,556.08	6,467,487.52	743,931.44	13.00%
Other School Expenses						
Assessment	-	7.65	171,136.09	171,136.09	-	0.00%
Authorizer Oversight	15,528.37	46,833.29	186,588.58	201,324.01	14,735.43	7.90%
Employee Related	134.42	980.03	77,014.86	77,014.86	-	0.00%
Facilities	8,951.50	28,961.79	185,858.85	185,858.85	-	0.00%
Governance	311.46	9,897.62	33,865.50	30,622.27	(3,243.23)	-9.58%
Internet Service Provider	-	-	72,464.45	72,464.45	-	0.00%
Instructional	3,289.03	6,942.74	20,027.16	27,332.67	7,305.51	36.48%
Professional Services	18.77	13,241.28	48,430.00	49,022.05	592.05	1.22%
Student Related	5,377.33	11,660.85	536,425.00	536,425.00	-	0.00%
Taxes	8,996.96	26,990.88	93,651.32	94,035.28	383.96	0.41%
Pending Allocation	-	-	-	-	-	0.00%
Total Other School Expenses	42,607.84	145,516.13	1,425,461.81	1,445,235.53	19,773.72	1.39%
Adjustments and Credits						
Discretionary Service Credit	-	-	(274,000.00)	(345,500.00)	71,500.00	0.00%
Total Adjustments and Credits	-	-	(274,000.00)	(345,500.00)	71,500.00	0.00%
Total Program Expenses	1,062,410.54	2,520,620.66	13,434,704.43	14,548,892.89	1,114,188.46	7.66%
Net Increase (Decrease)	570,854.90	(885,743.22)	435.57	(802.21)	(1,237.78)	
Beginning fund balance	(1,446,279.83)	10,318.29	10,318.29			
Ending fund balance	(875,424.93)	(875,424.93)	10,753.86			

**California Connections Academy @ Ripon
Balance Sheet
September 30, 2020**

ASSETS

Cash and Short Term Investments:

Checking	\$	(2,727.37)
Operating		102,404.07
Holding		1,031,109.35
Petty Cash		250.85

Total Cash and Short Term Investments	1,131,036.90
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Other Current Assets:

Pupil Funding	2,285,032.77
SPED Funding State	(31,270.73)
Other State Receivables	(33,934.35)
Federal Programs	194,621.00
Due from CalOPS Schools	(6,123.67)
Prepaid Expenses	19,916.45

Total Other Current Assets	2,428,241.47
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Total Current Assets	3,559,278.37
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Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
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Total Other Assets	300.00
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Total Assets	\$	3,559,578.37
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	2,515,787.95
CalOPS Payroll Liability		1,547,457.56
CalOPS Pass Through Expense Liability		35,568.43
Accrued Expenses		6,788.46
Deferred Revenue		73,925.75
Accounts Payable		255,475.15

Total Current Liabilities	4,435,003.31
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Total Liabilities	4,435,003.31
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FUND BALANCE

Beginning Fund Balance	10,318.29
Change in Fund Balance	(885,743.22)

Ending Fund Balance	(875,424.93)
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Total Liabilities and Fund Balance	\$	3,559,578.37
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California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	937,711.97	937,711.97	8,439,407.73	9,123,348.38	(683,940.65)
LCFF / General Purpose Block Grant - State EPA	178,667.25	178,667.25	1,608,005.27	1,919,957.52	(311,952.25)
Learning Loss Mitigation (State)	99,744.00	99,744.00	99,744.00	-	99,744.00
Lottery	24,931.69	24,931.69	224,385.25	267,916.51	(43,531.26)
Special Education Pass through funds - State	83,640.97	83,640.97	752,768.75	799,129.00	(46,360.25)
Mandated Cost Reimbursement	4,000.00	4,000.00	36,000.00	36,000.00	-
Total State Funding	1,328,695.88	1,328,695.88	11,160,311.00	12,146,351.41	(986,040.41)
Federal & Other Programs Funding					
Title I	-	-	168,725.00	168,725.00	-
Title II	-	-	37,000.00	37,000.00	-
Title IV	-	-	13,000.00	13,000.00	-
IDEA	-	-	150,554.00	160,000.00	(9,446.00)
Learning Loss Mitigation (Federal)	81,255.00	81,255.00	81,255.00	-	81,255.00
E-Rate	-	-	2,800.00	2,900.00	(100.00)
CARES Funding	39,267.00	39,267.00	157,067.00	157,067.00	-
Total Federal & Other Programs Funding	120,522.00	120,522.00	610,401.00	538,692.00	71,709.00
Local Funding					
LCFF / General Purpose Block Grant - Local	184,047.56	184,047.56	1,656,428.00	1,855,047.27	(198,619.27)
Total Local Funding	184,047.56	184,047.56	1,656,428.00	1,855,047.27	(198,619.27)
Other Funding					
Interest	-	1,612.00	8,000.00	8,000.00	-
Total Other Funding	-	1,612.00	8,000.00	8,000.00	-
Total Revenue	1,633,265.44	1,634,877.44	13,435,140.00	14,548,090.68	(1,112,950.68)

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	6,466.67	19,400.01	68,450.00	81,207.50	12,757.50
Community Outreach	4,166.67	12,500.01	50,000.00	50,000.00	-
Connexus Annual License (EMS)	77,600.00	232,800.00	821,400.00	974,490.00	153,090.00
Curriculum Postage	5,923.50	17,770.50	64,975.79	74,373.67	9,397.88
Direct Course Instruction Support	4,160.75	4,160.75	41,348.57	40,675.60	(672.97)
Educational Resource Center	16,296.00	48,888.00	172,494.00	204,642.90	32,148.90
Enrollment and Records Management	7,180.00	21,540.00	78,758.53	90,149.91	11,391.38
Facility Support Services	525.00	1,575.00	6,233.77	6,132.31	(101.46)
Hardware/Software - Employees	3,850.00	11,550.00	46,279.48	47,859.59	1,580.11
Human Resources Support	8,020.83	24,062.49	96,415.58	99,707.47	3,291.89
ISP Processing Fee	2,400.00	7,200.00	31,866.51	31,866.51	(0.00)
Special Populations Consultative Services	-	-	278,232.00	280,653.12	2,421.12
School Curriculum Supplies	2,833.33	8,499.99	33,890.91	35,103.53	1,212.62
Short-Term Sub Teaching Services	-	-	-	-	-
Student Technology Assistance- Laptops	55,200.00	165,600.00	598,183.63	693,348.98	95,165.35
Tangible/Intangible Instr. Materials	185,543.75	556,631.25	2,037,385.16	2,330,556.43	293,171.27
Technical Support and Repairs	19,400.00	58,200.00	205,350.00	243,622.50	38,272.50
Voice Over IP Services	-	-	27,767.69	28,715.75	948.06
Total Enrollment/Unit Based Fees	399,566.50	1,190,378.00	4,659,031.61	5,313,105.77	654,074.16
Revenue-Based Fees					
Marketing Services	10,389.03	31,167.07	125,238.17	135,809.62	10,571.45
School Administration	62,334.13	187,002.39	751,429.04	814,857.70	63,428.66
Treasury Services	15,583.53	46,750.59	187,857.26	203,714.43	15,857.17
Total Revenue Based Fees	88,306.69	264,920.05	1,064,524.47	1,154,381.75	89,857.28
Total Fee-Based Expenses	487,873.19	1,455,298.05	5,723,556.08	6,467,487.52	743,931.44
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	56,046.34	171,651.43	681,403.06	790,689.12	109,286.07
Benefits	13,731.35	42,054.60	166,943.77	193,718.83	26,775.07
Pension	6,359.89	8,083.71	56,449.40	63,693.59	7,244.19
Taxes	2,130.17	6,212.57	31,126.77	43,554.89	12,428.12
Total Administrative Compensation	78,267.75	228,002.31	935,922.99	1,091,656.44	155,733.45
Instructional Compensation					
Salaries	312,123.83	491,082.24	3,954,891.72	4,128,996.42	174,104.71
Benefits	76,470.34	120,315.15	968,948.46	1,011,604.12	42,655.66
Pension	59,572.83	74,679.64	624,920.04	666,832.92	41,912.89
Taxes	5,494.76	5,727.15	75,003.34	82,579.93	7,576.59
Total Instructional Compensation	453,661.76	691,804.17	5,623,763.56	5,890,013.40	266,249.84
Total Compensation	531,929.51	919,806.48	6,559,686.55	6,981,669.84	421,983.29
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(274,000.00)	(345,500.00)	(71,500.00)
Total Adjustments and Credits	-	-	(274,000.00)	(345,500.00)	(71,500.00)

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	-	99,000.00	99,000.00	-
Student Testing & Assessment Travel	-	7.65	67,136.09	67,136.09	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	-	7.65	171,136.09	171,136.09	-
Authorizer Oversight					
District Administrative Fees	833.33	2,499.99	10,000.00	10,000.00	-
District Oversight	9,732.52	29,445.76	117,038.41	128,983.53	11,945.12
SELPA One-Time Fee	599.21	1,797.63	7,190.46	7,190.46	-
SELPA Admin Fee	3,763.85	11,291.53	45,166.14	47,956.45	2,790.31
STRS Reporting	599.46	1,798.38	7,193.57	7,193.57	-
Total Authorizer Oversight	15,528.37	46,833.29	186,588.58	201,324.01	14,735.43
Employee Related					
Staff Recruiting/Background Checks	40.31	385.45	6,445.44	6,445.44	-
Staff Training/Prof. Dvlpmnt	94.11	594.58	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	-	-	19,162.65	19,162.65	-
Total Employee Related	134.42	980.03	77,014.86	77,014.86	-
Facilities					
Copiers/ Reproduction	105.65	403.06	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	256.44	769.32	9,019.08	9,019.08	-
Maintenance & Repairs	380.47	1,264.53	12,165.23	12,165.23	-
Office Postage	136.37	1,718.20	8,893.79	8,893.79	-
Office Rent	6,454.96	19,364.88	84,619.72	84,619.72	-
Office Supplies	67.36	363.02	10,136.08	10,136.08	-
Rent Operating Expense	713.14	2,107.63	9,717.59	9,717.59	-
Rent Storage Unit	-	1,365.03	4,000.00	4,000.00	-
Telephone	393.85	936.91	8,121.81	8,121.81	-
Utilities	443.26	669.21	10,104.21	10,104.21	-
Total Facilities	8,951.50	28,961.79	185,858.85	185,858.85	-
Governance					
Accreditation	-	1,070.00	1,070.00	1,000.00	(70.00)
Banking Fees	278.86	787.24	3,217.24	600.00	(2,617.24)
Board-Related Expenses	-	-	7,849.66	7,849.66	-
Dues - Staff	32.60	1,453.89	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	1,398.50	(555.99)
Total Governance	311.46	9,897.62	33,865.50	30,622.27	(3,243.23)
Internet Service Provider					
ISP Payment Reimbursement	-	-	72,464.45	72,464.45	-
Total Internet Service Provider	-	-	72,464.45	72,464.45	-
Instructional					
Other Curriculum	374.03	4,027.74	17,112.16	17,112.16	-
Summer School	2,915.00	2,915.00	2,915.00	10,220.51	7,305.51
Total Instructional	3,289.03	6,942.74	20,027.16	27,332.67	7,305.51
Professional Services					
Accounting Services/Audit	-	2,050.91	9,500.00	9,500.00	-
AERIES	-	10,107.95	10,107.95	10,700.00	592.05
Legal Services	-	663.89	17,374.87	17,374.87	-
Other School Contracted Services	18.77	347.75	10,220.72	10,220.72	-
Other School Expense	-	70.78	1,226.46	1,226.46	-
Total Professional Services	18.77	13,241.28	48,430.00	49,022.05	592.05
Student Related					
Graduation Expense	-	205.71	9,000.00	9,000.00	-
SPED Related Services	5,377.33	11,300.00	503,500.00	503,500.00	-
Student Activities	-	155.14	23,925.00	23,925.00	-
Total Student Related	5,377.33	11,660.85	536,425.00	536,425.00	-
Taxes					
Sales Tax And Use	8,996.96	26,990.88	93,651.32	94,035.28	383.96
Total Taxes	8,996.96	26,990.88	93,651.32	94,035.28	383.96
Pending Allocation					
Expenses Pending Allocation	-	-	-	-	-
Total Pending Allocation	-	-	-	-	-
Total Other Expenses	42,607.84	145,516.13	1,425,461.81	1,445,235.53	19,773.72

**California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended September 30, 2020**

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			4,171	4,903	(732)	-14.94%
Forecasted Total Enrollment			5,721	6,740	(1,019)	-15.12%
Forecasted Funded Enrollment			3,822	4,521	(698)	-15.45%
Revenue						
State Funding	1,870,476.15	1,870,476.15	14,302,525.35	14,845,549.39	(543,024.04)	-3.66%
Federal & Other Program Funding	257,809.00	378,261.00	1,970,681.25	1,740,536.00	230,145.25	13.22%
Local Aid	2,929,480.44	2,929,480.44	26,365,324.00	29,029,345.01	(2,664,021.01)	-9.18%
Other Funding Sources	1,023.50	3,460.71	24,015.00	24,000.00	15.00	0.06%
Total Revenue	5,058,789.09	5,181,678.30	42,662,545.60	45,639,430.40	(2,976,884.80)	-6.52%
Program Expenses						
Compensation Expense						
Administration Staff	249,334.67	726,338.46	2,981,534.98	3,374,634.26	393,099.28	11.65%
Instructional Staff	1,332,631.41	1,997,411.43	16,485,042.12	18,207,780.68	1,722,738.56	9.46%
Total Compensation Expense	1,581,966.08	2,723,749.88	19,466,577.10	21,582,414.94	2,115,837.84	10.87%
Fee Based Expenses						
Enrollment/Unit Based Fees	1,212,352.49	3,498,751.50	13,795,008.74	16,062,215.94	2,267,207.20	16.43%
Revenue Based Fees	279,582.08	838,746.24	3,380,592.64	3,624,042.43	243,449.79	7.20%
Total Fee Based Expenses	1,491,934.57	4,337,497.74	17,175,601.38	19,686,258.37	2,510,656.99	14.62%
Other School Expenses						
Assessment	-	8,861.46	458,537.60	458,537.60	-	0.00%
Authorizer Oversight	46,581.68	140,291.50	559,526.68	598,242.32	38,715.65	6.92%
Employee Related	394.85	2,878.85	250,294.21	250,294.21	-	0.00%
Facilities	26,295.06	85,075.28	561,396.56	561,396.56	-	0.00%
Governance	689.04	27,327.48	100,527.97	92,237.45	(8,290.52)	-8.25%
Internet Service Provider	-	-	221,162.95	221,162.95	-	0.00%
Instructional	17,543.70	28,276.48	69,343.76	84,493.40	15,149.64	21.85%
Professional Services	447.88	9,074.51	131,197.52	131,197.52	-	0.00%
Student Related	10,147.13	131,343.95	1,450,390.00	1,450,390.00	-	0.00%
Taxes	22,552.46	67,341.72	241,916.63	250,541.51	8,624.88	3.57%
Pending Allocation	(964.93)	-	-	-	-	0.00%
Total Other School Expenses	123,686.87	500,471.23	4,044,293.87	4,098,493.52	54,199.65	1.34%
Total Program Expenses	3,197,587.52	7,561,718.85	40,686,472.35	45,367,166.83	4,680,694.48	10.32%
Net Increase (Decrease)	1,861,201.57	(2,380,040.55)	1,976,073.24	272,263.56	1,703,809.68	
Beginning fund balance	(3,624,156.22)	617,085.90	617,085.90			
Ending fund balance	(1,762,954.65)	(1,762,954.65)	2,593,159.14			

California Connections Academy Southern California
Balance Sheet
September 30, 2020

ASSETS

Cash and Short Term Investments:	
Analysis Checking	\$ (22,969.70)
Payroll	529,942.38
Operating Account	1,516,344.40
Holding	2,469,952.16
OCDE Cash Account	1,834,986.99
Petty Cash	179.52

Total Cash and Short Term Investments	6,328,435.75

Other Current Assets:	
Pupil Funding	(3,021,566.66)
SPED Funding State	11,641.49
Other State Receivables	(9,938.67)
Federal Programs	5,153.00
Due from CalOPS Schools	19,306.36
Prepaid Expenses	96,744.15

Total Other Current Assets	(2,898,660.33)

Total Current Assets **3,429,775.42**

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

Net Fixed Assets	28,546.54

Other Assets:	
Rent Deposit InterPres Corporation	20,287.30

Total Other Assets	20,287.30

Total Assets **\$ 3,478,609.26**

LIABILITIES

Current Liabilities:	
Due to (from) Pearson Online and Blended Learning	\$ 7,507,554.59
CalOPS Payroll Liability	(2,924,502.49)
CalOPS Pass Through Expense Liability	(66,604.50)
Pension Payable	466,221.12
Accrued Expenses	5,111.45
Deferred Revenue	209,318.42
Accounts Payable	44,465.32

Total Current Liabilities	5,241,563.91

Total Liabilities **5,241,563.91**

FUND BALANCE

Beginning Fund Balance	617,085.90
Change in Fund Balance	(2,380,040.55)

Ending Fund Balance	(1,762,954.65)

Total Liabilities and Fund Balance **\$ 3,478,609.26**

California Connections Academy Southern California
Schedule of Revenue
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	1,111,596.89	1,111,596.89	10,004,372.00	10,508,410.43	(504,038.43)
LCFF / General Purpose Block Grant - State EPA	84,944.22	84,944.22	764,498.00	904,156.00	(139,658.00)
Learning Loss Mitigation (State)	316,470.00	316,470.00	316,470.00	-	316,470.00
Lottery	79,125.46	79,125.46	712,129.10	842,220.96	(130,091.86)
Special Education Pass through funds - State	265,450.69	265,450.69	2,389,056.25	2,474,762.00	(85,705.75)
Mandated Cost Reimbursement	12,888.89	12,888.89	116,000.00	116,000.00	-
Total State Funding	1,870,476.15	1,870,476.15	14,302,525.35	14,845,549.39	(543,024.04)
Federal & Other Programs Funding					
Title I	-	-	604,000.00	604,000.00	-
Title II	-	-	111,075.00	111,075.00	-
Title IV	-	-	29,778.00	29,778.00	-
IDEA	-	-	477,811.25	504,875.00	(27,063.8)
Learning Loss Mitigation (Federal)	257,809.00	257,809.00	257,809.00	-	257,809.0
E-Rate	-	-	8,400.00	9,000.00	(600.0)
CARES Funding	-	120,452.00	481,808.00	481,808.00	-
Total Federal & Other Programs Funding	257,809.00	378,261.00	1,970,681.25	1,740,536.00	230,145.25
Local Funding					
LCFF / General Purpose Block Grant - Local	2,929,480.44	2,929,480.44	26,365,324.00	29,029,345.01	(2,664,021.00)
Total Local Funding	2,929,480.44	2,929,480.44	26,365,324.00	29,029,345.01	(2,664,021.00)
Other Funding					
Interest	1,023.50	3,445.71	24,000.00	24,000.00	-
Miscellaneous	-	15.00	15.00	-	15.00
Total Other Funding	1,023.50	3,460.71	24,015.00	24,000.00	15.00
Total Revenue	5,058,789.09	5,181,678.30	42,662,545.60	45,639,430.40	(2,976,884.80)

California Connections Academy Southern California
Schedule of Fees
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	18,995.83	56,987.50	208,550.00	251,036.50	42,486.50
Community Outreach	45,833.33	137,500.00	550,000.00	550,000.00	-
Connexus Annual License (EMS)	227,950.00	683,850.00	2,502,600.00	3,012,438.00	509,838.00
Curriculum Postage	16,830.00	50,490.00	188,783.98	222,404.01	33,620.03
Direct Course Instruction Support	12,903.00	12,903.00	116,127.00	125,740.36	9,613.36
Educational Resource Center	47,869.50	143,608.50	525,546.00	632,611.98	107,065.98
Enrollment and Records Management	20,400.00	61,200.00	228,829.06	269,580.62	40,751.56
Facility Support Services	1,525.00	4,575.00	18,311.69	18,956.79	645.10
Hardware/Software - Employees	11,350.00	34,050.00	135,945.97	147,948.20	12,002.23
Human Resources Support	23,645.83	70,937.50	283,220.78	308,225.42	25,004.64
ISP Processing Fee	5,337.50	16,012.50	97,257.23	97,257.24	0.00
Special Populations Consultative Services	-	-	810,894.00	867,582.14	56,688.14
School Curriculum Supplies	8,333.33	25,000.00	99,554.55	108,515.42	8,960.88
Short-Term Sub Teaching Services	63,000.00	76,500.00	76,500.00	-	(76,500.00)
Student Technology Assistance- Laptops	122,762.50	368,287.50	1,352,905.69	1,622,057.93	269,152.24
Tangible/Intangible Instr. Materials	528,629.17	1,585,887.50	5,892,765.22	6,985,982.92	1,093,217.70
Technical Support and Repairs	56,987.50	170,962.50	625,650.00	753,109.50	127,459.50
Voice Over IP Services	-	-	81,567.58	88,768.92	7,201.34
Total Enrollment/Unit Based Fees	1,212,352.49	3,498,751.50	13,795,008.74	16,062,215.94	2,267,207.20
Revenue-Based Fees					
Marketing Services	32,892.01	98,676.03	397,716.78	426,357.93	28,641.14
School Administration	197,352.06	592,056.17	2,386,300.69	2,558,147.60	171,846.91
Treasury Services	49,338.01	148,014.04	596,575.17	639,536.90	42,961.72
Total Revenue Based Fees	279,582.08	838,746.24	3,380,592.64	3,624,042.43	243,449.79
Total Fee-Based Expenses	1,491,934.57	4,337,497.74	17,175,601.38	19,686,258.37	2,510,656.99
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	178,544.74	546,823.55	2,170,720.31	2,444,254.90	273,534.59
Benefits	43,743.46	133,971.78	531,826.53	598,842.45	67,015.92
Pension	20,260.47	25,751.98	179,828.76	196,895.82	17,067.06
Taxes	6,785.99	19,791.15	99,159.38	134,641.10	35,481.72
Total Administrative Compensation	249,334.67	726,338.46	2,981,534.98	3,374,634.26	393,099.28
Instructional Compensation					
Salaries	916,863.75	1,415,073.15	11,590,013.50	12,763,954.21	1,173,940.71
Benefits	224,631.62	346,692.93	2,839,553.30	3,127,168.78	287,615.48
Pension	174,995.19	219,371.43	1,835,702.60	2,061,378.60	225,676.00
Taxes	16,140.86	16,273.91	219,772.72	255,279.08	35,506.37
Total Instructional Compensation	1,332,631.41	1,997,411.43	16,485,042.12	18,207,780.68	1,722,738.56
Total Compensation	1,581,966.08	2,723,749.88	19,466,577.10	21,582,414.94	2,115,837.84

California Connections Academy Southern California
Schedule Other Expenses
For the Period Ended September 30, 2020

	September-20 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	8,839.00	246,000.00	246,000.00	-
Student Testing & Assessment Travel	-	22.46	207,537.60	207,537.60	-
Student Testing Technology	-	-	5,000.00	5,000.00	-
Total Assessment	-	8,861.46	458,537.60	458,537.60	-
Authorizer Oversight					
District Oversight	30,899.62	93,245.32	371,341.94	404,419.11	33,077.17
SELPA Admin Fee	11,945.28	35,835.84	143,343.38	148,981.85	5,638.48
SELPA One-Time Fee	1,883.66	5,650.98	22,603.89	22,603.89	-
STRS Reporting	1,853.12	5,559.36	22,237.47	22,237.47	-
Total Authorizer Oversight	46,581.68	140,291.50	559,526.68	598,242.32	38,715.65
Employee Related					
Staff Recruiting/Background Checks	118.42	1,132.28	19,924.78	19,924.78	-
Staff Training/Prof. Dvlpmt	276.43	1,746.57	111,075.00	111,075.00	-
Team Building	-	-	23,663.76	23,663.76	-
Travel and Conferences - Teachers	-	-	36,393.24	36,393.24	-
Travel and Conferences - Administration	-	-	59,237.43	59,237.43	-
Total Employee Related	394.85	2,878.85	250,294.21	250,294.21	-
Facilities					
Copiers/ Reproduction	310.35	1,183.98	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	753.30	2,259.90	27,880.64	27,880.64	-
Maintenance & Repairs	1,117.64	3,714.58	37,606.35	37,606.35	-
Office Postage	400.59	5,047.19	27,493.34	27,493.34	-
Office Rent	18,961.45	56,884.35	261,584.69	261,584.69	-
Office Supplies	197.86	1,066.36	31,333.64	31,333.64	-
Rent Operating Expense	2,094.86	6,191.19	30,039.97	30,039.97	-
Rent Storage Unit	-	4,009.77	7,700.00	7,700.00	-
Telephone	1,156.92	2,752.16	25,106.94	25,106.94	-
Utilities	1,302.09	1,965.80	31,235.12	31,235.12	-
Total Facilities	26,295.06	85,075.28	561,396.56	561,396.56	-
Governance					
Accreditation	-	1,070.00	1,070.00	1,000.00	(70.00)
Banking Fees	593.29	1,902.37	8,202.37	1,400.00	(6,802.37)
Board-Related Expenses	-	-	24,265.63	24,265.63	-
Dues - Staff	95.75	4,270.79	11,048.65	11,048.65	-
Dues - School	-	14,343.00	50,200.00	50,200.00	-
Insurance Expenses	-	5,741.32	5,741.32	4,323.17	(1,418.15)
Total Governance	689.04	27,327.48	100,527.97	92,237.45	(8,290.52)
Internet Service Provider					
ISP Payment Reimbursement	-	-	221,162.95	221,162.95	-
Total Internet Service Provider	-	-	221,162.95	221,162.95	-
Instructional					
Other Curriculum	1,098.70	11,831.48	52,898.76	52,898.76	-
Summer School	16,445.00	16,445.00	16,445.00	31,594.64	15,149.64
Total Instructional	17,543.70	28,276.48	69,343.76	84,493.40	15,149.64
Professional Services					
Accounting Services/Audit	-	6,024.54	9,500.00	9,500.00	-
AERIES	-	-	32,600.00	32,600.00	-
Legal Services	-	1,950.20	53,710.89	53,710.89	-
Other School Contracted Services	395.75	839.73	31,595.27	31,595.27	-
Other School Expense	52.13	260.04	3,791.36	3,791.36	-
Total Professional Services	447.88	9,074.51	131,197.52	131,197.52	-
Student Related					
Graduation Expense	566.25	1,170.54	42,700.00	42,700.00	-
SPED Related Services	9,580.88	134,278.21	1,344,000.00	1,344,000.00	-
Student Activities	-	(4,104.80)	63,690.00	63,690.00	-
Total Student Related	10,147.13	131,343.95	1,450,390.00	1,450,390.00	-
Taxes					
Sales Tax And Use	22,552.46	67,341.72	241,916.63	250,541.51	8,624.88
Total Taxes	22,552.46	67,341.72	241,916.63	250,541.51	8,624.88
Pending Allocation					
Expenses Pending Allocation	(964.93)	-	-	-	-
Total Pending Allocation	(964.93)	-	-	-	-
Total Other Expenses	123,686.87	500,471.23	4,044,293.87	4,098,493.52	54,199.65



**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, September 22, 2020 at 3:30 p.m. PT

Telephone Conference Call Location:

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

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

I. Call to Order

Ms. Pavlich called the meeting to order at 3:33 p.m. when all participants were present and able to hear each other. The meeting was open to the public and held via teleconference due to state precautions regarding public health and safety during the COVID-19 pandemic.

II. Roll Call

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

Board Members Joined During Meeting: Dave Souza (via phone);

Board Members Absent: Mike Henjum;

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

III. Public Comment

There were no public comments at this time.

[Mr. Souza and Ms. Mannix joined the meeting at 3:34 p.m.]

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting and posted by September 18, 2020 in compliance with the Brown Act requirements. She asked a clarifying question about the electronic payment system agenda item. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the September 22, 2020 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

a. Executive Director's Report

i. Back to School Activities Update

Dr. Savage updated the Board on recent back to school activities, including successful orientations with students, families and teachers. He further provided the Board with an update virtual field trips.

ii. Enrollment and Staffing Update

Dr. Savage provided the Board with the most up-to-date enrollment numbers, and staff composition for the school year based on enrollment.

iii. V2 Pivot Update

Dr. Savage provided the Board with an update on OBL's decision to start the school year with the Connexus V2 learning management platform instead of PCx. He advised the Board of the challenges with PCx, as well as the quick transition necessary to revert to the previous learning management platform just before school opened. Dr. Savage acknowledged the CalCA and OBL staffs' dedication and flexibility in order to make the transition happen quickly and relatively smoothly.

[Ms. Tamayo joined the meeting at 3:39 p.m.]

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

In Ms. Carter's absence, Dr. Sassin reviewed the financial report and items with the Board.

i. Special Education Service Contracts Update

Dr. Sassin provided the Board with an update on contracts to meet the needs of the special education student population, including utilizing nonpublic agency (NPA) approved vendors by the California Department of Education (CDE) whenever possible.

ii. Consolidated Financial Report

Dr. Sassin provided the Board with an update on all the CalCA Schools' financials, as included in the Board materials. She further advised the Board of the forthcoming budget revisions for the Board's consideration at a future meeting. Ms. Pavlich asked the Board whether they had any questions or comments on the consolidated financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

iii. CalCA North Bay Financial Report

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

iv. CalCA Central Financial Report

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

v. CalCA Central Coast Financial Report

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

vi. CalCA Monterey Bay Financial Report

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

vii. CalCA Ripon Financial Report

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

viii. CalCA Southern California Financial Report

Ms. Palvich 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.

ix. Learning Loss Mitigation Funds Update

Dr. Sassin provided the Board with an update on the submitted Learning Loss Mitigation Funds Report outlining funds allocated through the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

d. Policy and Compliance Report

i. Audit Timeline Update

Dr. Sassin provided the Board with an update on the 2019-2020 Annual Audit process and her continued efforts to receive approval from all six authorizers for an extension.

ii. Budget Trailer Bill Update

Dr. Sassin advised the Board that the final budget trailer bill passed by the legislature did not include any additional growth funding for non-classroom based charter schools. She reviewed the budgetary impact in detail with the Board.

VI. **Consent Agenda**

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. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the August 25, 2020 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Online & Blended Learning (OBL) Invoice(s) (#91000005967, 91000006078, 91000005929, 91000006076, 91000005930, 91000006079, 91000005931, 91000006080, 91000005968, 91000006077, 91000005970, & 91000006075);
- d. Ratification of Unaudited Actuals for Fiscal Year Ending June 30, 2020;
- e. Approval of Federal Title Funding Plans for the 2020-2021 School Year: Parent and Family Engagement Policy;
- f. Approval of Revision(s) to 2020-2021 School Year State Specific Handbook: Title IX Updates;
- g. Approval of 2020-2021 Base Salaries and Career Ladder Positions; and
- h. Approval of Closing Enrollment for the 2020-2021 School Year on February 26, 2021; are hereby approved.

The motion passed unanimously.

VII. **Action Items**

- a. Approval of Learning Continuity and Attendance Plan (LCP)

Dr. Romero reviewed the Learning Continuity and Attendance Plan (LCP), as included in the Board meeting materials. He reminded the Board of the Public Hearing held on the LCP at the last meeting and necessity of the plan per Senate Bill 98. Dr. Sassin reviewed the financial implications with the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Learning Continuity and Attendance Plan (LCP), as presented, are hereby approved.

The motion passed unanimously.

b. Approval of University of LaVerne Agreements and Executive Director as Board Designee to Negotiate, Finalize and Submit the Agreement on Behalf of the Board

Dr. Romero reviewed with the Board the proposed University of LaVerne Agreement to allow for their teacher credential candidates to serve as student teachers at CalCA. He provided an overview on the agreed upon terms and advised that the Executive Director no longer needed to be appointed as Board Designee. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the University of LaVerne Agreements, as presented, are hereby approved.

The motion passed unanimously.

c. Approval of Board Training and Conference Attendance for the 2020-2021 School Year

Ms. Coleman reviewed the upcoming conferences that have been identified that may interest members of the Board. The Board discussed the conferences and supported Board member attendance at the California Charter Schools Conference, other in-state and national conferences and training opportunities. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Board members to attend 2020-2021 Board trainings and conferences recommended including, California Charter Schools Conference, other in-state and national conferences and training opportunities, and reimbursing reasonable expenses for the Board members incurred in attending each opportunity, as discussed, is hereby approved.

The motion passed unanimously.

VIII. Information Items

a. State Accountability Update

Dr. Romero and Dr. Sassin provided the Board with an update on various state and federal accountability measures.

b. State Account Relations (STAR) Update.

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

i. Back to School Update

Ms. Sigmund acknowledged and apologized for the unanticipated challenges at the start of the new School Year and advised that OBL is working with CalCA and other partnering schools to address their needs and make continued improvements.

c. Partner School Leadership Team (PSLT) Update

Ms. Brown presented to the Board on behalf of Online & Blended Learning's (OBL) Partner School Leadership Team.

i. Teacher Professional Development Products and Services for the 2020-2021 School Year

Ms. Brown noted the professional development products and services for school staff, as offered by OBL for the 2020-2021 school year, as included in the Board meeting materials.

d. Board Experience Survey Results

Ms. Coleman and Ms. Sigmund reviewed the results of the survey, and thanked Board members for their participation and partnership in the educational process.

e. Sponsoring District(s) Update

Dr. Sassin provided the Board with an update on a recent informational session held by the Cuyama Unified School District (CUSD), as well as the enrollment process agreements reached with various districts.

IX. Adjournment and Confirmation of the Next Meeting on Tuesday, October 27, 2020 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:26 p.m. The next meeting is scheduled for Tuesday, October 27, 2020 at 3:30 p.m. PT.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Dear, Rebecca	School Admin Asst I	\$16.75	0	09/18/2020
Edmisten, Alicia	Teacher - Special Ed	\$52,740.00	0	09/16/2020
Holbrook, Megan E.	Teacher - Secondary	\$53,740.00	0	09/14/2020

Departing Employees

Name	Area	Last Day Worked	Reason
Neal, Nancy M.	Family Relationship Coord	10/02/2020	Career Change
Steenstra, Stephanie L.	Teacher - Secondary	09/18/2020	Violated Company Policy

Promotions/Transfers

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

Rebecca Dear

Experience

1:1 INSTRUCTIONAL AID | IRVINE HIGH SCHOOL | OCTOBER 2019 – PRESENT

One on one instructional aid for a moderate to severe special education class at Irvine High School. Responsible for teaching the assigned student new skills that follow the goals set forth in the Individual Education Plan (IEP). Creating new learning materials to assist in the teaching process, organize pre-existing material, and keep track of goal completion and progress through data collection and weekly reports.

EPILEPSY MONITORING TECHNICIAN, HOAG MEMORIAL HOSPITAL PRESBYTERIAN | DECEMBER 2017- OCTOBER 2019

First responder in the Epilepsy Center at Hoag Hospital. Responsible for monitoring all patients' brain waves and video monitor then responding during a seizure. Concurrently assist technicians with EEG studies, order supplies, coordinate project development, maintain department organization, and complete other various administrative tasks.

SEASONAL RECREATION SPECIALIST, CITY OF LAKE FOREST | JUNE 2017 – NOVEMBER 2017

Recreation leader for youth camps and responsible for handling various administrative duties including greeting guests, answering phones, handling company inquiries, and sorting and distributing mail.

STUDENT ASSISTANT | CALIFORNIA STATE UNIVERSITY: FULLERTON | JANUARY 2017 – MAY 2017

Co-President for the Fresh Air Advocates organization through the Environmental Health and Safety Department. Develop and coordinate community service events and outreach projects which served to educate both students and faculty on the no smoking policy at Cal State Fullerton.

EMT-B | CARE AMBULANCE SERVICE | APRIL 2016 – NOVEMBER 2016

First responder to 911 emergency medical calls in the cities of Garden Grove and Westminster. Accompany Firefighters to emergency calls and work with the Paramedics to treat and transport a variety of patients.

Education

ASSOCIATES OF ARTS | SADDLEBACK COMMUNITY COLLEGE

· Major:HealthScience

Skills & Abilities

- CPR/FirstAid/Basic Life Support certifications
- Proficient in Microsoft Office including Excel, PowerPoint, and Outlook
- Excellent written and verbal communication skills
- Ability to balance work loads efficiently. Analytical, adaptable, and able to learn programs and processes quickly.
- Flexible, willing to take on more responsibilities as needed, and devote time necessary to complete deadlines.
- Solid organizational skills with the ability to multi-task, work well under pressure. Efficient and attentive to detail.

Alicia Edmisten

Special Education Mild/Moderate Teacher

Contact Information:



Technology Skills:

- SEIS
- Lexia Core5
- Reflex Math
- Reading Plus
- Schoology
- Boardmaker
- Go Talk Communicator
- Google Docs
- Microsoft Office Suite: Word, PowerPoint, Excel

Assessments:

- Woodcock -Johnson
- Towl-4
- NWEA MAP Assessments
- San Diego Quick Assessment of Reading Ability
- EXCEL Math placement tests

Education/Certification:

Grand Canyon University | 2019
Master of Education in Special Education
4.0 G.P.A.

State of Arizona | Teaching License- Pending | Special Education
Mild/Moderate

California State University- Fullerton | 2009

Bachelors of Arts in Business Administration- Accounting

Professional Experience:

Student Teaching | Coastal Academy | 2019

- My student teaching has been in a resource classroom. The class is made up of students from 4th grade to 6th grade.
- Given and interpreted formal and informal assessments including the Woodcock-Johnson, TOWL- 4, San Diego Quick, EXCEL Math and the Jennings informal reading assessment.
- I have written IEP goals and attended IEP meetings.
- In the classroom I have worked with students on their IEP goals.
- Created Data sheets for instructional assistants to track student data

Special Education Independence Facilitator (ABA) | Newport Mesa Unified School District | 2004-2009

- Trained and Certified in ABA by Autism Partnership
- Working One-to-One in classroom with Autistic students
- Observe, control and record student behavior and academic progress

Adult Transition Facilitator | Irvine Unified School District | 2003-2004

- Work with students to increase their independence in education, employment and independent living skills.
- I was responsible for presenting clear learning outcomes and measuring student success.
- Recorded data to ensure students were meeting their goals.

▶ Megan E. Holbrook

PROFESSIONAL EXPERIENCE

Science Teacher (GeoPhysical Science) (2019-2020 School Year)

Beaumont Senior High School- Beaumont Unified School District- Beaumont, CA

- Develop & execute lesson plans based on NGSS Earth & Space Science standards.
- Building Assets & Reducing Risk (BARR) Team Teacher.
- Work collaboratively with other teachers to monitor and guide students toward success.
- Freshman Class Advisor

Buyer/Expediter/Office Administrator (July 2014 – October 2017)

Executive Assistant (January 2010 – July 2014)

Systems Integrated- San Diego, CA

- Purchased electronic equipment including computers, software and electronic parts for developer of integrated control systems.
- Maintained clear & detailed records of company purchasing, shipping, & receiving. Produced reports for managers and engineering staff.
- Worked closely with engineering & manufacturing teams to develop timelines and materials scheduling.

Substitute Teacher (January 2015- July 2017)

San Diego Unified School District- San Diego, CA

- Execute teacher directed lesson plans for short-term teaching assignments.

EDUCATION

Master of Arts in Education: Educational Leadership (Graduating: December 2020)

Brandman University

Single Subject Teaching Credential: Science (Graduated: December 2018)

Brandman University

Bachelor of Science: Environmental Science and Policy (December 2007)

California State University Monterey Bay

- Concentrations: Marine Ecology and Social Justice.

ADDITIONAL SKILLS

- EMT- National Registered Emergency Medical Technician (Status- Current).
- CPR, First Aid, & Oxygen Provider Instructor: Emergency First Response Program®



Pearson

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 : 91000006298
Date : 15-OCT-2020
Due Date :
Payment Terms :
Customer Account : 3903212
Project Number : 82043201
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAN
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION	
Net Amount : USD \$71,219.37	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$1,269.26	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$72,488.63	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$72,488.63	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006298							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043201	CALCAN	Direct Charges	23		71,219.37	1,269.26	72,488.63

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$71,219.37	\$1,269.26	\$72,488.63



Pearson

Charges for the Following Period:

September 2020

Compensation Expenses

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	929.17
Connexus™ Annual License (EMS)	11,150.00
Curriculum Postage	860.75
Direct Course Instruction Support	888.25
Educational Resource Center	2,341.50
Enrollment and Records Management	1,043.33
Facility Support Services	75.00
Hardware/Software - Employees	535.00
Human Resources Support	1,114.58
Internet Subsidy Payment Processing	327.08
School Curriculum Supplies	416.67
Student Technology Assistance	7,522.92
Tangible and Intangible Instructional Materials	27,061.67
Technical Support and Repairs	2,787.50
	<hr/>
	57,053.42

Revenue Based Charges

Marketing Services	1,556.58
School Administration	9,339.50
Treasury Services	2,334.87
	<hr/>
	13,230.95

Summer School 2020	935.00
	<hr/>
	935.00

Total Amount Due

71,219.37



Pearson

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 : 91000006296
Date : 15-OCT-2020
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82043199
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION	
Net Amount : USD \$213,981.65	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$3,987.40	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$217,969.05	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$217,969.05	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006296							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043199	CENCA	Direct Charges	24		213,981.65	3,987.40	217,969.05

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$213,981.65	\$3,987.40	\$217,969.05



Pearson

Charges for the Following Period:

September 2020

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	2,629.17
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	31,550.00
Curriculum Postage	2,513.50
Direct Course Instruction Support	1,075.25
Educational Resource Center	6,625.50
Enrollment and Records Management	3,046.67
Facility Support Services	200.00
Hardware/Software - Employees	1,550.00
Human Resources Support	3,229.17
Internet Subsidy Payment Processing	1,127.08
School Curriculum Supplies	1,166.67
Student Technology Assistance	25,922.92
Tangible and Intangible Instructional Materials	78,016.67
Technical Support and Repairs	7,887.50

168,623.43

Revenue Based Charges

Marketing Services	4,527.44
School Administration	27,164.62
Treasury Services	6,791.16

38,483.22

Additional Services

Summer School 2020	6,875.00
--------------------	----------

6,875.00

Total Amount Due

213,981.65



Pearson

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CALIFORNIA CONNECTIONS ACADEMY
@ CENTRAL COAST
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

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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 : 91000006299
Date : 15-OCT-2020
Due Date :
Payment Terms :
Customer Account : 4235156
Project Number : 82043240
Currency : USD
Shipment Terms :
Purchase Order Number : CalCACC
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION	
Net Amount : USD \$25,419.72	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$537.97	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$25,957.69	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$25,957.69	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006299							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043240	CalCACC	Direct Charges	22		25,419.72	537.97	25,957.69

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$25,419.72	\$537.97	\$25,957.69



Pearson

Charges for the Following Period:

September 2020

Compensation Expenses

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	362.50
Connexus™ Annual License (EMS)	4,350.00
Curriculum Postage	352.00
Direct Course Instruction Support	46.75
Educational Resource Center	913.50
Enrollment and Records Management	426.67
Facility Support Services	25.00
Hardware/Software - Employees	200.00
Human Resources Support	416.67
Internet Subsidy Payment Processing	147.92
School Curriculum Supplies	166.67
Student Technology Assistance	3,402.08
Tangible and Intangible Instructional Materials	10,839.58
Technical Support and Repairs	1,087.50
	<hr/>
	22,736.84

Revenue Based Charges

Marketing Services	315.63
School Administration	1,893.80
Treasury Services	473.45
	<hr/>
	2,682.88

Total Amount Due

25,419.72



Pearson

INVOICE

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

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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 : 91000006300
Date : 15-OCT-2020
Due Date :
Payment Terms :
Customer Account : 3973052
Project Number : 82043234
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAMB
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION	
Net Amount : USD \$124,858.77	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$2,310.70	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$127,169.47	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$127,169.47	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006300							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043234	CALCAMB	Direct Charges	23		124,858.77	2,310.70	127,169.47

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$124,858.77	\$2,310.70	\$127,169.47



Pearson

Charges for the Following Period:

September 2020

Compensation Expenses

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	1,737.50
Connexus™ Annual License (EMS)	20,850.00
Curriculum Postage	1,606.00
Direct Course Instruction Support	1,168.75
Educational Resource Center	4,378.50
Enrollment and Records Management	1,946.67
Facility Support Services	150.00
Hardware/Software - Employees	1,050.00
Human Resources Support	2,187.50
Internet Subsidy Payment Processing	577.08
School Curriculum Supplies	750.00
Student Technology Assistance	13,272.92
Tangible and Intangible Instructional Materials	50,475.00
Technical Support and Repairs	5,212.50

105,362.42

Revenue Based Charges

Marketing Services	2,144.86
School Administration	12,869.19
Treasury Services	3,217.30

18,231.35

Summer School 2020	1,265.00
--------------------	----------

1,265.00

Total Amount Due

124,858.77



Pearson

INVOICE

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

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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 : 91000006297
Date : 15-OCT-2020
Due Date :
Payment Terms :
Customer Account : 3922560
Project Number : 82043200
Currency : USD
Shipment Terms :
Purchase Order Number : CALCAR
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$490,788.19	Make Checks Payable to: Pearson Online & Blended Learning 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$8,996.96	Bank Wire to: Bank Name : Bank of America N A
Invoice Total : USD \$499,785.15	Bank Address :
Amount Due : USD \$499,785.15	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000006297							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043200	CALCAR	Direct Charges	24		490,788.19	8,996.96	499,785.15

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$490,788.19	\$8,996.96	\$499,785.15



Pearson

Charges for the Following Period:

September 2020

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	6,466.67
Community Outreach	4,166.67
Connexus™ Annual License (EMS)	77,600.00
Curriculum Postage	5,923.50
Direct Course Instruction Support	4,160.75
Educational Resource Center	16,296.00
Enrollment and Records Management	7,180.00
Facility Support Services	525.00
Hardware/Software - Employees	3,850.00
Human Resources Support	8,020.83
Internet Subsidy Payment Processing	2,400.00
School Curriculum Supplies	2,833.33
Student Technology Assistance	55,200.00
Tangible and Intangible Instructional Materials	185,543.75
	<hr/>
	399,566.50

Revenue Based Charges

Marketing Services	10,389.03
School Administration	62,334.13
Treasury Services	15,583.53
	<hr/>
	88,306.69

Additional Services

Summer School 2020	2,915.00
	<hr/>
	2,915.00

Total Amount Due

490,788.19



Pearson

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 : 91000006295
Date : 15-OCT-2020
Due Date :
Payment Terms :
Customer Account : 3921999
Project Number : 82043198
Currency : USD
Shipment Terms :
Purchase Order Number : CAPOCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION
Net Amount : USD \$2,083,770.43	Make Checks Payable to:
Tax Total : USD \$22,552.46	Pearson Online & Blended Learning
Invoice Total : USD \$2,106,322.89	32369 Collection Center Drive
Amount Due : USD \$2,106,322.89	Chicago, IL 60693-0323
	Bank Wire to:
	Bank Name : Bank of America N A
	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000006295							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043198	CAPOCA	Direct Charges	26		1,947,209.75	22,552.46	1,969,762.21
82043198	CAPOCA	Pass Through	15		136,560.68	0.00	136,560.68

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$2,083,770.43	\$22,552.46	\$2,106,322.89



Pearson

Charges for the Following Period:

September 2020

Compensation Expenses

Benefits - Administration	70,816.68
Benefits - Instructional	368,013.50
Credit for Nonbillable Earnings Paid by the School	(84,678.00)
Withholdings	179,944.28
	<hr/>
	534,096.46

Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	18,995.83
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	227,950.00
Curriculum Postage	16,830.00
Direct Course Instruction Support	12,903.00
Educational Resource Center	47,869.50
Enrollment and Records Management	20,400.00
Facility Support Services	1,525.00
Hardware/Software - Employees	11,350.00
Human Resources Support	23,645.83
Internet Subsidy Payment Processing	5,337.50
School Curriculum Supplies	8,333.33
Short Term Substitute Teaching Services	63,000.00
Student Technology Assistance	122,762.50
Tangible and Intangible Instructional Materials	528,629.17
Technical Support and Repairs	56,987.50
	<hr/>
	1,212,352.49

Revenue Based Charges

Marketing Services	32,892.01
School Administration	197,352.06
Treasury Services	49,338.01
	<hr/>
	279,582.08

Additional Services

Summer School 2020	16,445.00
	<hr/>
	16,445.00

Pass Through Expenses

Miscellaneous	41,294.40
	<hr/>
	41,294.40

Total Amount Due

2,083,770.43

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, “teleconference” means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.

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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

- c. The operation of special education programs: education programs:

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
4. A representative of the Charter LEA who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
 - b. Knowledgeable about the general education curriculum.
 - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
 - d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.
Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.
6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
7. Whenever appropriate, the student with a disability
8. For transition service participants:
 - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
10. For students who have been placed in a group home by the juvenile court, a representative of the group home
11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341)

Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
 - b. Indicate that the Charter LEA will invite the student to the IEP team meeting
 - c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

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- 2. Copies of correspondence sent to the parent/guardian and any responses received
- 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

- 1. Inspect and review the audiotapes
- 2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
- 3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights (Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:
Document Title:
Document Location:

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"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.
The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

The specifics of the IEP process are set out in CEO Administrative Regulation 3

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.
Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter CEO or designee shall ensure that the IEP team:
1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

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2. Revises the IEP, as appropriate, to address:
- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
 - d. The student's anticipated needs
 - e. Any other relevant matters

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law. The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family. The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as

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stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to

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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

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Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

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SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

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Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

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understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not be considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

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1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its

assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

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3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.)

Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a

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proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

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the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

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other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

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the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. state-adopted student content standards and frameworks; and c. research-based instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

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6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues

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or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

SELPA REVIEW PROCESS

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA's governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

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expenditure reporting prior to cash distribution;
• Require an LEA to submit proof of actual expenditures; and/or
• Initiate termination of membership pursuant to CEO Policy 26.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional

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Description:

Centers and LEAs at all times during the year;
8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;
9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;
10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations;
11. Procedures for resolving disputes between regional centers and LEAs;
12. Procedures for the training and assignment of surrogate parents; and
13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.
Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

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Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

Legal Requirements Regarding Special Education Transportation
Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students' individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., 108 LRP 41626 (OCR 2007)].
For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

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Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

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Description:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

Description:

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

(b) A program specialist may do all the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school's staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be

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Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:	<input type="text" value="CEO Policy 6"/>
Document Title:	<input type="text" value="Part C-Transition"/>
Document Location:	<input type="text" value="https://charterselpa.org/governance/"/>
Description:	<input type="text" value="Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs."/>

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:	<input type="text" value="CEO Policy 15"/>
Document Title:	<input type="text" value="Public Participation"/>
Document Location:	<input type="text" value="https://charterselpa.org/governance/"/>
Description:	<input type="text" value="It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA. Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, “teleconference” means a meeting where the members are in different"/>

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3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

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Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

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master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

Description:

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are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

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Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

SELPA

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Certification 5: Participating Local Educational Agency

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LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

AGREEMENT FOR PARTICIPATION
EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and _____ ("LEA"), a California public charter school, collectively referred to as the "Parties."

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA's shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request and upon parental consent.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES

- 2.1 Programs and Services. The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education

programs and services for students enrolled in the LEA. As such, the LEA shall:

- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, All funding provided through the Charter SELPA shall be treated as a restricted funding

source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations

except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state ~~Quality Assurance Process~~Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;
 3. Individual cases;
 4. State complaints;
 5. Requests for due process mediation and hearing; and
 6. Appropriate programs and services for specific pupils.
- 3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

3.2. Governance. Organize and maintain the governance structure of the Local

Plan including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.

- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:
 - 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:

- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
- 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ___ day of _____, 20_____.

In accordance with SELPA policy, _____

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education

2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

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

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

N/A

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

Needs Assessment:

Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2018, the all students graduation rate is 47.4%, with the socioeconomically disadvantaged group at the lowest rate (47.1%). In 2019 the all students graduation rate raised to 58.1%, which is encouraging but still not at the 68% threshold. The only group is the socioeconomically disadvantaged student group at 54.8%. This increase in graduation rate is encouraging but the school is still below 68%.

Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped to 74.5% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed.

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

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

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

Root Cause Analysis:

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

Evidence-Based Interventions:

In order to make the best plan to meet our students' diverse needs, we utilized an evidenced based decision making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidenced based interventions, we required the solution criteria be a strategy that can contribute to achieving a 68% graduation rate or higher. The possible solutions, i.e. the possible evidence based interventions were all the interventions listed below. As we identified our solution choices we decided to use all interventions considered being that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision making process, the following evidence based interventions will be implemented and/or continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:

1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;

2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

-Homeroom Model: Based on the encouraging initial results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar in a traditional brick and mortar setting. Students are assigned in small groups to specific teachers, these teachers may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model, is the high school credit recovery program known as Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

-College and Career Access Pathway (CCAP): With the recent expansion of CCAPs to charter schools, the school will begin the process of creating such an agreement with a community college partner. According to <http://cacareerpathways.clasp.org>, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness."

-In House Summer School: Building off the success of the 2020 program, we will continue to refine our summer school program. We will work to better identify the students in need of summer school. We will also work to refine course offerings. In addition, planning has begun to develop a study skills class for at risk 9th graders to help them better access our unique online program. Summer school will focus on both higher grade students needing credits and lower grade students needing foundational skills.

Identification of Resource Inequities:

The mission of California Connections Academy seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities are therefore another contributor to this reality. As a result, we will work to bridge these inequities by lowering student to teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the implementation of the college and career access pathway, the early warning and response system, and in house summer school.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4 year cohort to be above 68%.
- The percentage of underclassman remaining on cohort to increase, i.e. more than 74.5% of 9th grade students to remain on track after the first semester of the 2020-2021 school year.
- The CCAP will be fully planned and ready for full implementation for the fall of the 2021-2022 school year.
- In house summer school program refinement.

We will progress monitor these data points, at a minimum quarterly. School leadership, staff, and community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. All of these efforts will help the school determine the effectiveness of the selected evidence based interventions and this feedback and data will be utilized in future evidenced based decision making.

2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

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

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

N/A

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Please describe how the LEA has or will support its eligible schools in developing CSI plans.

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As reported by the California Dashboard, in 2018, the all students graduation rate is 49.7%, with the socioeconomically disadvantaged group at the lowest rate (42.9%) and White students at the highest rate (54.1%). In 2019 the all students graduation rate raised to 59.9%, which is encouraging but still not at the 68% threshold. The lowest group is the Hispanic student group at 48.4% and the highest is the White group at 69.7%. This increase in graduation rate is encouraging but the school is still below 68%.

Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped to 74.5% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed.

In addition to low graduation rates, the school's mobility remains high. Our intent to return declarations of yes, have decreased from 53.56% in 2016 to 26.05% in 2017 to 6.01% in 2018. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school, increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

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

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1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;

2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

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-In House Summer School: Building off the success of the 2020 program, we will continue to refine our summer school program. We will work to better identify the students in need of summer school. We will also work to refine course offerings. In addition, planning has begun to develop a study skills class for at risk 9th graders to help them better access our unique online program. Summer school will focus on both higher grade students needing credits and lower grade students needing foundational skills.

Identification of Resource Inequities:

The mission of California Connections Academy @ Ripon seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities may therefore be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, no student group is exceeding the 67% graduation rate threshold. We did identify that some student groups are closer to the target than others, but in all cases improvement is needed. There is an unfortunate consistency in this data. Students of all groups are missing the target for graduation, which is why improvement in this area is so important, but this fact also implies that there is fairness in the implementation of our program, so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program, but to also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit

recovery program and the early warning and response system monitoring and support. The only metric used for identification for eligibility into these support programs will be the level of credit deficiency. We do believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives in order to “catch up” to their ‘on track’ peers, and we will allocate additional resources. As a result, we plan to lower student to teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the implementation of the college and career access pathway, the early warning and response system, and in house summer school.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4 year cohort to be above 68%.
- The percentage of underclassman remaining on cohort to increase, i.e. more than 74.5% of 9th grade students to remain on track after the first semester of the 2020-2021 school year.
- The CCAP will be fully planned and ready for full implementation for the fall of the 2021-2022 school year.
- In house summer school program refinement.

We will progress monitor these data points, at a minimum quarterly. School leadership, staff, and community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. All of these efforts will help the school determine the effectiveness of the selected evidence based interventions and this feedback and data will be utilized in future evidenced based decision making.

2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

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

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

N/A

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

Needs Assessment:

Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2018, the all students graduation rate is 57.2%, with the Students with Disabilities group at the lowest rate (44.6%) and White students at the highest rate (64.1%). In 2019 the all students graduation rate raised to 67.3%, which is encouraging but still not at the 68% threshold. The lowest group is the African American student group at 53.9% and the highest is the Hispanic group at 67.5%. This increase in graduation rate is encouraging but the school is still below 68%.

Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped to 74.5% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed.

In addition to low graduation rates, the school's mobility remains high. Our intent to return declarations of yes, have decreased from 55.20% in 2016 to 28.83% in 2017 to 2.79% in 2018. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school, increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

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

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

Root Cause Analysis:

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

Evidence-Based Interventions:

In order to make the best plan to meet our students' diverse needs, we utilized an evidenced based decision making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidenced based interventions, we required the solution criteria be a strategy that can contribute to achieving a 68% graduation rate or higher. The possible solutions, i.e. the possible evidence based interventions were all the interventions listed below. As we identified our solution choices we decided to use all interventions considered being that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision making process, the following evidence based interventions will be implemented and/or continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:

1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;

2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

-Homeroom Model: Based on the encouraging initial results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar in a traditional brick and mortar setting. Students are assigned in small groups to specific teachers, these teachers may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model, is the high school credit recovery program known as Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

-College and Career Access Pathway (CCAP): With the recent expansion of CCAPs to charter schools, the school will begin the process of creating such an agreement with a community college partner. According to <http://cacareerpathways.clasp.org>, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness."

-In House Summer School: Building off the success of the 2020 program, we will continue to refine our summer school program. We will work to better identify the students in need of summer school. We will also work to refine course offerings. In addition, planning has begun to develop a study skills class for at risk 9th graders to help them better access our unique online program. Summer school will focus on both higher grade students needing credits and lower grade students needing foundational skills.

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REPORT TO THE BOARD OF DIRECTORS
CALIFORNIA CONNECTIONS ACADEMY SCHOOLS
CalCA 9th Grade Math Placements for 2019-2020

Overview

This report is being provided as required by the Math Placement Policy adopted by the boards in 2016.

Data includes 614 students who enrolled in 9th grade prior to October 1, 2019. 99% of 9th grade students were enrolled in Algebra 1, Geometry, or Algebra 2, honors and non-honors versions of these courses were combined for the sake of streamlining data reporting. The few students enrolled in Precalculus and Honors Precalculus are included in the report where applicable. Data has been rounded to whole numbers for the ease of interpretation.

Table 1: Overall Math Placement Comparison 2018 vs 2019

Statewide, CalCA 9th grade students were distributed across math placements in the following percentages. This table includes both 2018 and 2019 math placements as of October 1 of each year. Highlighted areas indicate the following information:

Green	When the school's representation in Algebra 1 has decreased in 2019 OR when the school's representation in Geometry/Algebra 2 has increased in 2019.
Red	When the school's representation in Algebra 1 has increased in 2019 OR when the school's representation in Geometry/Algebra 2 has decreased in 2019.

Course	2018	2019	Change
Algebra 1	68%	74%	+6%
Geometry	26%	22%	-4%
Algebra 2	5%	3%	-2%

As a school, we are showing an increase in Algebra 1 placements, and a decrease in Geometry and Algebra 2 placements. The magnitude of change with comparing the increase in Algebra 1 is 6%, which mirrors the combined decrease in Geometry and Algebra 2. The difficulty with this type of comparison, is that there is no way to control for the math placement and performance in 8th grade of 9th graders new to CalCA.

Placement Overall

If 8th graders take Algebra 1 and pass in 8th grade, then an on-track, college-bound student should take Geometry as a 9th grader. A student who takes Algebra 1 as a 9th grader would follow a traditional progression of Algebra 1, Geometry, Algebra 2, Pre-Calculus, and would still be on track for collage acceptance. Students who start at Geometry in 9th grade would be able to qualify for an AP level course following a typical 4 year progression.

Table 2: Math Placements 2019 Student Group Distribution

Looking only at course level placements (combining honors and non-honors) gives a snapshot of where students are placed broken down by student group. The following table compares 2019 math placements only; representing the placement of students groups in the levels of math as compared to 2019 school-wide totals. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 is lower than the CalCA distribution OR when a student groups' representation in Geometry/Algebra 2 is higher than the CalCA distribution.
Yellow	When a student groups' representation in any math level is equal to the CalCA distribution.
Red	When a student groups' representation in Algebra 1 is higher than the CalCA distribution OR when a student groups' representation in Geometry/Algebra 2 is lower than the CalCA distribution.

All CalCA (honors and non-honors combined)	2019	Comparison to Total
American Indian or Alaskan Native	1%	
Algebra 1	60%	-14%
Geometry	40%	18%
Algebra 2	0%	-3%
Asian	9%	
Algebra 1	49%	-25%
Geometry	28%	6%
Algebra 2	12%	9%
Black/African American	10%	
Algebra 1	87%	13%
Geometry	13%	-9%
Algebra 2	0%	-3%
Hispanic or Latino	36%	
Algebra 1	77%	3%
Geometry	21%	-1%
Algebra 2	2%	-1%
Multiple Races	7%	
Algebra 1	76%	2%
Geometry	24%	2%
Algebra 2	2%	-1%
Native Hawaiian or Other Pacific Islander	1%	
Algebra 1	60%	-14%
Geometry	40%	18%
Algebra 2	0%	-3%
White (Not Hispanic or Latino)	36%	
Algebra 1	74%	0%
Geometry	22%	1%
Algebra 2	3%	0%

This table shows that during the 2019 school-year, students in the American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander student groups had an overall higher representation in higher level math placements as compared to their classmates of the Black/African American and Hispanic or Latino student groups. The question to be answered at this point is, has there been any change in overall placements when 2018 is compared to 2019?

Table 3: Math Placements 2018 vs. 2019 Student Group Distribution

The following table compares 2018 math placements to 2019 math placements. The table is displaying change in percentage of student groups placed in each math level. Highlighted areas indicate the following information:

Blue	The percentage composition of that student group within CalCA.
Green	When a student groups' representation in Algebra 1 has decreased in 2018 OR when a student groups' representation in Geometry/Algebra 2 has increased in 2018.
Yellow	When a student groups' representation in any math level is the same in 2017 and 2018.
Red	When a student groups' representation in Algebra 1 has increased in 2018 OR when a student groups' representation in Geometry/Algebra 2 has decreased in 2018.

All CalCA (honors and non-honors combined)	2018	2019	Change
American Indian or Alaskan Native	1%	1%	
Algebra 1	80%	60%	-20%
Geometry	20%	40%	20%
Algebra 2	0%	0%	0%
Asian	8%	9%	
Algebra 1	44%	49%	5%
Geometry	36%	28%	-8%
Algebra 2	16%	12%	-4%
Black/African American	9%	10%	
Algebra 1	69%	87%	18%
Geometry	31%	13%	-18%
Algebra 2	0%	0%	0%
Hispanic or Latino	32%	36%	
Algebra 1	77%	77%	0%
Geometry	20%	21%	1%
Algebra 2	3%	2%	-1%
Multiple Races	10%	7%	
Algebra 1	68%	76%	8%
Geometry	28%	24%	-4%
Algebra 2	4%	2%	-2%
Native Hawaiian or Other Pacific Islander	1%	1%	
Algebra 1	63%	60%	-3%
Geometry	13%	40%	27%
Algebra 2	25%	0%	-25%
White (Not Hispanic or Latino)	39%	36%	
Algebra 1	65%	74%	9%
Geometry	28%	22%	-6%
Algebra 2	7%	3%	-4%

When comparing math placement from 2018 to 2019, it appears that in most cases, an increase in Algebra 1 placements and a decrease in Algebra 2 and Geometry placements occurred. The largest change was for our Black/African American students placed where 18% more students were placed in Algebra 1 than Geometry. Asian students were also placed in Geometry at a lower rate, and the rate of placements in Algebra 2 has decreased year over year. Also, White students have increased placement into Algebra 1 and decreased placement into Geometry and Algebra 2.

Summary of Findings

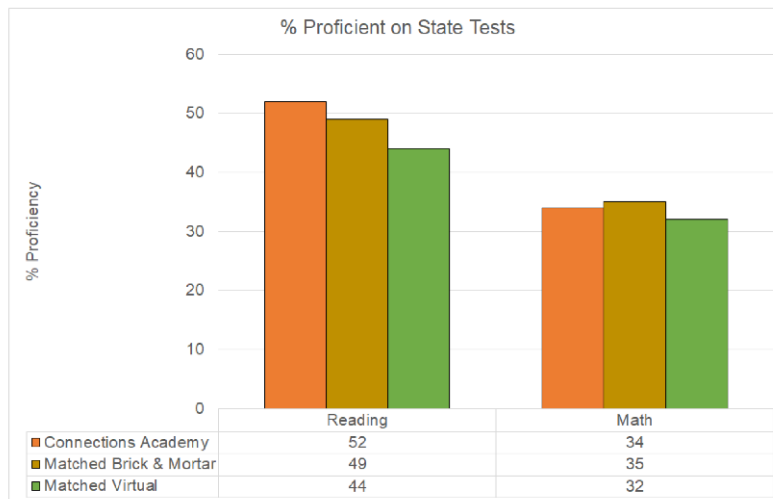
Overall, CalCA is showing a mixed pattern across student groups revealing that in 2019, there is not a significant disproportionality of math placement. All significant student groups are showing an increase in Algebra 1 placements and a decrease in Geometry and Algebra 2 placements. As mentioned earlier, comparisons such as these in this report can be tricky due to a lack of control over 8th grade math placements of 9th graders new to CalCA. CalCA does have a well-defined placement process and a process for placement reevaluation both when requested by a family and also after receipt of formative assessment data such as

NWEA MAP. It is important to note that it is the mission of CalCA to help students achieve at the highest level, but they also must start at the level they exist in. Increases in higher level math placements are welcomed but pushing students into too high of a level, can also be damaging to their educational progress.

The Effect of Mobility

Pearson’s Efficacy Research Report was published on April 3, 2018. The overall focus of this report was to control for student mobility at both Connections Academy schools and their matched brick and mortar counterparts. Below is a summary of their findings.

Results - Phase Two: School Comparison Study



Existing research studies do not account for student mobility - a dominant attribute of virtual school students.

This is the first time we can see performance through a mobility lens.

Note that in phase two mobility was calculated based on each state’s definition (see Appendix for additional details)



The graph highlights a gain in reading proficiency for Connections Academy students when compared to their matched brick and mortar counterparts. In terms of mathematics proficiency, Connections Academy students only slightly underperform their matched brick and mortar counterparts. If we align mathematics proficiency to course placement both at CalCA and at matched brick and mortar counterparts, we can infer that math placements of continuing 8th grade Connections Academy students would not differ markedly to new to Connections Academy 9th grade students, or we would expect to see a larger variation on math proficiency on standardized assessments.

Next Steps

This overall math placement analysis is a yearly expectation. As a result, next steps from last year will be continued. The status of these next steps will be recorded after each one.

- Continue to track statistics annually – Completed and Ongoing
- Continue discussion with staff, including our high school-wide Math Mindset discussions, as well as discussions and training with the guidance team – Completed and Ongoing
- Follow up in the fall to see which students might be accelerated – Ongoing
- Monthly Math Focus Group Meetings – Started in the 1920 school year and continue. All school levels participate collaborating towards the goal of improving math success schoolwide.

State Account Relations (STAR)

October 2020

DESCRIPTION:

The STAR team provides schools with client relations support, including the following: ensuring school satisfaction with Pearson Online & Blended Learning (OBL) services, providing strategic planning and trusted counsel, and sharing information regarding public policy and advocacy.

TEAM MISSION:

For partner schools, STAR provides the confidence that the school will have expert advocates working on the school's behalf to meet a client's goals, working with external and internal groups to ensure each school has the best possible information and communication on policy, regulatory, and political climates.

IMPORTANT STATS:

Since the first Connections Academy school opened in 2002, no charter school supported by OBL and the STAR team had its charter non-renewed or involuntarily revoked.

Since 2016, working collaboratively with clients and stakeholder groups, the STAR team has averaged at least a 75% success rate on legislative priorities for clients by either helping advocate for positive legislation or defeating negative legislation.

PRIMARY FUNCTIONS:

CLIENT RELATIONS

- Liaise with the Board members and serve as the first point of contact for questions about products and services.
- Proactively communicate with clients about external events, such as legislation or media stories, about their school and virtual schools in general that may impact the client.
- Collaborate with the client on mutually agreeable goals for the partnership and benchmarks to measure progress and success towards those goals.
- Support any renewal efforts and requirements with authorizers or local/state governments in order for the school to maintain its license to operate.

REGULATORY CLIMATE MONITORING, SUPPORT, AND ADVOCACY

- Support school with review of legislation and regulations that affect regulatory climate, including but not limited to school funding, enrollment requirements, attendance requirements, state accountability, charter school policy, and online learning policy.
- Propose and implement strategies to improve regulatory and policy climate for the school, many times utilizing a lobbyist contracted by OBL.

BOARD RELATIONS SERVICES

DESCRIPTION: The Board Relations team is responsible for ensuring clients feel supported through board meeting management. This includes board meeting preparation, follow up activities, and maintaining compliance for all activities. The team also provides strategic guidance to internal stakeholders working with boards and feedback to internal stakeholders to support the resolution of client concerns that are shared by board members

VALUE PROPOSITION:

Connections Academy schools need to keep in compliance with applicable Board and State Authorizers. Board Services enables Boards to perform smoothly and achieve their goals while ensuring compliance with legal and regulatory requirements.

PRODUCT & SERVICE:

General Board Support and Board Compliance (as applicable):

- Confirm quorum for each Board meeting
- Draft Board meeting agendas and minutes
- Attend Board meetings
- Track deliverables and comments for meetings
- Prepare and disseminate Board packages
- Disseminate all required agendas or public notice postings to required locations
- Ensure all required Board member documentation is completed and submitted to the requesting party or entity
- Track all required authorizer portal submissions and state and federal filings
- Conduct Quarterly review of Board pages on school websites to confirm all state or authorizer requirements are visible on sites
- Complete and comply with legal notice postings in newspapers and with the appropriate SOS's and/or Clerk's offices
- Ensure all fingerprints and EBI clearances are on file and up to date
- Serve as the primary contact for school audits related to Board documentation and compliance
- Board Governance policy creation and maintenance
- Onboarding of Board members and ongoing training
- Track and monitor state required training for Board
- Coordinate the travel and logistics of Board for National Board Conferences

Support Connections partnering Boards by drafting meeting agendas and minutes, preparing and disseminating Board packages, complying with all necessary legal posting requirements (newspaper, at the school, state systems), corresponding with board members, attending Board meetings, tracking deliverables and comments for meetings and maintaining minute books and other Board records and documentation; assisting the Board and the school leader with ensuring compliance related matters requiring Board consideration in a timely manner. Draft correspondence to Board Counsel as needed on behalf of the Board and act as a liaison with the school, Connections and Board for all matters as appropriate. Assist with all legal items and maintenance of the charter school entity (Articles, Bylaws, EIN, etc.). Draft Board policies for review by Board Counsel and consideration by the Board. Provide requested Board training. Services provided where applicable.

1ST QUARTER OPERATIONS METRICS

Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership (PSLT) and Partner School Success (PSS) Teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs) and weekly communication with each school's leadership to support all stakeholders working through the daily challenges of successful school operations.

Common operational threads in these school-based efforts are monitored across all schools with priorities placed on different metrics depending on the school year cycle timeline. All metrics align with the Core Standards for Facilitating Student Learning (revised August 2019); a guide of best practices and recommendations for school operations provided to all teachers and school leaders. What is reported here is as follows:

- **Professional Responsibilities:** first semester core course passing rates (course completion), cohort summary information, and SPED document compliance (IEP required reviews).
- **Student Engagement:** on time and completed welcome calls, start up tasks, student contacts, learning coach contacts, and during school year withdrawals.
- **Instructional Expertise:** teachers completing the Teacher Orientation course and other POBL-offered professional learning sessions.
- **Data Driven Instruction:** RTI tier status and curriculum based assessment (CBA) completion.
- **School Operations:** teacher positions filled by student first day, students enrolling late, and eligible returning students enrolled

The data behind these metrics is pulled from Connexus and the other operational systems that support the schools on or slightly after October 1. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data with the other schools. There are no truly “comparable schools” but we have grouped them by student start date, and also by size (small 0-1499, medium 1500-3999, large 4000+ students). Additionally, year over year comparison data is provided where available to highlight specific school trends. Your school is displayed below, along with the start date and size groupings to which it belongs, and the corresponding averages from across all Connections Academy schools. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Professional Responsibilities

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 2020	90%	80%	89%	85%	90%	89%
CalCA 2019	90%	77%	74%	83%	80%	77%
Large Avg.	91%	78%	82%	87%	84%	73%
Group 3 Avg.	93%	80%	87%	87%	88%	84%
Connections Avg.	92%	80%	82%	87%	85%	75%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 2020	82%	84%	94%	88%	80%	92%
CalCA 2019	85%	76%	82%	84%	73%	80%
Large Avg.	88%	77%	80%	88%	77%	83%
Group 3 Avg.	90%	80%	84%	87%	74%	85%
Connections Avg.	89%	77%	81%	88%	74%	83%

- First semester “core” courses on track for successful completion** – This shows the first semester “core” courses with current passing scores broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school’s core operating principles. There are many reasons for variations in course completion rates by school and by grades. Please be cognizant that it is still early in the semester, grades can, and will change.

	Compliant IEP Review
CalCA 2020	82%
CalCA 2019	95%
Large Avg.	93%
Group 3 Avg.	92%
Connections Avg.	93%

- Special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and, due to the legal nature of this metric, is expected to stay consistently above 95%.

	4 HS Cohorts % On track	2020	2021	2022	2023
CalCA 2020	56%	64%	46%	48%	66%
CalCA 2019	61%	60%	53%	60%	72%
Connections Avg.	63%	64%	57%	61%	70%

- Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 current cohorts for prior school year. (Classes of 2020, 2021, 2022, 2023). For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). This is now a standard quarterly metric in addition to being a school focus goal. The results shared here are the school's final standing for the 2019-2020 school year. Much work is done by schools over the summer to help summer graduates complete and to remove withdrawn students from the denominator by researching and documenting their next school of enrollment. For the remainder of the school year (quarters 2-4), this school year's four current cohorts (class of 2021, 2022, 2023, and 2024) will be reported.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Start Up Tasks	Student Contacts Met	LC Contacts Met	DSY WD
CalCA 2020	61%	79%	20%	90%	69%	0.1%
CalCA 2019	91%	95%	87%	90%	86%	1.2%
Large Avg.	90%	96%	86%	91%	87%	4.2%
Group 3 Avg.	78%	93%	75%	92%	84%	2.2%
Connections Avg.	90%	96%	87%	91%	87%	3.9%

- Students receiving a “Welcome Call” on time, and total Welcome Calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. Even with a large increase in overall enrollment, schools worked hard to ensure that 90% of welcome calls were completed on time. The target for this metric is set to 95% because some students who enroll never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes.
- Students enrolled 21 or more days who have completed Start-Up Tasks** – Students are monitored and encouraged to complete a set of “start-up tasks within the first 21 days. These tasks include the student orientation, welcome call and honor code acknowledgement.

- **Student & Learning Coach Contacts Met** – Although much contact happens in other ways (webmail, LiveLesson recording, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 1 phone contact with the learning coach during the first quarter.
- **During School Year Withdrawals** – This shows % of students who enrolled, completed at least 20 lessons, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools, and differences between Connections Academy schools can be a result of a number of factors. As anticipated, the during school year withdrawal rate is lower this time of year and remained steady compared to last year’s average across all CA schools (3.9%).

Instructional Expertise

- **Teachers completing assigned Orientation courses** – The most important task on the teacher start-up checklist is completion of assigned orientation courses. This task is even more important for teachers new to Connections Academy. As of October 1, completion of assigned teacher orientation courses by new teachers who started before September 1 is at 80%.
- **Professional Learning available to teachers** – Connections has offered an extensive professional learning program for the last several years. This year’s overview shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. Instead of assigned course levels and a specified learning path, the Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs. Sessions will start October 2020, and due to this flexibility, will not be easily tracked across all schools. Quarters 2-4 will focus on highlighting available choices rather than reporting on specific participation.

Data Driven Instruction

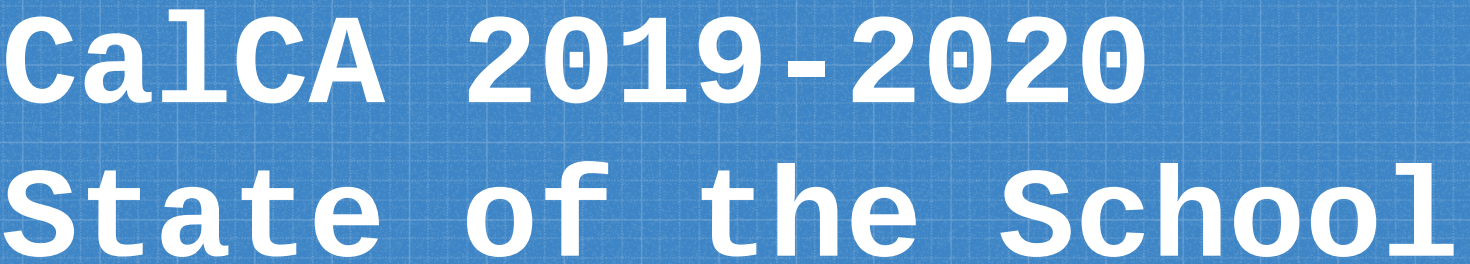
	Rtl Tier I	Rtl Tier II	Rtl Tier III	CBA “Met” K-8	CBA “Met” 9-12
CalCA 2020	90%	2.3%	0.7%	100%	100%
CalCA 2019	91%	0.5%	2.0%	100%	100%
Large Avg.	90%	3.7%	0.4%	92%	92%
Group 3 Avg.	91%	2.7%	0.6%	100%	100%
Connections Avg.	91%	2.9%	0.6%	94%	93%

- **Students identified for Response to Intervention (Rtl) tiers** – Rtl is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the Rtl framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions. Reporting on this metric helps to identify schools where the identification and documentation process is working to move students between the tiers as needed. The Three-Tiered Pyramid of Interventions estimates the percent of students at each tier should be: Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math.
- **Students with CBAs Met** – Connections-supported schools use a minimum number of “curriculum-based assessments” (CBAs) as one way to ensure student learning is authentic). CBAs are usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the % of students at the school meeting this criteria by the end of the first quarter.

School Operations

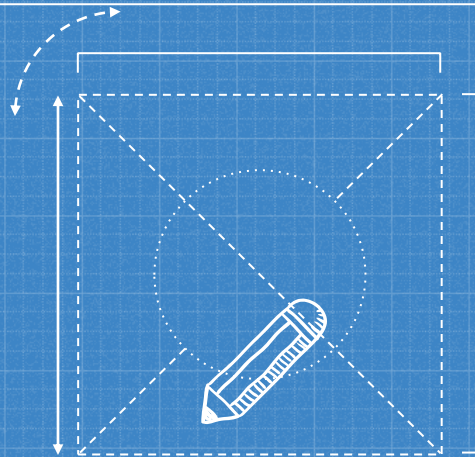
	Teachers Hired On Time	Total Enrolled Students	Students Enrolled Late	Students Returning
CalCA 2020	100%	7,045	2%	74%
CalCA 2019	98%	6,464	21%	56%
Large Avg.	92%	5,976	16%	48%
Group 3 Avg.	97%	3,568	19%	38%
Connections Avg.	93%	2,929	23%	40%

- **Teachers hired on time** – This is active teachers who were “on the job” on the first official work day for teachers. Some late hires are inevitable in response to last minute resignations and other unexpected events. This year’s 93% rate across all partner schools is consistent with last year and reflects the continued focus on hiring efforts especially as schools have grown.
- **Students who enrolled late** – Across the partner schools supported by Connections, 23% of students enrolled after the first day of school. This is a decrease from last year’s 29% and reflects efforts to encourage families to start on time. It will increase as the year goes on if enrollment remains open at each location.
- **Students who are “returning” from prior year** – Across all partner schools, 40% of eligible students who were enrolled during the 2019-2020 school year have returned and are actively enrolled as of October 1 this year. This is a decrease from last year but reflects the large percentage of new students enrolling in 2020-21.



Ca1CA 2019-2020

State of the School



SET

School Enhancement Target

- No State Testing...therefore:
- State of the School looks a little different this year
- Formerly known as the School Improvement Plan (SIP)

School Enhancement Target (SET) Goal Areas

- Academic

- How might we enhance student academic outcomes?

- Engagement

- How might we enhance ST engagement in all areas of our program?

- Grad Rate

- How might we ensure that more than 68% of our students graduate in 4 years?

School Enhancement Target (SET) Goals 1920

- Academic

- Every 10 weeks, 50% of academic focused (Math) PLC SMART goals will be met.

- Engagement

- Every 10 weeks, 90% of students will receive 5 successful contacts.

- Grad Rate

- Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

4 Year Cohort Grad Rate Comparison (2019 Projected)

School	2018 GRAD RATE	2019 GRAD RATE	CHANGE
North Bay	69.00%	62.16%	-6.84%
Ripon	49.70%	56.67%	6.97%
SoCal	57.20%	64.87%	7.67%
Central	47.40%	56.67%	9.27%

4 and 5 Year Cohort Grad Rate Comparison (2019 Projected)

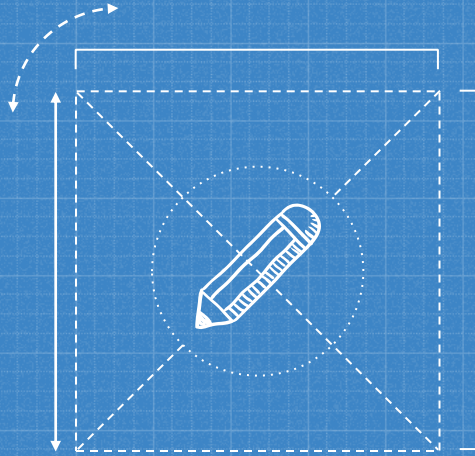
School	2019 4YR GRAD RATE	2019 5YR GRAD RATE	CHANGE
North Bay	62.16%	64.10%	+1.94%
Ripon	56.67%	59.73%	+3.07%
SoCal	64.87%	66.81%	+2.04%
Central	56.67%	58.06%	+1.40%

Current Cohort Progress (Data pulled PBI 6-15-20)

Graduate Year	Cohort Year	Current Cohort %
2020	2016-17	56%
2021	2017-18	53.5%
2022	2018-19	54.5%
2023	2019-20	72.8%

Project Success Update

Data Description	Q1	Q2	Q4
# of STs Enrolled	175	158	167
# of STs Passed All Courses	86	94	108
# of STs Passed 3 or more Courses	30	24	19
# of STs Passed No Courses	20	14	25
# of Courses Passed	535	525	641
# of Courses Failed	205	158	197
Pass Rate	72%	78%	76%



Engagement

Every 10 weeks, 90% of students will receive 5 successful contacts.

Engagement Data

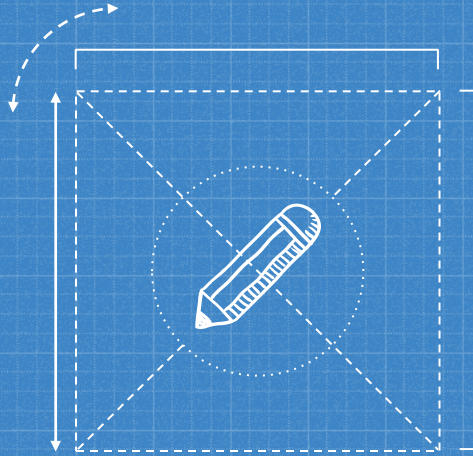
School Levels	Q1	Q2
School Wide	84.90%	84.3%
Elementary	87.46%	91.7%
Middle	89.39%	88.5%
High	81.79%	81.3%

Engagement Data - Schoolwide "Pre Pandemic"

	5+	4+	3+
Schoolwide	65%	78%	89%

Engagement Data - Feb thru June 18 weeks 9+ Contacts

School Levels	Feb - June 18 Weeks
School Wide	79%
Elementary	79%
Middle	82%
High	78%



Academic

Every 10 weeks, 50% of academic focused (Math) PLC SMART goals will be met.

SMART Goal Data

Data Description	Q1	Q2	EOY
School Wide SMART Goals Met	38%	65%	63%
Math SMART Goals Met	50%	57%	77%
Academic SMART Goals	75%	80%	81%
Behavioral SMART Goals	25%	20%	19%

Academic Next Steps for 2020-2021 School Year

- Departments met across all grade levels and subject areas.
- Upon further review...
- We feel our goals are Specific, Measurable, Attainable, Relevant, and Time-based...SMART
- We feel we are on the right track and they have not changed for the 2020-2021 School Year.

School Enhancement Target (SET) Goals 1920

- Academic

- Every 10 weeks, 50% of academic focused (Math) PLC SMART goals will be met.

- Engagement

- Every 10 weeks, 90% of students will receive 5 successful contacts.

- Grad Rate

- Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.



Principals' Report California Connections Academy Schools 2020-21

Month for Report: October

Enrollment Update

DATA as of October 12, 2020							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled in PCx	4337	1432	639	190	88	419	7105
Enrolled, Pending Migration from V2							
Waitlisted	489	159	70	36	24	61	839
Intent to Attend	209	91	10	15	8	24	357
Tell Us About Your Student	2995	1118	536	182	134	295	5260
Offer of Enrollment	922	368	178	50	61	118	1697

Field Trip Update

Total Attendance* for Recent Field Trips

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

Recent Virtual Field Trips

10/6: Life and Work at Mount Washington: 207

10/7: Marine Mammal Adaptations: 157

Upcoming Virtual Field Trips

10/14: The World of Computers and Coding for K-5

10/22: Exploring Mars with the Perseverance Rover

11/3: Zoo Clues at the St. Louis Zoo

11/5: The Corrupt Bargain: The Election of 1824

11/9: Rainforest Experience

11/18: Seeds on the Go

12/3: BATS - Echolocation

Outreach Update

WEBINARS: The CalCA marketing outreach team is winding down its prospective family webinars for 2020. Two will be hosted in October, one in November and one in December. The team will ramp up efforts in 2021.

SOCIAL MEDIA: Our own CalCA Executive Director has his own Twitter account. Super way to share thought leadership nationally. He may be followed at @DrRichardSavage

PUBLIC RELATIONS-STUDENTS AND GRADS IN THE NEWS!

NBC'S WORLD OF DANCE: Senior Diego Pasillas and his "MDC3" teammates have won NBC's WORLD OF DANCE World Finale! Celebrity judges included Jennifer Lopez, NE-YO and Derek Hough; announcements may be viewed [here](#).

LOS ANGELES MUSIC CENTER GRAND PRIZE FINALIST-Senior Ashley Lew appeared on The Music Center & KCET Present SPOTLIGHT VIRTUAL GRAND FINALE featuring Lindsay Mendez, Josh Groban and more, Saturday, September 19, 2020 at 7:00 pm PST. Read [on!](#)

SCOUTING EXCELLENCE: The [San Diego Union Tribune](#) has announced that CalCA graduate Makayla Mayor has earned the Gold Award, the highest level of achievement for Girl Scouts.

CALCA PREPARES UC STUDENT: Kylee Lou, a spring CalCA grad is a first-year psychological and brain sciences major at UC Santa Barbara; she shares how our school prepared her for online learning at [UCSB](#).

[CalCA graduate Zarii Arri has her eye on the 2022 Olympics as she starts college at the Otis College of Art and Design](#)

[CalCA graduate Daniel Zhou makes West Point's Men's Tennis Roster for the 2020-2021 season--way to go, Danie!](#)

[CalCA graduate Diego Castillo joins the Fresno State men's tennis team--congratulations, Diego!](#)

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

After a very unusual start to the year with our pivot from PCx back to Connexus, things are settling in and going great. Staff has done a phenomenal job being flexible and receptive to change and supporting families through the transition. Teachers, counselors, and case managers are all working closely with families and reporting increased communication and responsiveness. We are now keeping a close eye out for waitlisted families who have begun to enroll, and making sure they are supported with their delayed start. While we certainly missed our in person activities like the fall festival, we are finding other ways to connect online, including the very popular virtual field trips and many new student-led clubs at the high school level.

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

Greetings from Central! The staff has done an outstanding job welcoming families back into our V2 platform. Overwhelmingly, families have been relieved that we have migrated back to a familiar learning management system. We are also very excited to be settling into routines. Learning groups and times have been established. For students, now it is about digging into the lessons and getting them completed.

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

October has been a month where staff has truly shown their resilience and completely returned to their best practice in V2 (Connexus) and are supporting their families with a renewed confidence, being in a space that they are familiar with. We continue to embrace the new students that have come to us during this pandemic, and view us as the best choice for their students' needs during distance learning. We regularly receive feedback from families who feel as if they have found the right learning environment for their child, and feel as if they can trust that their educational needs will be met, if not exceeded. The future looks bright! Both students and staff are motivated to work hard to be their best, through engaging with one another and understanding the needs of those that we serve.

**California Connections Academy North Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
Forecasted Enrollment		
Forecasted ADM	180	211
Forecasted Total Enrollment	254	303
Forecasted Funded Enrollment	181	190
Revenue		
<i>State Funding</i>		
LCFF / General Purpose Block Grant - State	1,103,461	1,068,270
LCFF / General Purpose Block Grant - State EPA	36,272	38,004
Learning Loss Mitigation GF (State)	15,025	0
Lottery	36,091	35,401
Special Education Pass through funds - State	113,350	113,896
ERMHS	5,000	0
ERMHS - One Time Funds	1,814	0
Mandated Block Grant	6,174	6,000
Total State Funding	1,317,187	1,261,570
<i>Federal & Other Programs Funding</i>		
Title I	27,231	25,474
Title II	4,699	5,600
Title IV	10,000	10,000
IDEA	22,670	24,500
Learning Loss Mitigation CR (Federal)	12,240	0
CARES Funding	7,807	22,807
E-Rate	400	400
Total Federal & Other Programs Funding	85,047	88,781
<i>Local Funding</i>		
LCFF / General Purpose Block Grant - Local	623,320	600,813
Total Local Funding	623,320	600,813
<i>Other Funding</i>		
Interest	500	500
Total Other Funding	500	500
Total Revenue	2,026,054	1,951,664

**California Connections Academy North Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<u>Program Expenses</u>		
<i>Compensation Expense</i>		
Administrative Compensation		
Salaries	130,728	105,146
Benefits	32,028	25,761
Pension	10,830	8,470
Taxes	5,972	5,792
Total Administrative Compensation	179,558	145,169
Instructional Compensation		
Salaries	566,853	549,075
Benefits	138,879	134,523
Pension	89,832	88,676
Taxes	10,748	10,982
Total Instructional Compensation	806,313	783,256
Total Compensation Expense	985,871	928,425
<i>Fee Based Expenses</i>		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	9,000	10,799
Community Outreach	0	0
Connexus Annual License (EMS)	108,000	129,588
Curriculum Postage	8,381	9,983
Direct Course Instruction Support	7,994	5,409
Educational Resource Center	22,680	27,213
Enrollment and Records Management	10,158	12,101
Facility Support Services	896	815
Hardware/Software - Employees	6,653	6,364
Human Resources Support	13,860	13,259
ISP Processing Fee	792	3,167
School Curriculum Supplies	4,872	4,668
Short-Term Sub Teaching Services	0	0
Special Populations Consultative Services	37,275	37,321
Student Technology Assistance- Laptops	80,000	87,565
Tangible/Intangible Instr. Materials	261,516	315,099
Technical Support and Repairs	27,000	32,397
Voice Over IP Services	3,992	3,819
Total Enrollment/Unit Based Fees	603,067	699,569
Revenue-Based Fees		
Marketing Services	18,944	18,128
School Administration	113,663	108,766
Treasury Services	28,416	27,192
Total Revenue Based Fees	161,023	154,085
Total Fee-Based Expenses	764,090	853,654

**California Connections Academy North Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Other School Expenses</i>		
Assessment		
Student Testing & Assessment Facilities & Services	11,000	11,000
Student Testing & Assessment Travel	8,929	8,928
Student Testing Technology	5,000	5,000
Total Assessment	24,929	24,928
Authorizer Oversight		
District Oversight	17,631	17,071
SELPA Admin Fee	7,051	30,195
SELPA One-Time Fee	950	950
STRS Reporting	957	957
Total Authorizer Oversight	26,588	49,172
Employee Related		
Staff Recruiting/Background Checks	857	857
Staff Training/Prof. Dvlpmt	5,600	5,600
Team Building	1,018	1,018
Travel and Conferences - Teachers	1,566	1,566
Travel and Conferences - Administration	2,548	2,548
Total Employee Related	11,589	11,589
Facilities		
Copiers/ Reproduction	941	941
Equipment/Supplies	10,000	10,000
Expensed Furniture and Equipment	1,338	1,338
Internet	2,199	1,199
Maintenance & Repairs	1,618	1,618
Office Postage	1,183	1,183
Office Rent	11,253	11,253
Office Supplies	1,348	1,348
Rent Operating Expense	1,292	1,292
Rent Storage Unit	450	450
Telephone	1,080	1,080
Utilities	1,344	1,344
Total Facilities	34,046	33,046
Governance		
Accreditation	1,070	1,000
Banking Fees	400	400
Board-Related Expenses	1,044	1,044
Dues - Staff	475	475
Dues - School	2,200	2,200
Insurance Expenses	281	186
Total Governance	5,470	5,305

**California Connections Academy North Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Internet Service Provider</i>		
ISP Payment Reimbursement	6,500	7,203
Total Internet Service Provider	6,500	7,203
<i>Instructional</i>		
Other Curriculum	4,090	2,276
Summer School	935	1,359
Total Instructional	5,025	3,635
<i>Professional Services</i>		
Accounting Services/Audit	9,000	9,000
AERIES	1,548	1,800
Legal Services	2,311	2,311
Other School Contracted Services	1,359	1,359
Other School Expense	163	163
Total Professional Services	14,381	14,633
<i>Student Related</i>		
Graduation Expense	4,000	4,000
SPED Related Services	64,186	44,800
Student Activities	9,323	9,323
Total Student Related	77,509	58,123
<i>Taxes</i>		
Sales Tax And Use	11,731	12,178
Total Taxes	11,731	12,178
<i>Pending Allocation</i>		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	217,767	219,811
<i>Adjustments and Credits</i>		
Discretionary Service Credit	-	(8,000)
Total Adjustments and Credits	-	(8,000)
Total Program Expenses	1,967,728	1,993,890
Net Increase (Decrease)	58,326	(42,226)

California Connections Academy @ Central
Proposed Revised Budget
2020-2021

	Proposed Revised	Current Budget
	Annual	
	Budget	
Forecasted Enrollment		
Forecasted ADM	601	550
Forecasted Total Enrollment	863	816
Forecasted Funded Enrollment	506	497
Revenue		
<i>State Funding</i>		
LCFF / General Purpose Block Grant - State	4,396,741	3,803,287
LCFF / General Purpose Block Grant - State EPA	458,185	668,023
Learning Loss Mitigation GF (State)	43,576	0
State Testing Reimbursement	1,253	0
Lottery	100,728	92,615
Special Education Pass through funds - State	316,356	300,834
ERMHS	28,000	0
ERMHS - One Time Funds	5,062	0
Mandated Block Grant	15,219	14,000
Prior Year Revenue	65	0
Total State Funding	5,365,185	4,878,759
<i>Federal & Other Programs Funding</i>		
Title I	118,909	90,000
Title II	18,313	14,000
Title IV	10,000	10,000
IDEA	63,271	69,000
Learning Loss Mitigation CR (Federal)	35,499	0
E-Rate	1,000	1,000
CARES	42,933	77,933
Total Federal & Other Programs Funding	289,925	261,933
<i>Local Funding</i>		
LCFF / General Purpose Block Grant - Local	258,278	235,932
Total Local Funding	258,278	235,932
<i>Other Funding</i>		
Interest	1,200	1,200
Total Other Funding	1,200	1,200
Total Revenue	5,914,589	5,377,824

**California Connections Academy @ Central
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<u>Program Expenses</u>		
<i>Compensation Expense</i>		
Administrative Compensation		
Salaries	285,353	274,243
Benefits	69,911	67,189
Pension	23,639	22,091
Taxes	13,035	15,107
Total Administrative Compensation	391,939	378,630
Instructional Compensation		
Salaries	1,590,130	1,432,101
Benefits	389,582	350,865
Pension	253,874	231,284
Taxes	30,139	28,642
Total Instructional Compensation	2,263,724	2,042,892
Total Compensation Expense	2,655,663	2,421,522
<i>Fee Based Expenses</i>		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	30,050	28,166
Community Outreach	25,000	25,000
Connexus Annual License (EMS)	360,600	337,992
Curriculum Postage	28,487	26,937
Direct Course Instruction Support	9,677	14,108
Educational Resource Center	75,726	70,978
Enrollment and Records Management	34,530	32,650
Facility Support Services	2,532	2,127
Hardware/Software - Employees	18,801	16,600
Human Resources Support	39,169	34,583
ISP Processing Fee	12,087	12,087
School Curriculum Supplies	13,768	12,175
Short-Term Sub Teaching Services	0	0
Special Populations Consultative Services	184,800	97,342
Student Technology Assistance- Laptops	272,000	252,911
Tangible/Intangible Instr. Materials	880,218	835,345
Technical Support and Repairs	90,150	84,498
Voice Over IP Services	11,281	9,960
Total Enrollment/Unit Based Fees	2,088,876	1,893,459
Revenue-Based Fees		
Marketing Services	54,948	50,068
School Administration	329,690	300,407
Treasury Services	82,422	75,102
Total Revenue Based Fees	467,061	425,577
Total Fee-Based Expenses	2,555,936	2,319,036

California Connections Academy @ Central
Proposed Revised Budget
2020-2021

	Proposed Revised Annual Budget	Current Budget
<i>Other School Expenses</i>		
Assessment		
Student Testing & Assessment Facilities & Services	19,000	19,000
Student Testing & Assessment Travel	23,285	23,285
Student Testing Technology	5,000	5,000
Total Assessment	47,285	47,285
Authorizer Oversight		
District Oversight	51,132	47,072
SELPA One-Time Fee	2,600	2,486
SELPA Admin Fee	20,381	18,492
STRS Reporting	2,495	2,495
Total Authorizer Oversight	76,608	70,545
Employee Related		
Staff Recruiting/Background Checks	2,236	2,236
Staff Training/Prof. Dvlpmt	11,893	11,893
Team Building	2,655	2,655
Travel and Conferences - Teachers	4,083	4,083
Travel and Conferences - Administration	6,646	6,646
Total Employee Related	27,513	27,513
Facilities		
Copiers/ Reproduction	2,455	2,455
Equipment/Supplies	10,000	10,000
Expensed Furniture and Equipment	3,490	3,490
Internet	5,128	3,128
Maintenance & Repairs	7,219	4,219
Office Postage	3,085	3,085
Office Rent	31,468	29,349
Office Supplies	3,516	3,516
Rent Operating Expense	3,370	3,370
Rent Storage Unit	1,500	1,500
Telephone	2,817	2,817
Utilities	3,505	3,505
Total Facilities	77,553	70,434
Governance		
Accreditation	1,070	1,000
Banking Fees	600	600
Board-Related Expenses	2,723	2,723
Dues - Staff	1,240	1,240
Dues - School	5,600	5,600
Insurance Expenses	794	485
Total Governance	12,026	11,647

**California Connections Academy @ Central
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Internet Service Provider</i>		
ISP Payment Reimbursement	59,486	27,486
Total Internet Service Provider	59,486	27,486
<i>Instructional</i>		
Other Curriculum	10,997	5,935
Summer School	6,875	3,545
Total Instructional	17,872	9,480
<i>Professional Services</i>		
Accounting Services/Audit	9,000	9,000
AERIES	4,351	3,970
Legal Services	16,026	16,026
Manager Services	0	0
Other School Contracted Services	3,545	3,545
Other School Expense	425	425
Total Professional Services	33,348	32,967
<i>Student Related</i>		
Graduation Expense	5,800	5,800
SPED Related Services	548,266	155,750
Student Activities	12,450	12,450
Total Student Related	566,516	174,000
<i>Taxes</i>		
Sales Tax And Use	44,948	36,692
Total Taxes	44,948	36,692
<i>Pending Allocation</i>		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	963,156	508,049
<i>Adjustments and Credits</i>		
Discretionary Service Credit	(260,200)	-
Total Adjustments and Credits	(260,200)	-
Total Program Expenses	5,914,555	5,248,607
Net Increase (Decrease)	33	129,217

**California Connections Academy Central Coast
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
Forecasted Enrollment		
Forecasted ADM	71	55
Forecasted Total Enrollment	101	83
Forecasted Funded Enrollment	39	49
Revenue		
<i>State Funding</i>		
LCFF / General Purpose Block Grant - State	55,908	62,690
LCFF / General Purpose Block Grant - State EPA	7,792	9,896
Lottery	7,753	9,218
Learning Loss Mitigation GF (State)	3,103	0
Special Education Pass through funds - State	24,350	28,474
ERMHS	1,000	0
ERMHS - One Time Funds	390	0
Mandated Block Grant	1,143	1,052
Total State Funding	101,439	111,330
<i>Federal & Other Programs Funding</i>		
Title I	0	0
Title II	0	2,000
Title IV	0	0
IDEA	4,870	4,750
Learning Loss Mitigation CR (Federal)	2,528	0
E-Rate	100	100
Total Federal & Other Programs Funding	7,498	6,850
<i>Local Funding</i>		
LCFF / General Purpose Block Grant - Local	300,460	353,309
Total Local Funding	300,460	353,309
<i>Other Funding</i>		
Interest	1,791	500
Total Other Funding	1,791	500
Total Revenue	411,188	471,990

**California Connections Academy Central Coast
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<u>Program Expenses</u>		
<i>Compensation Expense</i>		
Administrative Compensation		
Salaries	81,881	27,448
Benefits	20,061	6,725
Pension	6,783	2,211
Taxes	3,740	1,512
Total Administrative Compensation	112,465	37,895
Instructional Compensation		
Salaries	228,186	143,332
Benefits	55,906	35,116
Pension	35,152	23,148
Taxes	4,333	2,867
Total Instructional Compensation	323,577	204,463
Total Compensation Expense	436,042	242,358
<i>Fee Based Expenses</i>		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	3,550	2,819
Community Outreach	0	0
Connexus Annual License (EMS)	42,600	33,828
Curriculum Postage	3,339	2,725
Direct Course Instruction Support	421	1,412
Educational Resource Center	8,946	7,104
Enrollment and Records Management	4,047	3,304
Facility Support Services	351	213
Hardware/Software - Employees	2,603	1,661
Human Resources Support	5,423	3,461
ISP Processing Fee	1,263	791
School Curriculum Supplies	1,906	1,219
Short-Term Sub Teaching Services	0	0
Special Populations Consultative Services	14,747	9,742
Student Technology Assistance- Laptops	35,000	26,317
Tangible/Intangible Instr. Materials	100,770	83,813
Technical Support and Repairs	10,650	8,457
Voice Over IP Services	1,562	997
Total Enrollment/Unit Based Fees	237,178	187,864
Revenue-Based Fees		
Marketing Services	3,802	4,383
School Administration	22,812	26,296
Treasury Services	5,703	6,574
Total Revenue Based Fees	32,317	37,253
Total Fee-Based Expenses	269,495	225,117

**California Connections Academy Central Coast
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Other School Expenses</i>		
Assessment		
Student Testing & Assessment Facilities & Services	3,326	3,326
Student Testing & Assessment Travel	2,331	2,331
Student Testing Technology	5,000	5,000
Total Assessment	10,657	10,657
Authorizer Oversight		
District Oversight	3,642	4,740
SELPA Admin Fee	1,511	6,174
STRS Reporting	250	250
Total Authorizer Oversight	5,402	11,164
Employee Related		
Staff Recruiting/Background Checks	224	224
Staff Training/Prof. Dvlpmt	2,000	2,000
Team Building	266	266
Travel and Conferences - Teachers	409	409
Travel and Conferences - Administration	665	665
Total Employee Related	3,563	3,563
Facilities		
Copiers/ Reproduction	246	246
Equipment/Supplies	0	0
Expensed Furniture and Equipment	349	349
Internet	813	313
Maintenance & Repairs	922	422
Office Postage	309	309
Office Rent	4,357	2,937
Office Supplies	352	352
Rent Operating Expense	479	337
Rent Storage Unit	113	113
Telephone	282	282
Utilities	351	351
Total Facilities	8,572	6,011
Governance		
Accreditation	1,070	395
Banking Fees	1,223	400
Board-Related Expenses	272	272
Dues - Staff	124	124
Dues - School	564	564
Insurance Expenses	110	49
Total Governance	3,363	1,804

**California Connections Academy Central Coast
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Internet Service Provider</i>		
ISP Payment Reimbursement	3,000	1,800
Total Internet Service Provider	3,000	1,800
<i>Instructional</i>		
Other Curriculum	984	594
Summer School	-	355
Total Instructional	984	949
<i>Professional Services</i>		
Accounting Services/Audit	2,255	2,255
AERIES	300	669
Legal Services	603	603
Other School Contracted Services	355	355
Other School Expense	43	43
Total Professional Services	3,556	3,925
<i>Student Related</i>		
Graduation Expense	4,000	4,000
SPED Related Services	12,966	2,073
Student Activities	8,500	8,500
Total Student Related	25,466	14,573
<i>Taxes</i>		
Sales Tax And Use	4,838	3,417
Total Taxes	4,838	3,417
<i>Pending Allocation</i>		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	69,402	57,863
<i>Adjustments and Credits</i>		
Discretionary Service Credit	(364,000)	(57,000)
Total Adjustments and Credits	(364,000)	(57,000)
Total Program Expenses	410,938	468,338
Net Increase (Decrease)	250	3,652

**California Connections Academy Monterey Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
Forecasted Enrollment		
Forecasted ADM	385	454
Forecasted Total Enrollment	546	651
Forecasted Funded Enrollment	260	408
Revenue		
<i>State Funding</i>		
LCFF / General Purpose Block Grant - State	1,031,146	1,477,566
LCFF / General Purpose Block Grant - State EPA	51,938	81,617
Learning Loss Mitigation GF (State)	20,826	0
Lottery	51,678	76,026
Special Education Pass through funds - State	162,306	222,221
ERMHS	14,000	0
ERMHS - One Time Funds	2,597	0
Mandated Block Grant	8,245	7,592
Total State Funding	1,342,736	1,865,022
<i>Federal & Other Programs Funding</i>		
Title I	0	0
Title II	0	6,000
Title IV	0	0
IDEA	32,461	34,000
Learning Loss Mitigation CR (Federal)	16,966	0
E-Rate	500	500
Total Federal & Other Programs Funding	49,927	40,500
<i>Local Funding</i>		
LCFF / General Purpose Block Grant - Local	1,360,607	1,975,175
Total Local Funding	1,360,607	1,975,175
<i>Other Funding</i>		
Interest	500	500
Total Other Funding	500	500
Total Revenue	2,753,770	3,881,197

**California Connections Academy Monterey Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<u>Program Expenses</u>		
<i>Compensation Expense</i>		
Administrative Compensation		
Salaries	164,113	226,367
Benefits	40,208	55,460
Pension	13,596	18,235
Taxes	7,497	12,469
Total Administrative Compensation	225,413	312,532
Instructional Compensation		
Salaries	1,077,643	1,182,096
Benefits	264,023	289,613
Pension	167,947	190,908
Taxes	20,452	23,642
Total Instructional Compensation	1,530,066	1,686,260
Total Compensation Expense	1,755,479	1,998,791
<i>Fee Based Expenses</i>		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	19,250	23,249
Community Outreach	0	0
Connexus Annual License (EMS)	231,000	278,988
Curriculum Postage	18,029	21,467
Direct Course Instruction Support	10,519	11,645
Educational Resource Center	48,510	58,587
Enrollment and Records Management	21,854	26,021
Facility Support Services	1,675	1,756
Hardware/Software - Employees	12,438	13,702
Human Resources Support	25,912	28,545
ISP Processing Fee	7,029	7,029
School Curriculum Supplies	9,108	10,050
Short-Term Sub Teaching Services	0	0
Special Populations Consultative Services	53,700	80,349
Student Technology Assistance- Laptops	160,000	177,377
Tangible/Intangible Instr. Materials	560,510	674,729
Technical Support and Repairs	57,750	69,747
Voice Over IP Services	7,463	8,221
Total Enrollment/Unit Based Fees	1,244,746	1,491,461
Revenue-Based Fees		
Marketing Services	25,440	36,245
School Administration	152,637	217,469
Treasury Services	38,159	54,367
Total Revenue Based Fees	216,236	308,080
Total Fee-Based Expenses	1,460,982	1,799,542

**California Connections Academy Monterey Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Other School Expenses</i>		
Assessment		
Student Testing & Assessment Facilities & Services	19,765	19,765
Student Testing & Assessment Travel	19,220	19,220
Student Testing Technology	5,000	5,000
Total Assessment	43,985	43,985
Authorizer Oversight		
District Administrative Fees	10,000	10,000
District Oversight	24,437	28,167
STRS Reporting	2,059	2,059
SELPA Admin Fee	10,438	45,111
Total Authorizer Oversight	46,935	85,338
Employee Related		
Staff Recruiting/Background Checks	1,845	1,845
Staff Training/Prof. Dvlpmt	6,000	6,000
Team Building	2,192	2,192
Travel and Conferences - Teachers	3,370	3,370
Travel and Conferences - Administration	5,486	5,486
Total Employee Related	18,893	18,893
Facilities		
Copiers/ Reproduction	2,027	2,027
Expensed Furniture and Equipment	2,881	2,881
Internet	4,082	2,582
Maintenance & Repairs	5,983	3,483
Office Postage	2,546	2,546
Office Rent	20,817	24,226
Office Supplies	2,902	2,902
Rent Operating Expense	2,782	2,782
Rent Storage Unit	670	670
Telephone	2,325	2,325
Utilities	2,893	2,893
Total Facilities	49,907	49,316
Governance		
Accreditation	2,345	2,345
Banking Fees	1,434	585
Board-Related Expenses	2,247	2,247
Dues - Staff	1,023	1,023
Dues - School	3,350	3,350
Insurance Expenses	525	400
Total Governance	10,925	9,951

**California Connections Academy Monterey Bay
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Internet Service Provider</i>		
ISP Payment Reimbursement	15,984	15,984
Total Internet Service Provider	15,984	15,984
<i>Instructional</i>		
Other Curriculum	7,496	4,899
Summer School	1,265	2,926
Total Instructional	8,761	7,825
<i>Professional Services</i>		
Accounting Services/Audit	9,000	13,400
AERIES	2,148	2,005
Legal Services	4,974	4,974
Other School Contracted Services	2,926	2,926
Other School Expense	351	351
Total Professional Services	19,399	23,657
<i>Student Related</i>		
Graduation Expense	8,710	8,710
SPED Related Services	110,459	81,133
Student Activities	5,625	5,625
Total Student Related	124,794	95,468
<i>Taxes</i>		
Sales Tax And Use	24,524	25,315
Total Taxes	24,524	25,315
<i>Pending Allocation</i>		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	364,108	375,732
<i>Adjustments and Credits</i>		
Discretionary Service Credit	(827,000)	(299,000)
Total Adjustments and Credits	(827,000)	(299,000)
Total Program Expenses	2,753,569	3,875,065
Net Increase (Decrease)	201	6,132

California Connections Academy @ Ripon
Proposed Revised Budget
2020-2021

	Proposed Revised	Current Budget
	Annual	
	Budget	
Forecasted Enrollment		
Forecasted ADM	1,369	1,624
Forecasted Total Enrollment	1,969	2,254
Forecasted Funded Enrollment	1,204	1,438
Revenue		
<i>State Funding</i>		
LCFF / General Purpose Block Grant - State	8,921,525	9,123,348
LCFF / General Purpose Block Grant - State EPA	1,083,142	1,919,958
Learning Loss Mitigation GF (State)	99,744	0
Lottery	239,682	267,917
Special Education Pass through funds - State	752,769	799,129
ERMHS	57,000	0
ERMHS - One Time Funds	12,044	0
Mandated Block Grant	39,599	36,000
Total State Funding	11,205,505	12,146,351
<i>Federal & Other Programs Funding</i>		
Title I	187,540	168,725
Title II	32,208	37,000
Title IV	14,058	13,000
IDEA	150,554	160,000
Learning Loss Mitigation CR (Federal)	81,255	0
E-Rate	2,800	2,900
CARES Funding	82,067	157,067
Total Federal & Other Programs Funding	550,482	538,692
<i>Local Funding</i>		
LCFF / General Purpose Block Grant - Local	1,699,174	1,855,047
Total Local Funding	1,699,174	1,855,047
<i>Other Funding</i>		
Interest	8,000	8,000
Total Other Funding	8,000	8,000
Total Revenue	13,463,161	14,548,091

California Connections Academy @ Ripon
Proposed Revised Budget
2020-2021

	Proposed Revised Annual Budget	Current Budget
<u>Program Expenses</u>		
<i>Compensation Expense</i>		
Administrative Compensation		
Salaries	681,403	790,689
Benefits	166,944	193,719
Pension	56,449	63,694
Taxes	31,127	43,555
Total Administrative Compensation	935,923	1,091,656
Instructional Compensation		
Salaries	3,954,892	4,128,996
Benefits	968,948	1,011,604
Pension	624,920	666,833
Taxes	75,003	82,580
Total Instructional Compensation	5,623,764	5,890,013
Total Compensation Expense	6,559,687	6,981,670
<i>Fee Based Expenses</i>		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	68,450	81,208
Community Outreach	50,000	50,000
Connexus Annual License (EMS)	821,400	974,490
Curriculum Postage	64,976	74,374
Direct Course Instruction Support	41,349	40,676
Educational Resource Center	172,494	204,643
Enrollment and Records Management	78,759	90,150
Facility Support Services	6,234	6,132
Hardware/Software - Employees	46,279	47,860
Human Resources Support	96,416	99,707
ISP Processing Fee	31,867	31,867
School Curriculum Supplies	33,891	35,104
Short-Term Sub Teaching Services	0	0
Special Populations Consultative Services	278,232	280,653
Student Technology Assistance- Laptops	625,000	693,349
Tangible/Intangible Instr. Materials	2,037,385	2,330,556
Technical Support and Repairs	205,350	243,623
Voice Over IP Services	27,768	28,716
Total Enrollment/Unit Based Fees	4,685,848	5,313,106
Revenue-Based Fees		
Marketing Services	125,238	135,810
School Administration	751,429	814,858
Treasury Services	187,857	203,714
Total Revenue Based Fees	1,064,524	1,154,382
Total Fee-Based Expenses	5,750,372	6,467,488

California Connections Academy @ Ripon
Proposed Revised Budget
2020-2021

	Proposed Revised	Current Budget
	Annual	
	Budget	
<i>Other School Expenses</i>		
Assessment		
Student Testing & Assessment Facilities & Services	99,000	99,000
Student Testing & Assessment Travel	67,136	67,136
Student Testing Technology	5,000	5,000
Total Assessment	171,136	171,136
Authorizer Oversight		
District Administrative Fees	10,000	10,000
District Oversight	117,038	128,984
SELPA One-Time Fee	7,190	7,190
SELPA Admin Fee	48,016	47,956
STRS Reporting	7,194	7,194
Total Authorizer Oversight	189,439	201,324
Employee Related		
Staff Recruiting/Background Checks	6,445	6,445
Staff Training/Prof. Dvlpmt	31,979	31,979
Team Building	7,655	7,655
Travel and Conferences - Teachers	11,773	11,773
Travel and Conferences - Administration	19,163	19,163
Total Employee Related	77,015	77,015
Facilities		
Copiers/ Reproduction	7,079	7,079
Equipment/Supplies	11,941	11,941
Expensed Furniture and Equipment	10,062	10,062
Internet	11,019	9,019
Maintenance & Repairs	17,165	12,165
Office Postage	8,894	8,894
Office Rent	84,620	84,620
Office Supplies	10,136	10,136
Rent Operating Expense	9,718	9,718
Rent Storage Unit	4,000	4,000
Telephone	8,122	8,122
Utilities	10,104	10,104
Total Facilities	192,859	185,859
Governance		
Accreditation	1,070	1,000
Banking Fees	3,217	600
Board-Related Expenses	3,000	7,850
Dues - Staff	3,574	3,574
Dues - School	16,200	16,200
Insurance Expenses	1,954	1,399
Total Governance	29,016	30,622

**California Connections Academy @ Ripon
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Internet Service Provider</i>		
ISP Payment Reimbursement	80,164	72,464
Total Internet Service Provider	80,164	72,464
<i>Instructional</i>		
Other Curriculum	29,156	17,112
Summer School	2,915	10,221
Total Instructional	32,071	27,333
<i>Professional Services</i>		
Accounting Services/Audit	9,500	9,500
AERIES	10,108	10,700
Legal Services	17,375	17,375
Other School Contracted Services	10,221	10,221
Other School Expense	1,226	1,226
Total Professional Services	48,430	49,022
<i>Student Related</i>		
Graduation Expense	9,000	9,000
SPED Related Services	844,209	503,500
Student Activities	23,925	23,925
Total Student Related	877,134	536,425
<i>Taxes</i>		
Sales Tax And Use	93,651	94,035
Total Taxes	93,651	94,035
<i>Pending Allocation</i>		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	1,790,915	1,445,236
<i>Adjustments and Credits</i>		
Discretionary Service Credit	(638,000)	(345,500)
Total Adjustments and Credits	(638,000)	(345,500)
Total Program Expenses	13,462,974	14,548,893
Net Increase (Decrease)	187	(802)

**California Connections Academy Southern California
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
Forecasted Enrollment		
Forecasted ADM	4,171	4,903
Forecasted Total Enrollment	5,721	6,740
Forecasted Funded Enrollment	3,822	4,521
Revenue		
<i>State Funding</i>		
LCFF / General Purpose Block Grant - State	10,417,359	10,508,410
LCFF / General Purpose Block Grant - State EPA	764,498	904,156
Learning Loss Mitigation GF (State)	316,470	0
Lottery	760,676	842,221
Special Education Pass through funds - State	2,389,056	2,474,762
ERMHS	149,000	0
ERMHS One Time Funds	36,710	0
Mandated Block Grant	125,371	116,000
Total State Funding	14,959,140	14,845,549
<i>Federal & Other Programs Funding</i>		
Title I	575,287	604,000
Title II	100,006	111,075
Title IV	43,123	29,778
IDEA	477,811	504,875
Learning Loss Mitigation CR (Federal)	257,809	0
E-Rate	8,400	9,000
CARES Funding	231,808	481,808
Total Federal & Other Programs Funding	1,694,244	1,740,536
<i>Local Funding</i>		
LCFF / General Purpose Block Grant - Local	25,952,337	29,029,345
Total Local Funding	25,952,337	29,029,345
<i>Other Funding</i>		
Interest	24,000	24,000
Miscellaneous	15	0
Total Other Funding	24,015	24,000
Total Revenue	42,629,736	45,639,430

**California Connections Academy Southern California
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<u>Program Expenses</u>		
<i>Compensation Expense</i>		
Administrative Compensation		
Salaries	2,170,720	2,444,255
Benefits	531,827	598,842
Pension	179,829	196,896
Taxes	99,159	134,641
Total Administrative Compensation	2,981,535	3,374,634
Instructional Compensation		
Salaries	11,590,013	12,763,954
Benefits	2,839,553	3,127,169
Pension	1,835,703	2,061,379
Taxes	219,773	255,279
Total Instructional Compensation	16,485,042	18,207,781
Total Compensation Expense	19,466,577	21,582,415
<i>Fee Based Expenses</i>		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	208,550	251,037
Community Outreach	550,000	550,000
Connexus Annual License (EMS)	2,502,600	3,012,438
Curriculum Postage	188,784	222,404
Direct Course Instruction Support	116,127	125,740
Educational Resource Center	525,546	632,612
Enrollment and Records Management	228,829	269,581
Facility Support Services	18,312	18,957
Hardware/Software - Employees	135,946	147,948
Human Resources Support	283,221	308,225
ISP Processing Fee	97,257	97,257
Special Populations Consultative Services	810,894	867,582
School Curriculum Supplies	99,555	108,515
Short-Term Sub Teaching Services	76,500	0
Student Technology Assistance- Laptops	1,720,000	1,622,058
Tangible/Intangible Instr. Materials	5,892,765	6,985,983
Technical Support and Repairs	625,650	753,110
Voice Over IP Services	81,568	88,769
Total Enrollment/Unit Based Fees	14,162,103	16,062,216
Revenue-Based Fees		
Marketing Services	397,717	426,358
School Administration	2,386,301	2,558,148
Treasury Services	596,575	639,537
Total Revenue Based Fees	3,380,593	3,624,042
Total Fee-Based Expenses	17,542,696	19,686,258

**California Connections Academy Southern California
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Other School Expenses</i>		
Assessment		
Student Testing & Assessment Facilities & Services	246,000	246,000
Student Testing & Assessment Travel	207,538	207,538
Student Testing Technology	5,000	5,000
Total Assessment	458,538	458,538
Authorizer Oversight		
District Oversight	371,342	404,419
SELPA Admin Fee	152,629	148,982
SELPA One-Time Fee	22,604	22,604
STRS Reporting	22,237	22,237
Total Authorizer Oversight	568,812	598,242
Employee Related		
Staff Recruiting/Background Checks	19,925	19,925
Staff Training/Prof. Dvlpmt	111,075	111,075
Team Building	23,664	23,664
Travel and Conferences - Teachers	59,237	59,237
Travel and Conferences - Administration	36,393	36,393
Total Employee Related	250,294	250,294
Facilities		
Copiers/ Reproduction	21,882	21,882
Depreciation	2,000	2,000
Equipment/Supplies	26,430	26,430
Expensed Furniture and Equipment	31,104	31,104
Internet	27,881	27,881
Maintenance & Repairs	47,606	37,606
Office Postage	27,493	27,493
Office Rent	261,585	261,585
Office Supplies	37,000	31,334
Rent Operating Expense	30,040	30,040
Rent Storage Unit	9,000	7,700
Telephone	25,107	25,107
Utilities	31,235	31,235
Total Facilities	578,363	561,397
Governance		
Accreditation	1,070	1,000
Banking Fees	8,202	1,400
Board-Related Expenses	10,000	24,266
Dues - Staff	11,049	11,049
Dues - School	50,200	50,200
Insurance Expenses	5,741	4,323
Total Governance	86,262	92,237

**California Connections Academy Southern California
Proposed Revised Budget
2020-2021**

	Proposed Revised Annual Budget	Current Budget
<i>Internet Service Provider</i>		
ISP Payment Reimbursement	250,000	221,163
Total Internet Service Provider	250,000	221,163
<i>Instructional</i>		
Other Curriculum	89,609	52,899
Summer School	16,445	31,595
Total Instructional	106,054	84,493
<i>Professional Services</i>		
Accounting Services/Audit	9,500	9,500
AERIES	32,600	32,600
Legal Services	53,711	53,711
Other School Contracted Services	31,595	31,595
Other School Expense	3,791	3,791
Total Professional Services	131,198	131,198
<i>Student Related</i>		
Graduation Expense	42,700	42,700
SPED Related Services	2,065,000	1,344,000
Student Activities	63,690	63,690
Total Student Related	2,171,390	1,450,390
<i>Taxes</i>		
Sales Tax And Use	241,917	250,542
Total Taxes	241,917	250,542
<i>Pending Allocation</i>		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	4,842,827	4,098,494
<i>Adjustments and Credits</i>		
Discretionary Service Credit	-	-
Total Adjustments and Credits	-	-
Total Program Expenses	41,852,100	45,367,167
Net Increase (Decrease)	777,636	272,264



Pearson

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 : 91000003950
Date : 13-DEC-2019
Due Date : 12-JAN-2020
Payment Terms : NET 30
Customer Account : 4235156
Project Number : 82038492
Currency : USD
Shipment Terms :
Purchase Order Number : CalCACC
Number of Pages : Page 1 of 4

Total Ordered Quantity (No. Of Items) : 47	REMITTANCE INFORMATION	
Net Amount : USD \$153,139.71	Make Checks Payable to:	
Tax Total : USD \$26.40	Pearson Online & Blended Learning	
Invoice Total : USD \$153,166.11	32369 Collection Center Drive	
Amount Due : USD \$153,166.11	Chicago, IL 60693-0323	
	Bank Wire to:	
	Bank Name	: Bank of America N A
	Bank Address	:
	ABA ACH No	: 071000039
	ABA Wire No	: 026009593
	SWIFT Code	: BOFAUS3N
	A/C No	: 8188290225
	Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000003950							Page 2 of 4
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038492	CalCACC	Direct Charges	1		186.67	0.00	186.67
82038492	CalCACC	Direct Charges	1		137,499.98	0.00	137,499.98
82038492	CalCACC	Direct Charges	1		2,240.00	0.00	2,240.00
82038492	CalCACC	Direct Charges	1		69.00	0.00	69.00
82038492	CalCACC	Direct Charges	1		470.40	0.00	470.40
82038492	CalCACC	Direct Charges	1		3,608.54	0.00	3,608.54
82038492	CalCACC	Direct Charges	1		177.47	0.00	177.47
82038492	CalCACC	Direct Charges	1		197.50	0.00	197.50
82038492	CalCACC	Direct Charges	-1		969.50	-75.14	-1,044.64
82038492	CalCACC	Direct Charges	-1		2,019.80	0.00	-2,019.80
82038492	CalCACC	Direct Charges	-1		79.79	0.00	-79.79
82038492	CalCACC	Direct Charges	1		3,307.20	0.00	3,307.20
82038492	CalCACC	Direct Charges	1		174.25	0.00	174.25
82038492	CalCACC	Direct Charges	1		33.34	0.00	33.34
82038492	CalCACC	Direct Charges	1		293.05	0.00	293.05
82038492	CalCACC	Direct Charges	1		795.00	0.00	795.00
82038492	CalCACC	Direct Charges	1		1,758.31	0.00	1,758.31
82038492	CalCACC	Direct Charges	-1		712.50	-55.21	-767.71
82038492	CalCACC	Direct Charges	1		615.00	0.00	615.00
82038492	CalCACC	Direct Charges	1		146.41	4.45	150.86
82038492	CalCACC	Direct Charges	1		766.66	59.41	826.07
82038492	CalCACC	Direct Charges	-1		27.88	-2.17	-30.05
82038492	CalCACC	Direct Charges	1		1,164.80	90.27	1,255.07
82038492	CalCACC	Direct Charges	1		61.75	4.79	66.54
82038492	CalCACC	Direct Charges	1		560.00	0.00	560.00
82038492	CalCACC	Direct Charges	1		439.58	0.00	439.58



Pearson

Invoice Number: 91000003950							Page 3 of 4
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82038492	CalCACC	Pass Through	1		2.22	0.00	2.22
82038492	CalCACC	Pass Through	1		0.00	0.00	0.00
82038492	CalCACC	Pass Through	1		1,303.30	0.00	1,303.30
82038492	CalCACC	Pass Through	1		15.73	0.00	15.73
82038492	CalCACC	Pass Through	1		13.56	0.00	13.56
82038492	CalCACC	Pass Through	1		0.49	0.00	0.49
82038492	CalCACC	Pass Through	1		11.79	0.00	11.79
82038492	CalCACC	Pass Through	1		542.52	0.00	542.52
82038492	CalCACC	Pass Through	1		810.65	0.00	810.65
82038492	CalCACC	Pass Through	-1		262.16	0.00	-262.16
82038492	CalCACC	Pass Through	1		0.29	0.00	0.29
82038492	CalCACC	Pass Through	1		36.34	0.00	36.34
82038492	CalCACC	Pass Through	1		1.11	0.00	1.11
82038492	CalCACC	Pass Through	-1		19.97	0.00	-19.97
82038492	CalCACC	Pass Through	-1		20.97	0.00	-20.97
82038492	CalCACC	Pass Through	1		20.97	0.00	20.97
82038492	CalCACC	Pass Through	-1		353.35	0.00	-353.35
82038492	CalCACC	Pass Through	-1		1.41	0.00	-1.41
82038492	CalCACC	Reverse Adjust Employee BWH Credits- Child, Misc, Garn1_2	1		158.07	0.00	158.07
82038492	CalCACC	OBL Grant	-1		49.47	0.00	-49.47
82038492	CalCACC	Adjust Benefits-Instructional Nov19	1		174.56	0.00	174.56

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$153,139.71	\$26.40	\$153,166.11



Pearson

Charges for the Following Period:

November 2019

Compensation Expenses	
Benefits - Administration	1,499.55
Benefits - Instructional	2,283.54
Credit for Nonbillable Earnings Paid by the School	(50.72)
Withholdings	1,523.32
	5,255.70
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	186.67
Community Outreach	137,499.98
Connexus™ Annual License (EMS)	2,240.00
Curriculum Postage	146.41
Direct Course Instruction Support	69.00
Educational Resource Center	470.40
Enrollment and Records Management	177.47
Facility Support Services	197.50
Hardware/Software - Employees	(969.50)
Human Resources Support	(2,019.80)
Internet Subsidy Payment Processing	33.34
Monthly Fee per Student on an IEP	795.00
School Curriculum Supplies	(712.50)
Short Term Substitute Teaching Services	615.00
Student Technology Assistance	766.66
Tangible and Intangible Instructional Materials	4,600.33
Technical Support and Repairs	560.00
	144,655.96
Revenue Based Charges	
Marketing Services	293.05
School Administration	1,758.31
Treasury Services	439.58
	2,490.94
OBL Grant	(1,103.61)
Pass Through Expenses	
Miscellaneous	1,840.72
	1,840.72
Total Amount Due	153,139.71



Pearson

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 : 91000005713
Date : 24-JUL-2020
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82037920
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION
Net Amount : USD \$219,654.77	Make Checks Payable to: Pearson Online & Blended Learning 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$35,008.98	Bank Wire to: Bank Name : Bank of America N A
Invoice Total : USD \$254,663.75	Bank Address :
Amount Due : USD \$254,663.75	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000005713							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037920	CENCA	Direct Charges	24		190,616.39	35,008.98	225,614.57
82037920	CENCA	Pass Through	15		29,049.18	0.00	29,049.18

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$219,654.77	\$35,008.98	\$254,663.75



Pearson

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 : 91000005844
Date : 17-AUG-2020
Due Date :
Payment Terms :
Customer Account : 3922001
Project Number : 82037920
Currency : USD
Shipment Terms :
Purchase Order Number : CENCA
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION	
Net Amount : USD \$44,635.51	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$0.00	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$44,635.51	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$44,635.51	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Invoice Number: 91000005844							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037920	CENCA	Direct Charges	-1		51,641.13	0.00	44,635.51

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Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$44,635.51	\$0.00	\$44,635.51



Pearson

INVOICE

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

Attention:
Accounts Payable

Customer Ship-to:

**Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-866-842-7428(Option-2)
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 209124
Delivery Number :
Date : 12-AUG-2020
Due Date : 11-SEP-2020
Payment Terms : NET 30
Customer Account : 3922001
Order Number :
Currency : USD
Shipment Terms :
Certiport Customer ID : 90082942-354321
Purchase Order Number : CenCA SY19/20 Tax Adj
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION	
Net Amount : USD \$2,120.01	Make Checks Payable to:	
Tax Total : USD \$0.00	Pearson Online & Blended Learning	
Invoice Total : USD \$2,120.01	32369 Collection Center Drive	
Amount Due : USD \$2,120.01	Chicago, IL 60693-0323	
	Bank Wire to:	
	Bank Name :	Bank of America N A
	Bank Address :	
	ABA ACH No :	071000039
	ABA Wire No :	026009593
	SWIFT Code :	BOFAUS3N
	A/C No :	8188290225
	Bank Account Name :	Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 209124								Page 2 of 2
Order Number	PO Number	Item Number	Item Description	Quantity	List Price	Net Price	Tax	Line Total
	CenCA SY19/20 Tax Adj	TAX	TAX ADJUSTMENT	1		2,120.01	0.00	2,120.01

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

Invoice Total	Subtotal	Total Other Charges	Total Tax	Invoice Total
	USD	USD	USD	USD
	\$2,120.01	\$0.00	\$0.00	\$2,120.01



Charges for the Following Period:

June 2020

Compensation Expenses	
Benefits - Administration	6,939.97
Benefits - Instructional	39,661.78
Credit for Nonbillable Earnings Paid by the School	(3,138.29)
Withholdings	17,969.86
	61,433.32
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	3,249.62
Community Outreach	2,083.33
Connexus™ Annual License (EMS)	38,995.50
Curriculum Postage	2,838.00
Direct Course Instruction Support	524.40
Educational Resource Center	8,189.05
Enrollment and Records Management	3,440.00
Facility Support Services	264.18
Hardware/Software - Employees	920.46
Human Resources Support	1,917.62
Internet Subsidy Payment Processing	(4,479.17)
Monthly Fee per Student on an IEP	64,412.66
School Curriculum Supplies	731.02
Short Term Substitute Teaching Services	7,410.00
Student Technology Assistance	27,504.17
Tangible and Intangible Instructional Materials	213,502.09
Technical Support and Repairs	9,748.87
Voiceover IP	4,201.98
	385,453.78
Revenue Based Charges	
Marketing Services	5,388.46
School Administration	32,330.74
Treasury Services	8,082.69
	45,801.89
Additional Services	
Math Time To Talk SY19-20	3,660.00
	3,660.00
OBL grant	(1,457.14)
Deficit Protection Credit	(246,000.00)
Pass Through Expenses	
Internet Subsidy Payment	11,300.08
Miscellaneous	4,098.35
	15,398.43
Total Amount Due	264,290.28

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for October, 2020

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial report for CalCA schools

DATE: October 23, 2020

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 August 2020. The financial reports for September 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.

Please note that the reports presented in this board package include larger Deficiency Protection Credit (DPC) amounts than the schools are historically used to seeing. This is a result of the funding changes implemented for the 2020-21 school year by the state. All schools are being funded based on last year's Average Daily Attendance (ADA). In order to allow new families who had already started the enrollment process at the time this became known to finish their registration and have a space in our program despite this funding freeze, Pearson Online and Blended Learning (POBL) agreed to fund additional students beyond the funded ADA amount of 6,013, up to a limit of 7,700, which approximately matches the enrollment in the original budget adopted for the 2020-2021 school year. The effect of this is to cause the higher than normal DPC you see.

Overall, the financials are tracking as planned for this year. We will discuss areas needing some adjustments in the Budget Update section below. Across all schools, expenses related to SPED Related Services and banking fees are disproportionately high and will be monitored over time.

ITEMS TO NOTE:

- Various financial items for California Connections Academy Southern California (AKA Capistrano), Ripon, North Bay and Central are currently being processed in preparation for our audit visit. Although our audit has been pushed to January the audit company has already presented their preliminary list of needed documentation to begin their review.
- We are working with POBL to collect some agreed upon credits from the 2019-20 school year for expenses related to SPED Related Services. This credit will be applied to multiple schools and can significantly help the bottom line, especially in our California Connections Academy Central school.
- The county office of our authorizing district for Central Coast, Santa Barbara County Office of Education, has granted us access to their financial accounting system, ESCAPE, to review entries into the previously established treasury account for California Connections Academy Central Coast. We are working with POBL to create an accounting ledger similar to that used for our Orange County Treasury account to track revenue passed through this account from the state.
- Two POBL invoices California Connections Academy Central Coast-November 2019 (invoice ending in # 3950) and California Connections Academy Central –June 2020 (invoice ending in #5713), were recently found to not be in their corresponding Board packages posted online. We are not sure if this oversight occurred before or after the board approval. As a result we are re-submitting these invoices for approval to assure they are properly reviewed by the board before action is taken to settle their balances. Moving forward, we will be carefully examining the Board Package before and after it is posted online to ensure all information is transferred accurately.

- This month we were able settle the 19-20 balance for California Connections Academy Monterey Bay. The following California Connections Academy schools have outstanding balances due to POBL that we hope to resolve in November: Southern California (Capistrano), Ripon and Central. The delay in payments were mainly caused by revenue deferrals implemented by the state over the summer. Due to an overpayment of state funding for California Connections Academy Central Coast, we will be seeking guidance before additional payments are made to POBL in order to resolve any issues regarding expected revenue for the school year.

Revised Budget Update:

Revised budgets for all six schools were prepared and are presented in this board package. In making revisions to the preliminary budget, we evaluated expenses so far based off the September close. Some areas that were adjusted included adding to the Maintenance & Repair lines for possible Covid-19 related expenses to our Southern California and Northern California offices. Some small additional amounts were added to purchase hotspots. We also increased our SPED Related Services line to cover the increased growth and demand the schools are experiencing. In addition, Other Curriculum was adjusted to incorporate projected plans to add to our mental health curriculum in an effort to support the social-emotional needs of the general student population. This decision was prompted by extra one time funds allocated for this year to promote and address mental health concerns amongst all students. Other adjustments were made based off the schools’ current projected operating practices/needs.

Additionally, the revised budgets include revenue amounts based on the 2019-20 actuals to align with our current understanding of the state’s funding calculations for this year. Additional sources of revenue were added, including: Learning Loss Mitigation General Funds, Learning Loss Mitigation Coronavirus Relief Funds, and CARES ESSER Funds, as allocated by the state as part of the Coronavirus Relief efforts. Mental health funds, (referred to as ERMHS , available on a reimbursement basis, were also included, based on the El Dorado’s SELPA funding model.

We would like to note that like the current budget, the revised budget is based on a combination of enrollment limit numbers (shown below) and Fall 1 projected counts. As a result the Forecasted Total Enrollment is higher than the Forecasted Funded Enrollment. By using the 2019-2020 funding formulas, numbers can appear skewed between those two numbers and the calculations derived from them. This should be taken into consideration when comparing revenue to enrollment based fees like staffing. For instance, staffing allocation amounts are calculated using the enrollment limitation numbers below and are prorated to adjust to enrollment actuals each month.

	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay
19-20 P2 ADA	3822	1204	506	181	39	260

20-21 Enrollment Limits	4700	1600	650	230	90	430
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External Financial Reporting:

Since the last board meeting, the 90 Day Reporting Notice for New Nonclassroom-Based Charter Schools for Funding Determinations for the two new schools was submitted to CDE.

Upcoming reports due include:

- Annual Reporting for Special Education SELPA Funding for 2019-20 expenditures (for the 4 schools transferred to El Dorado)
- Quarterly Cash Reporting: Title Federal Funding
- Quarterly reporting on CSI fund expenditures for Central

Fall One Reporting Update:

CALPADS Fall One reports on student demographic information are being worked on. The ‘Fall 1’ is a count of all students enrolled on the first Wednesday of October each year. One of the most important tasks is to clear out students who have overlapping enrollment. Each year enrollment usually closes for a couple of days in order to minimize this overlap but this year the enrollment freeze was lifted in order to expedite the enrollment of students from the waitlist, especially given the significant delays in being able to release students from the waitlist. Due to issues arising from the transfer of enrollment information from PCx to V2, initial enrollment counts and demographic data are still uncertain. The Business Services Department will be focusing on auditing the demographic data and enrollment dates to ensure all students who were enrolled on the census count day are counted and accurately reported.

Special Education Service Contracts Update:

Two additional SPED Related Services Master Contracts were completed since the last board meeting, Oxford and Devereux. There is one additional contract pending for Collaborative Partners to support Speech and Language needs primarily, but this vendor does have the capacity to provide other services as needed. There is also a possibility of adding one other provider in the near future. Information will follow.

Current List of Providers

Professional Tutors of America
Ball Tutoring

Global Teletherapy Communication
Center for Autism and Related Services-CARD
Effectual Educational Consulting Services
El Paseo
LiveSpeech
Stanford Youth
Suma Kids
Pediatric Therapy Services
Devereux Cleo Wallace Advance Behavioral Health
Oxford
Community Therapy Partners

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

POLICY AND COMPLIANCE REPORT

Submitted for October, 2020

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: October 25, 2020

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.

2020-21 BUDGET and FUNDING UPDATE:

As previously reported, there are no additional growth funding for non-classroom based charter schools in the state budget for the LCFF funding and other state funding sources. CalCA schools will be funded at the same amount as 2019-20, based on the P2 ADA and unduplicated student counts submitted last year. At this point, we have been informed that the per pupil funding for Special Education funds will also be based on prior year P2 ADA. This will be partially offset by the fact that the four schools joining El Dorado SELPA this year will receive a higher per pupil funding rate this year. There has been a lawsuit

filed by several non-classroom based charters on behalf of their students regarding the inability to receive funding for every student enrolled. While we monitor the progress of that lawsuit, we will continue to record student attendance as we usually do so that we will have accurate records of this for both chronic absenteeism as well as potential funding options that may result from the lawsuit in the future.

As previously reported, CalCA schools received funding sent to California under the federal CARES Act. These funds are referred to by the state as “Learning Loss Mitigation Funding” and must be used for specific purposes. While we did report that we spent all of the Coronavirus Relief portion funds during the period March 1 through June 30, 2020, we have consulted with our auditors and with our OBL fiscal support team, and have decided that even though the expenditures were made during last fiscal year, the revenue will be recognized during 2020-21 fiscal year. Therefore, no adjustments to the ending fund balances for last year will be needed, although an explanation will need to be provided in the audit. We also completed the first report of the General Fund portion of the LLMF funds, and reported all past expenses for COVID related supplies, equipment and services. Four of the schools also received funds referred to as ESSER funds, which was allocated based on the Title I funds received last year. We have not reported any expenditures for those funds yet.

COMPLIANCE AND REPORTING:

LEARNING CONTINUITY AND ATTENDANCE PLAN (LCP)

The LCPs for all 6 schools were submitted to the various oversight agencies and posted on the website. Each county office is also supposed to post these plans for all districts and charters in their county. The next item due will be the Budget Overview for Parents, required as part of the LCFF model, which will be brought to the board at the December board meeting.

OTHER COMPLIANCE ITEMS:

See the Financial Report portion for more information on compliance items submitted since the last board meeting. Additional upcoming deadlines include:

- Special Education expenditures for the 4 schools who exited the Tulare SELPA.
- The annual Mental Health Plan for providing mental health services to students when dictated by their IEPs. The initial estimates of our cost for these services is then due in January. Reimbursement takes place at several points during the year based on actual cost of providing these services.
- A national school survey that collects data on our schools and staff has been sent out and is due the end of October. This survey is conducted in conjunction with the national census bureau.
- Immunization reporting for Kindergarten and 7th grade students due at the end of October.

- First interim reports for all 6 schools will be due in December and will include the revised budget information.

Audit deadline:

As reported last month, the normal deadline (December 15) for the submission of the audit report has been extended until March, 2021. We were able to get approval from all six authorizing districts for the extension, so we are able to proceed. As reported in the accompanying Financial Report, we will begin submitting various items to the auditor next week, but the final work will be done in January, and the audit report will be prepared for review by the board in February. There is still additional guidance regarding the federal CARES Act funds that has not been released yet.

Prop 39 Energy Grants

The annual energy grant expenditure reports were submitted by EcoMotion, but we are still waiting to get the approved reports back from the Energy Commission reviewers. , and will document the actual amounts spent so far on the two grants for our energy efficiency projects. As previously reported, we will plan to submit amendments as soon as we are able to, which we expect to be sometime after late October.

CalSAAS Reporting:

CalSAAS is a new state credentialing compliance system. It was originally going to be launched last spring, but was delayed. The reports for last year are now being worked on for each school. The system requires that charter information goes through the authorizing district and county office of education. We are in the process of assigning the appropriate designees for each school and reviewing the initial discrepancies found. The data submitted includes teacher course and student assignments which are then matched up to the state's database for teacher credentials. Many of the initial discrepancies may be due to the past flexibility charter schools had in assigning teachers to non-core courses such as electives. We will have five years to align that type of misassignment.

POLICY ITEMS:

The second round of revisions to the Employee Handbook have still not been completed so those will be submitted for board approval at a future meeting.

Additional discussions and revisions are taking place to the School Handbook Supplement regarding the recently updated Title IX guidance in order to best align this with our existing Title IX policies and notices.

SCHOOL OPERATIONS:

ENROLLMENT UPDATE:

There was a very long delay in releasing students from the wait list due to the switch from the PCx platform back to the Connexus V2 platform. A process had to be developed, and in fact, is still in development, to move the student information from the PCx enrollment system (NES) to Connexus V2 and activate the student accounts. This process is partially manual and partially automated, and has been slow. Student demographic data and documents are still not fully moved into V2, and multiple errors are found which must be resolved manually. All teams have been working constantly on this. We did find that many families had made other schooling arrangements and so either did not accept their space, or withdrew shortly after enrollment to continue to attend their current school.

At this time, even though the process for a student to become active when they receive a space in the school is still being improved, the actual release from the waiting lists is going smoothly and there are spaces available in grades 6-12 in the larger schools. Students are released from the waiting list as other students withdraw, or, in the case of the schools and grade levels with space available, when a family completes all registration steps. There are still very long waiting lists for the elementary grades in all schools. We are also still receiving requests for re-enrollment from students who attended last year, and we are also receiving a number of requests to allow exceptions for the enrollment of siblings of currently enrolled students.

As a reminder, the enrollment limits were set to match up closely to the original budget adopted by the Board in June, and this is only be possible due to some financial assistance from OBL. Updated budgets have been prepared and presented to the Board at this meeting.

COVID 19 UPDATE:

School leadership is continuing to keep apprised of state, county and local guidance and rules around the re-opening of businesses. A decision was made by the Executive Leadership team to postpone any in person school events until after winter break. We continue to keep the two office locations closed to the public, while a limited number of staff members report to each office to take care of certain activities, such as student records, which must be done on site. We are also planning two large projects to be completed with all health and safety protocols in place. This will be the processing of the Chromebooks purchased last March at the SoCal office, and a large records storage project at the NorCal office. Regarding office re-opening, we will continue to watch the case counts in the counties where our offices are located and work on the checklist needed for official office reopening to the public.

Other Operations:

Several members of the leadership team will be attending the annual Charter School Development Center conference virtually this week. This annual conference provides vital updates for fiscal and compliance issues every year. This year is expected to again be an unusual year due to all the changes for charters and all public schools.

CHARTER RENEWAL AND OVERSIGHT:

Charter Renewal for CalCA Central

We have not been able to make any additional progress in the last month on the charter renewal application due to the extra work load from the dramatic changes at the start of the school year, and ongoing data clean up. We plan to work out a mutually agreeable timeline for the charter submission at when we meet with the new superintendent for AUSD.

AUTHORIZER RELATIONSHIPS

We submitted our response to RUSD regarding a complaint that was received by them via email. We have been working with Santa Barbara County Education Office on various fiscal matters, as reported in the Financial Report. We are still working on setting up virtual meetings to introduce ourselves to the new superintendents for MUSD and AUSD.



From: Jessica Davis
To: California Connections Academy Board of Directors
Re: Connections Academy General Handbook 2020-2021

Attached for board approval are multiple updates to be included in the Connections Academy General Handbook for 2020-2021. For your convenience, a summary of the changes to the General Handbook are provided below.

Once approved, the revised Handbook will be posted on the Virtual Library.

2020- 2021 Connections Academy General Handbook Updates

Throughout the handbook, updates have been made to remove PCx specific language and add the Connexus V2 specific language back into the handbook.

Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items ~~via the Drop-Box by sending them to their teacher.~~

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1-12. Quick checks for most middle and high school courses as well as some elementary courses are graded and weighted, ~~and they account for five percent (5%) of a student's overall grade.~~

Quick ~~checks~~ Checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored, so they do not contain any type of question that would be graded or reviewed by a teacher.

Quiz*: Quizzes, which typically contain 5-10 questions, are longer than ~~quick~~ Quick checks Checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored. Quizzes are not in all courses.

Sample Work: Sample work assessments allow teachers to monitor students' work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return [later](#) to complete the remaining portion of the assessment [at a later time](#).

External Video and Web Conferencing Services

[Schools may use external video and web conferencing services and tools \(e.g., Zoom\).](#)
[Students are expected to comply with all school policies and the Honor Code when utilizing external services and tools.](#)

*Please let us know if we can aid in the review process in any way or if you require further information on this policy.

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CONNECTIONS
ACADEMY®

School Handbook General Portion

2020-2021

Welcome to your Connections Academy virtual school!

Your school is designed for students to learn at the highest levels possible. Our rigorous curriculum, personalized learning approach, and engaging virtual classroom sessions make learning challenging and relevant. Our student-centered approach means that each child receives the educational support they need to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals who are focused on your student's well-being; virtual sessions using LiveLesson® session technology; supplementary educational opportunities; clubs and activities; or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success.

Your school's dedicated teachers and administration are focused on your student's well-being and fulfilling the Connections Academy mission: *to help each student maximize their potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians (Caretakers), your role in a Connections Academy school is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this Handbook and in the School-Specific Handbook Supplement. Sections in this Handbook marked with an asterisk (*) have additional information in the Supplement. Please read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. To reach your Connections Academy school, visit www.connectionsacademy.com, enter your zip code, and then select Visit School Site. Learning Coaches and Caretakers can see detailed school contact information from their [Education Management System Connexus®](#) login page. Your School-Specific Handbook Supplement, found in the [document repository Virtual Library](#) in ~~the~~ [Education Management System Connexus](#), also contains complete school information. To contact the Connections Academy central office, call 800-382-6010.

Congratulations on joining the Connections Academy family. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

We look forward to working with you and wish you a successful 2020-2021 academic year!

Getting Ready: Quick Tips

Get to Know Connections Academy's Policies

Please take some time before the school year starts to understand the policies in this General Handbook and your School-Specific Handbook Supplement. You and your student are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you and your student are in compliance with Connections Academy policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should [log in to the Education Management System every school day and check in both the Student Information System and the Learning Management System for announcements, assignments, and other important information. check their To Do list on their home page in the Education Management System Connexus every school day.](#) **Be sure to complete [the any](#) assigned orientations and trainings [you find there](#),** this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":

- Dedicate a space for keeping school materials and supplies organized
- Place your student's "classroom" in a quiet area that is free of distractions
- Create a filing system for portfolio assessments, student work, and important papers
- Create a showcase area to display your student's work
- Review your calendar, set a schedule, and post the daily routine

If you're waiting for a computer delivery from Connections Academy, review the set up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in [the Education Management System Connexus](#) without receiving your materials first. If you are using your own computer, take time to review the system requirements [in on the Support Site Connexus Help \(accessed via the MORE tab on the Toolbar\)](#) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From [your the Home Page, Education Management System homepage](#), [select the Links tab](#), then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our [support site Connexus Help](#) has a lot of the answers! [Select the MORE tab on your toolbar in Connexus and then select the Help button.](#) You can also call Connections Academy at 800-382-6010 or send an [email WebMail](#) message to Technical Support if you have any issues with your computer, [the Education Management System Connexus](#), or accessing the internet.

If you want to get to know your teacher(s), check out [the homepage for each of your courses in the Learning Management System \(LMS\). There you will find information on the course, your teacher, and their contact information. You can also view your complete course schedule, including teachers and their contact information, inside the Student Information System \(SIS\). Both the SIS and LMS are readily accessed through your MyPortal landing page upon logging into the Education Management System. Teacher Communication Data View. To access this Data View, select your student's name from your Home Page. From there, you will see the courses your student is taking. Select the !\[\]\(0f848bbd71cef6b345273b16f905912a_img.jpg\) icon beside the teacher's name and then select and view the teacher's Teacher Communication Data View information. Review the teacher's prior experience and qualifications, courses taught, contact information, and more!](#)

Welcome to Connections Academy! We hope you have a great year.

**See the School-Specific Handbook Supplement for additional information.*

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1 INTRODUCTION

This handbook has been approved by each of the Connections Academy schools' Governing Boards or other authorizers as required. The most current version of this General Handbook, and its companion document, the School-Specific Handbook Supplement, is available online in the School Handbooks section of the [document repository Virtual Library](#) in [the Education Management System Connexus](#).

Sections of the General Handbook that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional, school-specific information on these topics. All policies in this General Handbook apply to grades K–12 unless otherwise noted. However, as high school programs vary from state to state, information related to high school is found in the School-Specific Handbook Supplement.

2 SCHOOL MISSION AND OVERVIEW

2.1 *Mission Statement**

It is the mission of Connections Academy schools to help each student maximize their potential and meet the highest performance standards through a uniquely individualized learning program. Check your School-Specific Handbook Supplement for your school's individual mission and/or vision statements.

2.2 *Program Overview*

Connections Academy's high-tech, high-touch, virtual "school without walls," combines the best in virtual education with very real connections among students, families, teachers, and the community. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that work together to maximize student learning.

2.3 Non-discrimination Statement

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement, or age in the admission to, participation in, or receipt of the services under any of the Connections Academy and its affiliated entities educational programs and activities, or in employment practices, or any other area protected under federal or state law are strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by the laws of the state under which that particular Connections Academy school operates.

The non-discrimination policy 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)*. Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the Connections [Non-discrimination Policy](#). Please also review the [document repository in the Education Management System Virtual Library](#) for certain state specific Non-discrimination policies as required by state law and/or school authorizers.

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by state and federal law. See your School-Specific Handbook Supplement for additional information.

2.4 The Connections Academy Commitments*

Each Connections Academy school has high expectations for its students and their families and requires them to commit to the rigorous educational program that has been implemented. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- The school will contact the student and their Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic success.

- The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student’s individual learning needs.
- The school will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The school will support the student and family with the training needed to learn how to use [the Education Management System Connexus](#) and provide encouragement needed to fulfill their responsibilities.
- The school will make a strong effort to incorporate all stakeholders’ feedback for the continued improvement of the program.
- The school will encourage the student’s social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events. The school’s Get Connected! program will help facilitate these opportunities to connect, and at some schools, will provide private Facebook groups where Caretakers and Learning Coaches can “meet” to arrange study groups and other informal gatherings.
- For students with disabilities, the school will follow Individualized Education Programs (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students’ Section 504 plan requirements for accommodations to address each eligible student’s individual needs as required by law or regulation. See your school’s Handbook Supplement for details.
- The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 2 for the Connections Academy FERPA policy [FERPA Notification](#).)
- The school will comply with the provisions of the Children’s Online Privacy Protection Act of 1998 (COPPA). (See Appendix 4 for the Connections Academy Privacy Policy, including COPPA statement).
- The school will provide approved Caretakers access to student records and related school information through [the Education Management System Connexus](#) in accordance with applicable federal and state law.

- The school will always operate with the best interests of the student in mind, and in accordance with state and federal law.

3 SCHOOL ORGANIZATION AND ROLES

This section provides information about how your school is organized and on the various roles and responsibilities for everyone involved in the school.

3.1 Roles and Responsibilities

Caretaker (Parent or Legal Guardian)

Connections Academy schools apply the term “Caretaker” to the student’s parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student’s enrollment requirements. All Caretakers are automatically given “Learning Coach” (see below) access in [the Education Management System Connexus](#) so they are able to perform the Learning Coach duties.

Caretakers must agree to and sign the Parent/ Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coach(es) either *in addition to or in place of* the Caretaker by completing and submitting the Designated Learning Coach Agreement form. Even if the Caretaker designates another adult or adults as Learning Coach(es), the Caretaker will continue to have the Learning Coach access in [the Education Management System Connexus](#). The Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student’s educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student’s Caretaker. However, Caretakers may designate another adult or adults as the student’s Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student’s school work and school-related activities, by completing the Designated Learning Coach Agreement form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available in a

timely manner to the school staff as needed for discussions related to the student's educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! Program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! Program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! Program resources are available under Links on the Learning Coach and Caretaker Home Page.

Under certain circumstances, students who are eighteen (18) years of age or older, or an emancipated minor, may request to be their own Learning Coach. To discuss this option, students should contact either the Connections Academy Enrollment Team during the enrollment process, or the School Leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of their abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students at all times are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (Appendix 1).

Eligible Student

"Eligible student" at Connections refers to students over eighteen (18) years of age and emancipated minors. Other uses of 'eligible student' will be qualified with the area of eligibility; for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are

provided with the support and assistance they need. The School Leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your School Leader's contact information.

Homeroom Teacher (Elementary Students)

Each elementary student is assigned a homeroom teacher (depending on program implementation, a Family Connections Coordinator may provide support in lieu of a homeroom teacher). The homeroom teacher serves as the family's central point of contact with the school and works with students and their Learning Coaches to develop and implement the Personalized Learning Plan (PLP). Generally, the homeroom teacher will also be the teacher for most or all of the student's subjects. The homeroom teacher is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades; reviewing and approving adjustments to students' schedules (such as vacations and/or field trips); and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers or Family Connections Coordinators may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with Learning Coaches to run the Scheduler (adjusting the student's Planner within [the Education Management System Connexus](#)), addressing basic technical concerns, and assisting with the process for marking and/or changing student attendance. The name of the teacher for each of the student's courses is listed next to the course name on the [Education Management System Connexus](#) home page and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.

School Counselor, Homeroom Teachers, and Advisory Teacher (Middle and High School Students)

Each middle and high school student has an Advisory Teacher, Homeroom Teacher, and/or School Counselor (titles may vary by school). The Advisory Teacher, Homeroom Teacher, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career

questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

Subject-Specific Teacher

The subject-specific teacher is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling the following instructional issues:

- providing timely and relevant feedback on student work including grading and updating progress reports
- facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept
- managing the course scope, pacing, and sequence to ensure a student's academic success
- personalizing the curriculum, including modifying lessons and assessments
- proctoring state and/or federally mandated tests

Subject-specific teachers proactively monitor each student's progress using [the Education Management System Connexus](#) and through regular contact via phone, streaming audio and video (LiveLesson sessions), and [WebMail](#) messages [within](#) (our [Education Management System Connexus-based email system](#)). Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, Learning Coach, and Family Connections Coordinator, or homeroom/advisory teacher. Teacher feedback is provided through the use of rubrics, assessment grades, phone conferences, [WebMail email](#) messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports (at schools that issue them), verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K-8).

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects; these teachers may also be the student's homeroom teacher.

Substitute Teachers

Substitute teachers are teachers who meet the state requirements for being substitute teachers in their state. They serve as homeroom and/or subject-specific teachers when the regular Connections Academy teacher is not available for an extended period of time (on military or medical leave, etc.). Substitute teachers perform all of the duties of a teacher or subject-specific teacher.

Teaching Assistants

Teaching assistants may perform many of the duties of a homeroom teacher or subject-specific teacher, as defined above. However, teaching assistants are not permitted to issue final course grades and they must work under the supervision of a certified teacher.

Family Connections Coordinators (FCC)

Depending on program implementation, the Family Connections Coordinator (FCC) serves as a single point of contact between the family and the Connections Academy school to provide support to families and students for non-teaching tasks.

Community Coordinators (Caretaker Volunteers)

Community Coordinators are typically Caretakers of students in the school. Some schools do not have community coordinators and have events planned by the school staff – they are referred to as School Event Representatives. Community Coordinators, and/or School Event Representatives, help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Schools provide information to families at the start of the school year about how to become a Community Coordinator and will distribute the Community Coordinator's contact information to families. If you have a question or a suggestion related to a local activity or opportunity, contact your assigned Community Coordinator or the School Event Representatives.

Student Support Team

The Student Support Team (SST) consists of a number of individuals with various roles at the school, with the goal of supporting struggling students' academic and behavioral needs. The SST may be comprised of teachers, staff members, administrators, school counselors, intervention specialists, parents as needed, and others at the school who may have knowledge of student performance and needs. The SST meets regularly to discuss individual students referred to the team by school staff or parents. Concerns may be related to academic, performance, engagement, or physical and mental health. This Team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). Students are identified as needing additional support based on universal screening assessments conducted with all students, teacher and/or Learning Coach observation and knowledge of the student, and/or a review of the student's academic performance, participation, and/or attendance levels documented in [the Education Management System Connexus](#).

The Student Support Team shares information among its members about a student's academic and/or other challenges, and makes recommendations for implementation of instructional or other interventions. SST members also perform regular data collection on progress of these interventions, and other relevant information. The team develops and recommends additional instructional strategies and resources for the student's teacher(s), Caretaker, and Learning Coach, and then follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement. Caretakers are kept informed regarding interventions and student progress.

3.2 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 required 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.

3.3 School Information*

Contact information for your school is found in the School Specific Handbook Supplement.

3.4 School Schedule

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, as long as no state or local regulations are violated. However, students must still attend school regularly, meet their school's specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your School-Specific Handbook Supplement for specific requirements.)

Students must also be available during regular school hours for any required phone conferences or participation in LiveLesson sessions, unless school-approved alternate arrangements can be made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course [and through the Teacher Communication Data View](#).

3.4.1 The 2020-2021 School Calendar*

Your school's calendar is in the School Specific Handbook Supplement.

3.4.2 Required Instructional Hours*

This information is in the School Specific Handbook Supplement.

3.4.3 Emergency Closure Plans*

Note that some schools may have a separate Emergency Closure Plan.

If a school's office(s) closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" [WebMail email](#) message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the country where conditions may be different from those in the local school office location. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa.

Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should still plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment eligibility are available on your school's page on the Connections Academy website. To find these requirements, select the Enrollment tab at the top of the page, and then select Eligibility Requirements.

All Connections Academy schools abide by all federal, state, and local policies and guidelines for student admission and do not impose admission requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness. The School Leader or their designee shall serve as the liaison for homeless students.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may temporarily “pause” enrollment by holding students who have completed Stage 2 of the enrollment process on a wait list for a defined period of time. After the temporary “pause” of enrollment is over, students will again be able to move forward with completing the enrollment process. The school board or authorizer has delegated to the School Leader the authority to define and implement these temporary “pauses” of enrollment periods. These temporary “pause” dates will be posted on the school’s website where information about enrollment can be found.

Some schools also have enrollment caps and therefore may implement a lottery system. Schools may also close enrollment at some point in the year, as permitted by state or local regulations. Check your school’s website for more information.

3.5.1 Returning Students

Currently enrolled students whose Caretakers plan for them to continue with Connections Academy for the next academic year must communicate their plans for the next school year in [the “Tell Us Your Plan” Data View which is made available on the Caretaker’s To Do List each year accordance with any instructions received from their school](#). Please follow the timeline presented to you by the school for submitting your response. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows that the student intends to return** the following year (but no later than the end of the current school year or specific deadline as indicated).

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the same school for a different school year should contact the Enrollment department at 800-382-6010 to determine what information is needed to reactivate the student’s account.

Students enrolled in a Connections Academy school who wish to enroll in a different Connections Academy school for the next year, should call the Enrollment Department at 800-382-6010 for detailed enrollment instructions regarding state requirements appropriate to their situation.

If a student wishes to return during the same school year to a Connections Academy School after withdrawing, the Caretaker should contact the Enrollment Department at 800-382-6010 to

initiate the re-enrollment process. Note that these students should not complete a new online registration. Additional documents may be required for reenrollment. Please see the School-Specific Handbook Supplement for information specific to each school.

3.5.2 Kindergarten and First Grade Admissions*

This information is found in your School-Specific Handbook Supplement.

3.5.3 Enrollment after the Start of the School Year or Semester*

Students may generally enroll after the start of the school year if (1) space is available, subject to any other local limitations, and (2) the open enrollment period for the school year has not passed. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Students may also participate in a special orientation course for students who enroll after the start of the school year.

3.5.4 Dual Enrollment in another K–12 Program*

Information pertaining to dual enrollment may be found in the School-Specific Handbook Supplement.

3.5.5 Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Connections Academy curriculum with college-level courses in schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students should consult with their school counselor or advisory teacher prior to enrolling in college courses to be sure they are fully informed about specific state requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

3.5.6 Withdrawing from School*

Students may withdraw from the school at any time, provided that the Caretaker provides Connections Academy with either evidence of homeschool registration consistent with state

requirements or the name and location of another public or private school that the student will attend.

Prior to withdrawing, the Caretaker and/or Eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, they should contact the School Leader or Assistant Principal, or their designee to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in [the following way either of two ways; however, please note that some states may only offer one option.](#)

- [From the Caretaker home page in Connexus, select the student's !\[\]\(687b6c142f51ac6f390f8bd444e38d03_img.jpg\) and go to the Initiate Student Withdrawal Data View. Complete the requested Next Schooling information and select Save and Finish to submit the form.](#)

[Please note that this method should not be used to indicate that a student does not intend to return for the following year Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.](#)

Contact your teacher by phone or [WebMail email](#) message and inform your teacher of your intent to withdraw your student(s). If you use the [email message WebMail](#) system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10, Educational Materials Provided by the School and Technology, for information concerning the return of school equipment and materials as part of the withdrawal process.

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker must contact the school to discuss the change and ensure the student remains compliant with all Connections Academy, state, local, and other applicable regulations and policies. The four types of Location Change, and the related policies, are listed below:

1. Permanent In-Area Location Change: change of residence within the school's service area. Example: The family purchases a new home during the school year. For this type of location change, the Caretaker must:
 - a. Contact the Connections Academy Enrollment Department to notify them of the location change as soon as possible, but no later than thirty (30) days after the move. The Caretaker must provide new proof of residency documentation and updated student contact information to the Connections Academy Enrollment Department within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.
 - b. Inform the student's homeroom, or advisory teacher, or Family Connections Coordinator, as appropriate.
 - c. Continue to meet the school's eligibility requirements as long as the student moves within the school's service area.

2. Temporary Location Change: Travel or relocation away from student's residence for longer than three (3) weeks. Example: The family stays with a relative in another state for two (2) months. For this type of location change, the Caretaker must contact the School Leader prior to the Location Change for permission to make the Location Change. The School Leader will make a determination per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school. Please note that location changes may also affect support services, dependent upon state law.

If the School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form available in the [document repository in the Education Management System Enrollment section of the Virtual Library](#) and submit it to the school. The School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the School Leader for the student to remain enrolled during the Temporary Location Change.

- a. Note: Stationary computer equipment (desktop computers and monitors) may never be taken out of the state for Temporary Location Changes. Laptops, where provided, may move temporarily with the student, as long as the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy.
3. Alternate Learning Location(s) Change: Student learning regularly occurs in an alternate location but there is no change in the student's residence. Example: The student's Learning Coach is a neighbor, and the student regularly works at the Learning Coach's home. For this type of location change, the Caretaker must contact the School Leader prior to the location change to confirm that this Location Change will not affect the student's enrollment eligibility.
 - a. If the School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form and submit it to the school. The School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the School Leader for the student to have an alternate learning location or locations. Note: Caretakers are always responsible for Connections-provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.
 - b. In any of the above types of Location Change, the student must continue learning activities, required communications, and must still comply with all state testing and other state and school requirements.
 4. Permanent Out-of-Area Location Change: Move to another state.

If a student moves out of state, all computer equipment and curriculum materials must be returned to Connections Academy, even if there is another Connections Academy school that operates in the state where the student is moving.

The following actions related to Location Change may cause the student to be immediately withdrawn from the school:

- engaging in any type of Location Change without notifying the School Leader and/or the Connections Academy Enrollment Department team
- failure to complete and submit any required Location Change forms
- failure to provide the Connections Academy Enrollment Department team and/or the school with any additional required documentation
- failure to receive specific written permission to remain enrolled when engaging in any form of Location Change

If a family moves to another state where there is a Connections Academy school and the family would like to enroll in that school, the Caretaker should contact the Connections Academy Enrollment team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the current school and then enrolled in the new school, if eligible for enrollment in the new school. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so it is important that the family contacts the Connections Academy Enrollment team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school. The Caretaker should also notify the school that the student is moving.

While Connections Academy will do its best to accommodate students wishing to enroll in another Connections Academy school, this enrollment cannot be guaranteed. Each school is governed by state-specific enrollment rules and procedures, and Connections Academy must comply with these rules and procedures (e.g., the school in the new state may have an enrollment cap that has already been met and/or may have a waiting list.)

Note: For students with an IEP, the family is encouraged to contact the Special Education Director in the new Connections Academy school prior to enrollment to discuss the special education services provided in the new school.

3.5.8 Learning Environments and Working with Multiple Students

It is essential that the Learning Coach designated to support students in the Connections Academy virtual school environment fully understand their responsibilities and is able to perform them as required. Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the Location Transfer

Request Form (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K-12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

If a student's IEP designates alternative state testing and alternative curriculum, the student is exempt from mandatory Pre-testing, Mid-testing, and Post-testing. However, at the Learning Coach's request, the student may still complete the testing and receive scores as these assessments can be a useful diagnostic tool.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3-12, and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window

remains open throughout the semester. After the semester closes, students must send [WebMail](#) [email](#) messages directly to their teachers to reply to discussion posts.

Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items by sending it to their teacher.

Final exam*: Final exams test students on the course knowledge they acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student's overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances participation may account for greater than five percent (5%). Whether to include participation in the student's grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail**. Students in grades 9-12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lesson. Note: Not all courses use these conventions.

Practice for AP® Exam*: This assessment appears in some Advancement Placement courses as preparation for the AP® Exam. It features multiple choice questions and practice writing opportunities. Students receive immediate feedback to guide their review study.

Pretest*: Pretests, which typically contain 10-15 multiple choice questions, assess students' prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored, so they do not contain any type of question that requires teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit.

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1-12. Quick checks for all elementary courses are graded but not weighted. Quick checks for most middle and high school courses are graded and weighted, [and they account for five percent \(5%\) of a student's overall grade.](#)

Quick [C](#)hecks are brief (usually 3-5 multiple choice questions), and the questions are automatically scored, so they do not contain any type of question that would be graded or reviewed by a teacher.

Quiz*: Quizzes, which typically contain 5-10 questions, are longer than [Q](#)uick [C](#)hecks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored. [Quizzes are not in all courses.](#)

Sample Work: Sample work assessments allow teachers to monitor students' work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return [later](#) to complete the remaining portion of the assessment [at a later time.](#)

** Some schools require all grades to submit portfolios electronically via Drop Box only. Please see the School-Specific Handbook Supplement for additional information.

Non-Weighted Assessments

The following assessment types are also found in the curriculum, but do not have an impact on the student's grade.

Course Survey: Course surveys are non-graded assessments that ask students for their opinions regarding a course and the student's teacher. Surveys are usually placed at the end of a course, [and may be linked through the student's list of Data Views.](#)

Online Practice*: Online practice assessments allow students to answer practice questions for a particular lesson or unit so they can measure their own grasp of a subject or concept. The questions are automatically scored, and do not contain any type of question that requires teacher review or grading. These assessments are scored but do not impact a student's final grade, and may occur several times in a unit. These assessments often offer targeted feedback to the student, visible in the review guidelines after the assessment has been submitted.

Reflection*: Reflection assessments are used in math courses to get students thinking about their relationship with mathematical concepts from a unit (or preceding units) and about themselves as learners and mathematicians. These assessments contain mainly multiple-choice questions, but they may also contain short answer questions. Reflections are scored but do not impact students' final grades.

Skills Check*: These are brief assessments used to gauge students' learning in kindergarten through second grade. The Learning Coach completes these diagnostic assessments to keep the teacher updated on the student's progress. Skills checks are also used in many high school math courses as a diagnostic assessment completed by the student prior to embarking on a new lesson. Skills checks are scored but do not impact a student's final grade.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not included in the student's grade, but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention.

- Check for Understanding: Questions provided by the school to the Learning Coaches to ask the students to gauge the development of certain skills.
- Curriculum-Based Assessment (CBA) —Synchronous, or real-time, communications between the student and the teacher used to gather formative information on students' understanding of concepts. Students are required to participate in a minimum of eight CBAs a year but teachers often administer many more. Teachers conduct two types of

CBA: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).

- VCBA: used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
- VCBA: informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of “recently completed assignments” such as a reading passage or solving a set of mathematics problems.
- DCBA: used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine future instructional support that may be necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

3.6.3 Mandatory Testing*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades or courses. Additionally, Connections Academy schools require all students to participate in at least one proctored test each year, which will usually be the state-mandated test. Therefore, all students enrolled in a Connections Academy virtual public school will be required to participate in the state standardized testing program, consistent with state law.

The school will work closely with Caretakers, Learning Coaches, and students as they prepare for required testing. If a student is not able to participate in testing, the Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the school to take a makeup test.

There are serious consequences for both the school and the student when students do not participate in state testing. Therefore, students who fail to participate in required testing may be subject to disciplinary action consistent with state law.

3.7 Personalized Learning*

3.7.1 The Personalized Learning Process

Connections Academy teachers work with Learning Coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

The personalization process includes the following components: initial academic placement and course selection, performance testing, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in instructional intervention programs, attendance in LiveLesson sessions, enrollment in elective courses, and strategies for families to implement throughout the year. The process also includes several goal-review and adjustment sessions including a final conference at the end of the school year to review progress.

3.7.2 Adding Elective Courses (Elementary and Middle School)*

Before requesting to register for electives, students in grades K through 8 must generally meet the following criteria:

- be enrolled in school for at least 30 days
- have completed their initial assessments (e.g., LEAP or other pretesting, and/or state testing)
- be in good academic standing (overall grade of 70% or higher)
- maintain acceptable attendance (i.e., be “On Track”)
- have all start-up tasks complete, including completion of student orientation courses and Welcome Call (start of school year call with teacher).

Schools may define additional criteria for permitting students to enroll in electives. After these criteria are met, teachers will work with families to select appropriate electives, approve the student's selection, and enroll the student in the elective course(s).

*Some states permit electives to be selected at other times. All criteria noted above are subject to state laws and/or regulations. Please see the School-Specific Handbook Supplement for additional information.

3.7.3 How Families Can Personalize Instruction

Students and Learning Coaches work closely with their teachers to personalize student programs, but families can also personalize their learning programs in several different ways.

- Pacing and Scheduling- Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their Learning Coaches to structure the school day to best meet the student's learning needs. The online Scheduler allows students in grades K-8 and their Learning Coaches to select which days of the week they would like to schedule certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by state requirements and is overseen by the school's leadership.

Most high school students have significantly decreased flexibility in the schedule so they can learn and work together (e.g., in discussions and on collaborative projects). High school students who may benefit from a more flexible schedule should speak with their advisory teacher, Family Connections Coordinator, or school counselor to make appropriate adjustments.

- Limits to Program Flexibility - every student is expected to master the essential skills and standards covered by the school's rigorous curriculum, which is designed to meet or exceed each state's standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school's standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

3.7.4 Placement Changes during the School Year (Elementary and Middle School)*

Counselors, administrators, teachers, School Leaders, and the Connections Academy staff work together to make sure that each student's initial course placement is accurate and appropriate. Although it is possible to request a change in placement after the student is enrolled, Connections Academy recommends that before requesting a placement change, students work in their assigned courses, look ahead in the curriculum for the year, and discuss with the school any specific challenges the student is having with the course work and/or grade level placement. The student's teacher may also be able to tailor the current curriculum to better meet the student's individual needs.

To request a placement change, the Learning Coach should contact the student's teacher. The School Leader or their designee will have final say in approving or disapproving placement changes.

*Please see the School-Specific Handbook Supplement for information on the High School Add/Drop process.

3.8 Course Completion*

Course completion definitions may vary by state but are critically important when requesting either midyear course completion or late course completion options (below).

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their Learning Coaches and teachers to make sure they have mastered course content. Teachers can provide enrichment and extension activities for students who have the ability to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or midyear will be made collaboratively by the Caretaker, Learning Coach, teacher, school counselor (if applicable) and School Leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current-course content
- exploration of enrichment and extension opportunities offered throughout the curriculum
- sufficient in-depth involvement with the course material as determined by the teacher

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. Generally, if a midyear curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the School Leader will have final say in approving or disapproving placement changes.

Note: All schools have a deadline for shipping materials that occurs in the spring semester. After the deadline, placement changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students may request an extension allowing them to turn in work up to two weeks after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee that an extension will be granted.

Extensions will not be granted beyond two weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a school operates an official summer school program (or the student qualifies for extended year services through special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP team.

4 ATTENDANCE*

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These

requirements are documented in the School-Specific Handbook Supplement, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring that students meet their school's attendance requirements, and that the student's attendance is properly documented as required by the school (see the Attendance section of your School-Specific Handbook Supplement). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Although there is more flexibility in the Connections Academy program than in a traditional school setting, with regard to instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the School-Specific Handbook Supplement.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that Caretakers take responsibility for ensuring that their student(s) attends school. Most Connections Academy programs require that the Caretaker or designated Learning Coach record attendance daily. (Refer to your School-Specific Handbook Supplement for details on attendance recording requirements.) The Learning Coach Orientation includes information on how to record attendance. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours should not be marked by the Caretaker or designated Learning Coach. Students and/or their Caretakers and/or Learning Coaches must also participate in/respond to regular telephone, [WebMail email](#) message, and/or Web conferencing (LiveLesson presentations) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School: Grades K-8 (not all grades may be available at every school): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a Learning Coach. The student's need for assistance will range from fairly substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires that the student have adult supervision during the entire school day to meet health and

safety regulations. Check your state’s laws to determine the age when a child can be left unattended.

High School (Grades 9-12; may not be available at all schools): Students are expected to perform their school work independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in [the Education Management System Connexus](#) and verify that the student has completed the assigned lessons and assessments. The Learning Coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment. Check your state’s laws to determine the age when a student can be left unattended.

4.2 Marking and Verifying Attendance*

Recording, Verifying, and Changing Attendance Records in [the Education Management System Connexus](#)

Learning Coaches are expected to record attendance in [the Education Management System Connexus](#) at least weekly; at some schools, Learning Coaches are required to record attendance daily. Be sure to follow your school’s requirements for recording attendance to avoid the risk of having your student in Alarm status and/or in danger of being considered truant. After the Learning Coach has entered and saved attendance in [the Education Management System Connexus](#), attendance cannot be edited. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student’s teacher to request an attendance record change. Before the school can change the attendance record in response to a Learning Coach request, the Learning Coach may be required to demonstrate that the original entry was an error, and provide documentation to support the change. Because attendance is subject to “lockdown” (see below) at certain intervals, Learning Coaches should contact their student’s teacher as soon as they discover they have made an error in recording attendance. Attendance recorded by a Learning Coach is not sufficient to properly verify student attendance. Teachers also verify attendance records on a regular basis and may change a student’s attendance status if there is insufficient evidence to verify attendance, and/or if they are unable to determine if a student was participating in learning. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time

stipulated by each state's regulations. The School-Specific Handbook Supplement outlines how many learning hours or minutes must be demonstrated within a specific time frame.

Teachers may make changes to attendance records for the following reasons:

- Upon request by a Learning Coach to record Attendance —If requested to do so by the Learning Coach, teachers may enter the appropriate attendance code in a blank attendance field because the Learning Coach is not able to access a computer or does not have Internet access, but the student has been able to continue their studies using offline materials. Teachers will note in the student's Log the reason for the Learning Coach's request and may request additional documentation that the student was engaged in learning. This method of recording attendance should only be done in exceptional circumstances.
- Upon request by a Learning Coach to correct an error- If a Learning Coach makes an error entering an attendance code, a request may be made for the teacher to enter the correct code. Teachers will note the basis for the request in the student's Log and may request additional documentation.
- Upon review by a teacher or other authorized school staff to validate attendance- A teacher or authorized school staff member will change the number of hours worked to a "0," or the "present" code may be changed to an excused or unexcused absence code, if, after communication with the Learning Coach and/or a review of the student's activity in [the Education Management System Connexus](#), the teacher or staff member believes there is insufficient evidence to support that the student was in attendance (e.g., insufficient lesson completion, teacher contact, and/or assessment completion, including state test attendance).

In all cases, a teacher or another school staff member will discuss with the Learning Coach any perceived differences between the student's recorded attendance and their documented lessons completed and assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in [the Education Management System Connexus](#), they will promptly inform the Learning Coach and document the change in the student's Log. Learning Coaches who have disputes related to attendance should contact the

School Leader to resolve the dispute, then follow the dispute resolution procedures in the School-Specific Handbook Supplement if the issue is not resolved with the School Leader.

Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, student attendance records are “locked down;” at set intervals so records can only be modified by authorized school personnel. Lockdown generally occurs every two (2) weeks (meaning that any dates that are fifteen (15) or more days in the past can only be edited by authorized school personnel), but some schools have defined dates.

After attendance records have been locked down, teachers are not able to make changes to attendance records. Therefore, Learning Coaches should request to update attendance records as soon as they realize there is an error. To request alterations to the attendance record for days that are far enough in the past that they are “locked down,” Learning Coaches should still contact their student’s teacher, but be aware that their student’s teacher must then discuss the attendance alterations with the appropriate authorized school personnel.

The School Day

Students must complete a certain number of instructional hours per day as required by authorizer requirements and state law and regulations. Learning Coaches should check the Attendance section in their School-Specific Handbook Supplement for specific information about the school’s required daily and weekly hours of attendance. The school day is not limited to certain hours for start and end times, however the school’s teaching staff is only available during the school’s hours of operation. Learning Coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

Each school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. (Refer to the School-Specific Handbook Supplement for your school’s calendar, and information on how to record attendance per specific state rules.) All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this

handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

Types of Absences

Specific attendance rules and regulations regarding different types of absences vary by school. Reasons for excused absences may include, but are not limited to, the following:

- **Health problems**—Students are unable to participate in school work due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or Caretaker must send a written note or [WebMail email](#) message to the student’s teacher(s) documenting the health issue. The school may also require a doctor’s note for absences of more than three (3) consecutive days.
- **Other excused absences**—Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student’s attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the school’s leader, and for which the family provides appropriate documentation if required by the school.

If a student misses school for an excused absence, the student is still responsible for completing all required lessons and assessments for the school term.

If a family is requesting an “excused absence” for any reason, the family may be required to submit a doctor’s note or other documentation supporting the request.

- **Unexcused absences**—Absences that are not approved by the school will be considered unexcused. In some states, students may be withdrawn from school for truancy if they have excessive unexcused absences. See your School-Specific Handbook Supplement Attendance section for details.

Extended Absences

If a Learning Coach is aware that a student is going to be unable to complete their learning activities for more than three (3) consecutive school days, the Learning Coach should contact

the teacher as soon as possible to inform the school of the planned absence and discuss a plan to ensure the student stays on track for completing the school year successfully. The school may also request documentation of the reason(s) for the planned absence.

Varying the School Holiday Schedule

If families wish to work during the school's designated holiday period(s) and then take an equivalent number of vacation days at another time, they should contact their teachers for approval at least one (1) week prior to the requested change. Teachers and school administrators will consider factors such as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests. Caretakers will be notified if the request can be granted. If the request is allowed, teachers will help the family adjust learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations. Please note that some states do not allow school hours to be recorded on weekends or school holidays. Please check with your teacher and be sure to read your School-Specific Handbook Supplement's attendance section before considering this option.

4.3 Escalation Status

Connections Academy Learning Coaches are required to use Connexus to regularly mark hours or days of attendance and/or document lesson completion. Attendance and participation in Connections Academy schools goes beyond daily hours spent on schoolwork and includes other criteria such as contact with the teacher and the student's rate of lesson and/or assessment completion. If a required component of school attendance and/or participation is not being met, Connexus will trigger what Connections calls "escalation." Escalation is an indicator to the student, Learning Coach, Caretaker, and teacher that the student is not compliant with school requirements. Every student is therefore always assigned one of four (4) escalation status levels in Connexus to monitor progress:

1. On Track
2. Approaching Alarm
3. Alarm
4. Exempt*

Students *meeting or exceeding* the minimum requirements for their state will show “On Track” status. Students *not meeting* the minimum requirements for their state are placed into an escalated “Approaching Alarm” or “Alarm” status. When students are in “Approaching Alarm” or “Alarm” status, teachers will notify the Learning Coach and Caretaker of their concerns, help the family understand why the student is in that status, and make every effort to work with the student and Caretaker to ensure the student returns to “On Track” status as soon as possible. Learning Coaches and Caretakers can, at any time, select the Approaching Alarm or Alarm status link, located in the Escalation column on the Learning Coach home page, for details about the student’s escalation status.

Students who are in “Alarm” status for extended periods of time may face disciplinary actions as permitted and/or required by state law, including referral to appropriate agencies for truancy. See your School-Specific Handbook Supplement for details on attendance requirements, truancy, and the escalation system.

**Exempt status is rarely used and generally only for students with serious illnesses or other major but temporary circumstances that prevents them from completing work in a timely manner, or who are expected to be able to catch up and return to “On Track” status prior to the end of the school year. Some students may also have modifications specified in an approved IEP or Section 504 plan that dictate exempt status.*

4.4 Truancy*

Students who fail to meet legal attendance requirements, which may include: reported attendance, required contact with teachers, submission of assessments, and documentation of lesson completion, shall be considered truant and the school may institute truancy proceedings, or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law. Please check your School-Specific Handbook Supplement for truancy policies.

5 GRADING AND STUDENT EVALUATION*

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolio, and discussions as described in *Section 3.6.2 Assessments within the Curriculum*. Teachers and substitute teachers are responsible for grading students’ work. Only the teacher or substitute teacher is allowed to issue the final grade for the course.

The Grade Book and Progress Reports

The [Education Management System Connexus](#) Grade Book allows all Caretakers and/or Learning Coaches and upper-level students (students in grades three and above) to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The [Education Management System Connexus](#) Grade Book is available to Learning Coaches and upper-level students twenty-four (24) hours a day, seven (7) days a week (excluding regularly scheduled maintenance [to the Education Management System](#) as noted in *Section 10.2.1 Use of [the Education Management System Connexus](#)*) and always reflects the student's current status in each course in which they are enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

Some schools provide Progress Reports that are snapshots of students' Grade Book during a certain time period (e.g. the first quarter of the school year) which may include teacher feedback and comments. For those schools, Progress Reports are created and posted at certain times per year based on a schedule set by those schools which use them.

Grading Time Lines

Most assessments, other than portfolio assessments, should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and portfolio expectations are initially explained in the Welcome Call and then are posted [on teachers' Message Boards and in student planners within courses inside the Learning Management System](#).

5.1 Placement, Promotion, and Retention (Elementary and Middle School)*

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student that includes the student's most recent academic progress. This information is reviewed and verified by the Academic Placement team, the school counselor, the manager of special education, and/or the School Leader, who then

collaborate to determine the most appropriate course placement for the student. Students may also be requested to complete a skills assessment that will help determine mastery of previously

completed coursework and readiness for Connections Academy curriculum. Caretakers will review and confirm they agree to the course placement prior to students starting their coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make a recommendation to their School Leader regarding promotion or retention for each of their students in grades K through 8. These recommendations are based on the following student performance information:

- successful completion of language arts and math courses (based on school's grading scale)
- performance across all courses
- lesson completion across all courses
- attendance
- proficiency levels on assessments, including state testing

Generally, for third grade students to be promoted to fourth grade, they must also demonstrate proficiency in reading.

Based on state regulations or authorizer requirements, additional promotion criteria may be established for certain grade levels. Please see the School-Specific Handbook Supplement for more information.

Decisions about retaining students due to inadequate progress or lack of proficiency will be made on a case-by-case basis, and in accordance with applicable state regulations, by the School Leader. The school staff will contact the Caretaker of students who are in danger of retention in early spring and will discuss each of the options available and best suited to the individual student's needs. It is possible that a student not apparently in danger of retention in early spring may need to be retained at the end of the school year. The school will make every effort to ensure that the Caretaker is aware of this as soon as possible.

Teachers, school administrators, and School Leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student.

Some states may have state specific regulations or school specific policies regarding the promotion and retention of students. Therefore, if there are any discrepancies between the above-listed criteria and state regulations, state regulations will be followed.

Please see the School-Specific Handbook Supplement for more information.

High School Coursework Completed in Middle School*

Students not yet in high school who are academically ready to take high school courses may do so with appropriate approval, but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. Please see your School-Specific Handbook Supplement – High School Programs and Policies section, and/or contact your school if you are interested in this option.

6 HIGH SCHOOL PROGRAM AND POLICIES*

Please refer to your School-Specific Handbook Supplement for complete high school policies.

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation that provides a record of the high school credits the student has earned and attempted, and any courses in progress, during their high school career. This documentation is used to assist the Academic Placement team and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). 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. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the School-Specific Handbook Supplement for state-specific information.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students*

The school complies with the requirements described in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing and revising Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, implementing IEPs in the appropriate placement determined by the IEP team, considering continued eligibility for special education and related services, and developing and implementing transition plans to prepare for post-secondary transition after high school. When a student initially enrolls in Connections Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed or amended by the IEP team, unless specifically stated otherwise in the School-Specific Handbook. Specially designed instruction for students with IEPs is most often delivered in LiveLesson sessions. In the virtual environment, FAPE is provided in the LiveLesson classroom, including instruction from a special education teacher. Related services are most commonly provided in the virtual environment according to students' needs in order to provide FAPE. It is important for students receiving special education and related services to attend these sessions designed to address their IEP goals.

Connections Academy schools comply with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of K-12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in

elementary and secondary schools and are required by Connections Education LLC for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Section 504 of the Rehabilitation Act of 1973 (the “Act”), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A “Section 504-Eligible Student” is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive a free appropriate public education. When a student enters Connections Academy with a Section 504 plan developed by their previous school, Connections Academy will review the plan and supporting documentation and comply with Section 504 of the Act. The Section 504 team will adopt and implement the plan as is or propose revision to the plan if appropriate, due to the nature of the virtual setting. Connections Academy requires staff members to be cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations. Students with Section 504 plans will have periodic review of their plans and needs through Section 504 team meetings.

7.3 English Learners (EL)*

Federal and state regulations require that schools determine students' "primary or home language" and take "appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs." To meet this requirement, Connections Academy asks Caretakers to complete a primary home language survey based on the regulations of the state in which they reside. Responses are then reviewed to identify all students whose primary or home language is not English. Connections Academy schools then administer English Language Proficiency assessments to determine students' language acquisition levels in compliance with federal and/or state law and to determine students' language acquisition levels. Children receive a planned instructional program of English as a second language (ESL) instruction at their developmental and instructional level to facilitate the acquisition of English language skills. This instruction is provided by each school's certified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Learning Coach, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of EL students is assessed annually using state-specific instruments. Students who are exited from EL programming enter into a monitoring phase.

7.4 Gifted Students*

Students may be identified as gifted during a student's initial placement process or after the student has been enrolled. Students are identified as gifted based on past performance and additional evidence as requested by the school's gifted program staff. Course placement and recommendation is completed through consultation with the Learning Coach.

Gifted students may be placed in special gifted math, science, and language arts courses in grades 3-8 and in Honors or Advanced Placement courses in high school. Students may also be assigned to above grade level courses or given accelerated course work. In some states, gifted

students may also receive a Gifted IEP or other regulatory designation that may have specific requirements. See your School-Specific Handbook Supplement for additional information.

Note: Gifted Language Arts (grades 3-8) and Gifted Literature Study (for grades 3-5 as part of the English/Language Arts gifted program) use a shared inquiry model taught through LiveLesson sessions. Students in this program may be required to attend LiveLesson sessions at certain times and dates. Please check with your child's school for details before enrolling in this program.

8 NON-CURRICULAR ACTIVITIES

8.1 Clubs and Activities

The clubs and activities program offers students the opportunity to interact with other Connections Academy school students, regardless of geographic location.

Participation in clubs and/or activities is voluntary and does not impact a student's GPA. Please review the "Clubs & Activities and Talent Networks" section located [on in the document repository of the Education Management System Virtual Library](#) for more information.

Eligibility

Not all students are eligible to register in the clubs and activities program as some states impose a maximum age in which individuals may enroll in a public school. Students must be enrolled at a Connections Academy school for thirty (30) days in order to be eligible to register with the clubs and activities program. There is no minimum GPA requirement, nor is there a limit to how many clubs and activities in which a student may enroll.

Students eighteen (18) years of age and older are not eligible to register in the clubs and activities program; however students turns eighteen (18) after the school year commences, they may continue with their current clubs and activities until the end of the school year. Students eighteen (18) years of age and older who would like to register in the College Planning Club or Career Club should contact their school for further information.

The Connections Academy Code of Conduct applies to all clubs and activities and students who engage in prohibited or unacceptable behavior, such as bullying or harassment of other students, may be removed from the program.

Please review the “Clubs and Activities Rules Presentation” [on in the document repository in the Education Management System Virtual Library](#) for further information on expectations and rules.

9 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES*

Connections Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by volunteers. Volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives.

Sanctioned Events vs. Non-sanctioned Events – Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Information Sharing – Volunteers gather and share information (i.e., [school’s community message board](#), Facebook group messages, invitations sent via [email-WebMail](#) message, or other communications channels) about events, activities, services, performances, and other opportunities that might benefit students and families. This information is strictly the personal opinion of the volunteer or other families, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is solely at the discretion of each individual Caretaker.

Caretaker Responsibility for Students at Events –The Caretakers assume responsibility for their safety and the safety of their student(s). The Caretaker also agrees to supervise their student(s) and any other minor children in their charge in attendance. The school assumes no liability for anyone who attends an event based on information included on the school’s community message board. When school staff is present, they will be responsible, in conjunction with the Caretaker, for general supervision of students, and will prioritize student safety.

Special Arrangements – Volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the local Boys & Girls Club), as appropriate, to arrange opportunities for student participation and access to activities.

Sanctioned Events

Sanctioned events must have educational and/or social value and must be preapproved by the School Leader or designee. The volunteer will have all adults in attendance sign the Connections Academy Sanctioned Waiver, Release, and Event Permission Form at the official event. Caretakers should complete the Media Consent and Release [training-Data View](#) for each student who attends an event prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, that adult must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming that the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Connections Academy Waiver, Release, and Event Permission Form as an agent of the Caretaker.

In most states, and in accordance with state or local policies, a sanctioned event may be considered part of the school day upon approval from the School Leader or their designee. **Please consult your School-Specific Handbook Supplement for more information.** After approval is granted, Caretakers may record the number of hours spent at the sanctioned event as attendance. It is not necessary for students to complete lessons on days when they attend sanctioned events, though families should plan ahead to ensure the student completes enough lessons in the day or days before and/or after the event to remain on track. Any school work scheduled on an “event” day must still be completed, though it does not have to be completed on the event day.

[Announcements will be made regarding s](#) Sanctioned events [are posted on the school’s message board as “sticky” threads, which are those threads noted in green on the Message Boards](#). Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. [Announcements will also be made regarding Non-sanctioned events may be posted on the school's Message Board but not as "sticky" threads.](#)

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, staff members, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.

10 CONDUCT, DUE PROCESS, AND COMMUNICATION*

Connections Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity. Caretakers and/or Learning Coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with their school should immediately contact the school leadership or the Connections Academy main support line at 800-382-6010 to report any concerns. See also related Sections of the School-Specific Handbook Supplement.

Caretakers and Learning Coaches, as well as students, are expected to abide by the Prohibited Behaviors policy in Section 9.2 of the School-Specific Handbook Supplement, and any other sections covering appropriate conduct and communication. Caretakers or Learning Coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to [the Education Management System-Connexus](#) suspended or terminated at the discretion of the School Leader. Suspension or termination of [the Education Management System-Connexus](#) access is the equivalent of being suspended or removed from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose [Connexus Education Management System](#) access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations; to visit school premises; contact any school staff; or attend field trips or other school activities, until

**See the School-Specific Handbook Supplement for additional information.*

the disciplinary issue has been resolved and their [Connexus](#) access [to the Education Management System](#) is restored. All communications with the school must therefore be conducted through the student, or through another Caretaker or Learning Coach responsible for that student.

The suspension or termination of a Caretaker or Learning Coach's access to [the Education Management System-Connexus](#) will impact Connection's Academy's ability to partner with the Caretaker/Learning Coach to meet the student's learning needs. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing [the Education Management System-Connexus](#) may appoint another adult as the student's Designated Learning Coach by completing the Designated Learning Coach Agreement form Prior to the termination of the account, the Learning Coach or Caretaker will be notified via [email-WebMail](#) message of the impending suspension or termination of an account, and will be given until the end of the next school day to complete the Designated Learning Coach Form, if needed.

The Caretaker whose [Connexus](#) access [to the Education Management System](#) has been suspended or terminated may appeal this suspension to the school's Board, where applicable, in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website. If the school does not have a board, the Caretaker or Learning Coach should contact the Director of Schools in writing (see the School-Specific Handbook Supplement for grievance policy).

The school community includes but is not limited to teachers, administration, staff, Caretakers/Learning Coaches, students, volunteers, and school vendors.

10.1 Drug, Alcohol, and Tobacco-Free School

Connections Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any of the following by any member of the school community while on

school premises or at a school event or activity as described above, will be considered a violation of this policy:

1. Alcoholic beverage(s)
2. Illegal, controlled, and/or dangerous substances and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts, and others
3. Drug paraphernalia

It shall also be a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a Connections Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's Caretakers and local authorities will be notified. The student's Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. Caretakers will be required to make arrangements for immediately removing the student from the school event or activity in such event.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the School Leader depending on the nature of the violation. Any non-student member of the school community who attends a school event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's Caretaker and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with the School-Specific Handbook Supplement disciplinary policies. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

In all cases, this policy will be implemented in accordance with any applicable state laws. See your School-Specific Handbook Supplement for additional information.

10.2 Bullying and other Prohibited Behaviors*

Please refer to your School-Specific Handbook Supplement for your school's policy.

10.3 Discipline and Due Process for Students*

Appropriate conduct is expected of all students at the school. Students are guaranteed due process of law as required by the 14th Amendment of the United States Constitution.

10.4 Academic Honesty*

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and the students' Caretaker(s) at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

In addition, students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation
- agreeing to, and referring to as needed, the Connections Academy Honor Code
- using tools provided in [the Education Management System Connexus](#) to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy.

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment).
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give 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.

Completing School Assessments

When completing assessments on the computer or on paper, students and Learning Coaches should follow these simple guidelines to ensure that assessments are meaningful, worthwhile, and completed in accordance with the principles of academic honesty:

- Students should complete all assessments independently, and without assistance from their Learning Coach, any other persons, or any external resources. If any support is required of the Learning Coach, the assessment instructions will clearly indicate this.
- Assessments are “closed-book.” They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student’s Learning Coach or any other individuals. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- Skills Checks (in the lower grades) should be completed by the Learning Coach. These short assessments provide an opportunity for the Learning Coach to share with the teacher their observations about the student’s progress.
- It is never appropriate for students or Learning Coaches to share with anyone, in any format, the contents of any Connections Academy assessments.

10.5 Grievance Procedures for Caretakers*

Please see your School-Specific Handbook Supplement for your school Grievance policy.

10.6 Communication

10.6.1 Communication Systems

[The Education Management System Connexus](#) contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because [the Education Management System Connexus](#) is a closed system, no communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student’s information is posted and accessible to others in the School Directory. [To set or modify these options, Caretakers should go to their student’s SIF \(Student Information Form\) – School Directory Data View to adjust their student’s permissions at any time.](#)

The following communications systems are described in detail in [the Education Management System Connexus](#) Help.

- [School Directory](#)
- [WebMail email](#) messages
- [Message Boards](#)
- [Virtual Library document repository](#)
- Teacher feedback on assessments
- Home Page Announcements
- LiveLesson Sessions
- [Connexus “Feedback” link](#)
- StarTrack Rating System

Note that the Directory includes names of students enrolled in other Connections Academy schools (in other states and locations), and therefore the student’s information would be available in the Directory to students and Learning Coaches in other Connections Academy schools. Caretakers may restrict access to Directory Information during the enrollment process. See the Third Party Access to Student Information section, below, for more details.

In situations where a student, Caretaker, and/or Learning Coach is hearing impaired, that individual may request alternative/additional methods or tools for communicating with teachers and other Connections school staff outside of [the Education Management System-Connexus](#) (e.g., text messaging).

Caretakers and/or Learning Coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools in order to ensure the communication method and/or tool is secure and appropriate. If the request is approved, the Connections Tech Support team will assist the Caretaker and/or Learning Coach with setting up the tool and confirm with the school. When so authorized, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the alternative/additional communication method(s) and/or tool(s) will not be considered a violation of the Connections Terms of Use policy.

Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool at any time if Connections deems that the tool(s) is being used inappropriately and/or not in accordance with the agreement between the Caretaker/Learning Coach and the school.

Learning Coaches, teachers, and students are advised that all messaging communication is archived and available for review by Connections at any time.

External Video and Web Conferencing Services

[Schools may use external video and web conferencing services and tools \(e.g., Zoom\).](#)
[Students are expected to comply with all school policies and the Honor Code when utilizing external services and tools.](#)

10.6.2 Communication Requirements

Both students and Learning Coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication—and whether the contact is more often with the student or the Learning Coach—vary among the grade levels and by school.

Student and Teacher Communication

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, [WebMail messagesemail](#), LiveLesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, LiveLesson session, or face-to-face) with a teacher every two (2) weeks so the teacher is able to monitor academic progress and verify student learning. Note that some schools require additional contact; check your School-Specific Handbook Supplement for details.

10.7 Student Information Access

10.7.1 Collection and Release of Student Information by the School (FERPA)*

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents/legal guardians (referred to as “Caretakers” by Connections Academy) and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated

minors (Eligible Students) certain rights regarding the student's educational records. These rights include the ability to review and correct educational records and the protection of a student's educational records and "personally identifiable information" from unauthorized disclosure. For complete FERPA information, see Appendix 2, [FERPA Notification](#). See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the Caretaker and noncustodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a noncustodial parent's/guardian's FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian's greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment ("PPRA") (See Appendix 6, Protection of Pupil Rights Amendment Policy) and the Children's Online Privacy Protection Act of 1998 ("COPPA") (See Appendix 4, Privacy Policy), as well as state law in the state in which the student is enrolled.

10.7.2 Parental Access to Teacher Qualification Information*

Families have access to basic background information about the school's teachers. This information, found in [the Education Management SystemConnexus through the teacher's Teacher Profile Data View](#), includes teacher qualifications, experience, and photos. Please reach out to your School Leader for additional information.

10.7.3 Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, without the prior written consent of the Caretaker or Eligible Student. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Connections Academy as student name, state of residence, student telephone number, and student grade level) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does not wish to have Directory Information released to third parties, they may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services. For more information on exceptions to the prior written consent rule, see Appendix 2, [FERPA Notification](#).

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school must obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

For more detailed information on FERPA, please see Appendix 2, [FERPA Notification](#).

10.7.4 School or Connections Use of Student Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Connections and/or the school may want to film, interview, and/or photograph students and their work (all

collectively referred to as “Connections Media Property”) to duplicate, broadcast, distribute, and/or display.

In order for Connections and/or the school to use Connections Media Property, proper consent must be obtained through the Media Consent and Release CA-Student [Data Viewform](#) in [the Education Management SystemConnexus](#). This [formData View](#) is completed by the Caretaker/Learning Coach (or by the student, if the student is 18 years of age or older or an emancipated minor). Connections Media Property may be used for the purposes and time frame stated [in on](#) the [formData View](#).

If the Caretaker or student prefers not to have Connections Media Property used by Connections and/or the school for purposes other than the student’s academic program, this should be indicated in the Media Consent and Release CA-Student [formData View](#).

The election on the Media Consent and Release [Data Viewform](#) can be changed at any time [in](#). [From the Education Management System Connexus Caretaker Home Page, select the student’s !\[\]\(3d8c13c92b853674f749aac6fa869926_img.jpg\) and go to the Media Consent and Release CA-Student Data View.](#)

10.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings

To help illustrate the school program and to celebrate successes, Connections and/or the school may want to film, interview, and/or photograph a Learning Coach/Caretaker (all collectively referred to as “Depiction”) to duplicate, broadcast, distribute, and/or display.

In order for Connections and/or the school to use any Depiction, proper consent must be obtained through the Media Consent and Release CA- Learning Coach/CT [formData View](#) in [the Education Management SystemConnexus](#). This [Data Viewform](#) is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated [in on](#) the [Data Viewform](#).

If the Caretaker/Learning Coach prefers not to have any Depiction used by Connections and/or the school, this should be indicated in the Media Consent and Release CA- Learning Coach/CT [formData View](#).

The election on the Media Consent and Release [formData View](#) can be changed at any time. [From the Caretaker Connexus home page in the Education Management System, select the](#)

[Learning Coach/Caretaker](#)  and go to the [Media Consent and Release CA- Learning Coach/CT Data View](#).

11 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

11.1 Use of School Educational Materials

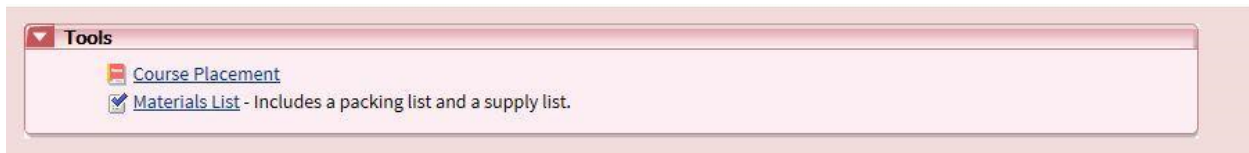
The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a digital Packing List is contained in a Shipping Confirmation email to the Caretaker that lists all the items the student should have received. Families should check the contents of the curriculum box against the digital Packing List and call Connections Academy [Pearson Connexus Help Student Technical Support](#) at 800-221-2720 within seven (7) school days of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the school year.

Note: The school may provide textbooks and/or materials which are in useable rather than new condition.

[In addition to a packing list provided via a shipping confirmation email, an online Materials List, customized to your student's courses, lists both the items included in the box and the additional materials you will be responsible for providing. To access the Materials List, select your student's name under My Household in Connexus. From the Tools area of the My Student page, select the Materials List link. Use the Materials List to see what materials are supplied to you and which materials you need to supply.](#)

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc. A Learning Coach may see this list by logging into [the Education Management System Connexus](#) and selecting their student's name. [To the right under Tools there is a link to a Materials List that provides a list of materials for each course.](#)



You may also need to be sure you have printer paper, a printer, and printer ink cartridges. Check your School-Specific Handbook Supplement to see exactly what supplies and equipment your school supplies as this varies from school to school.

Authorized Locations for School-Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school using the Location Transfer Request Form found in [the document repository in the Education Management System the Enrollment section of the Virtual Library](#). Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated contact information (physical address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in [the Education Management SystemConnexus](#). Note that because Connections may need to ship materials to the student, a P.O. Box alone is not a sufficient mailing address; Caretakers must provide a physical address to which materials can be shipped.

Ownership of School-Provided Materials

All school educational materials remain the property of the school and/or the school's vendor partners. Further restrictions to the use of school educational materials are as follows:

- The resale or attempted resale of any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.
- Refusal to return any educational materials constitutes theft and may result in invoicing and/or legal action.
- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.

- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Connection Academy’s Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including [WebMail email](#) messages, computers, and other technology, remain the property of the school and/or the school’s vendor partners. The school or its vendor partner (as the case may be) reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect educational materials and review any content or activity conducted on or through the use of school-provided educational materials, including [WebMail email](#), computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in their education program is strictly prohibited. Any violation of this policy may result in loss of the student’s privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school, its vendor or law enforcement.

11.2 Returning School Educational Materials and Equipment

All school-provided non-consumable (identified as such on the materials lists and/or as noted by the school or it’s vendor partners) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. Note: The School Leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return the school-provided computer equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from their residence as defined in the Attendance section.

- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or a violation of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has had an approved placement change for a course.
- Equipment and/or materials were sent in error.

Note: If the student withdraws, then all materials (both consumable and non-consumable) must be returned to the school, since consumable materials may not be used yet.

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone, by email, or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections Academy and provided with instructions. Families who arrange return shipping on their own prior to being contacted by Connections Academy will not be reimbursed for shipping costs.

Except in the case of repossession, Connections Academy is responsible for the cost of return shipping as long as the Caretaker follows the return instructions and coordinates the return with Connections Academy. The Caretaker is responsible for being at home during the required period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker may be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](https://www.ups.com/dropoff?loc=en_US) (https://www.ups.com/dropoff?loc=en_US)
- [FedEx](http://www.fedex.com/locate/index.html?locale=en_US#start) (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the School-Specific Handbook Supplement.

Important: Any computer files that need to be kept by the family should be extracted and any family-owned peripheral devices must be removed from computers before they are returned. Neither the school nor the school's vendor partners have any responsibility for returning any family-owned devices or materials returned with the computer, nor to maintain or restore any files.

Connections Academy equipment is not available for purchase.

Technology

A virtual school requires the use of technology to promote and support student learning. All school participants, including Caretakers, students, and staff, will use [the Education Management System Connexus](#) and the Internet to communicate and share information. In addition, the student, Caretaker and Learning Coach(es) must all be reachable by phone for required communications with teachers and other school staff.

The school's hardware and software requirements for accessing [the Education Management System Connexus](#) can be met by using the equipment provided by the school according to your school's specific agreement. If the school does not provide this equipment, families may use a

personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Connections Academy specifications (see the Use of Personal Equipment section) and permits the student and/or Learning Coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Connections Academy may contact Technical Support if they have specific questions about the computer's software or hardware.

11.2.1 Use of [Connexusthe Education Management System](#)

Regular use of [the Education Management System Connexus](#) is required in order to participate in the school. The school provides training on using [the Education Management System Connexus](#), and users are required to complete this training. Anyone using [the Education Management System Connexus](#) must also comply with the [Terms of Use PolicyTerms of Use Policy \(Appendix 3\)](#). By using [the Education Management System Connexus](#), users agree that they have read, understood, and will comply with these terms.

[The Education Management System Connexus](#) is generally available 24 hours a day, except for a regularly scheduled weekly maintenance window from 4:00-7:00 a.m. Eastern Time on Sunday. There may be other scheduled maintenance times when [the Education Management System Connexus](#) will not be available; these scheduled maintenance times will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period of time.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in [the Education Management System Connexus](#) and are taken very seriously at Connections Academy schools. Each [Education Management System Connexus](#) user is responsible for keeping their username and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure that students never obtain or use their Learning Coach's passwords. Everyone using [the Education Management System Connexus](#) should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, [as well as on the](#)

[login page of Connexus](#). Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using [the Education Management System Connexus](#) should be sure they have completed all available trainings and accessed the help resources available from [their MyPortal in the Education Management System home pages](#). If, after completing the training and accessing the help resources, Caretakers and/or students are still unable to resolve their problems, they should consult their teachers for questions relating to the educational program or contact [Pearson Connexus HelpStudent Technical Support](#) for any technical questions.

11.2.2 Technology Provided by Connections Academy*

Please see the Technology section of your school's website or your School-Specific Handbook Supplement.

11.2.3 Use of Connections Academy Equipment and Installed Software

At some schools, households are provided with temporary use and possession of equipment and software provided by Connections Academy. All equipment and software provided to households shall at all times remain the property of Connections Academy.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Connections Academy matches the tracking email received. They must notify Connections Academy [Pearson Connexus HelpStudent Technical Support](#) within seven (7) school days of receipt of equipment of any discrepancies between the tracking email and what was actually received, or if any equipment does not arrive in good working condition.

Though Connections Academy may provide used equipment for student use, any equipment provided will be in good working condition and should function in accordance with the requirements of the school's educational program. Used equipment is supplied with only Connections Academy-authorized software installed. All computer hard drives are reimaged and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address to which the materials were shipped by Connections Academy. Any movement of materials to any other location within the

state must be specifically authorized by Connections Academy, and stationary computer equipment (desktop computer and monitor) can never be taken out of the state. Laptops, where provided, may move temporarily with the student as long as the student has completed the Location Change Request Form, has been approved for the Location Change by the School Leader, and the student remains actively enrolled in the school. Please contact your School Leader to obtain a Location Transfer Request form if you expect to move (see, Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in [the Education Management SystemConnexus](#).

Any equipment provided by Connections Academy is to be used only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other email program that is installed directly onto the computer (“unauthorized email”) is not permitted.

The use of unauthorized email programs risks contaminating the Connections Academy computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using any unauthorized email programs risks permanently losing any email if the Connections Academy computer has to be restored, reimaged, or returned for repair. Connections Academy will not be responsible for loss of any such emails.

Software

All software settings, default configurations, and administrative privileges will be maintained at the original settings unless a change is authorized by Technical Support.

Connections Academy equipment may contain software that permits remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections Academy, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

Each software application provided by Connections Academy must be used in accordance with the license and/or use agreement that accompanies that software application. Breaking a license agreement is an illegal act and is punishable by law. Under no circumstances can Caretakers or students redistribute any software provided to them by Connections Academy.

Modification of any equipment or software without Connections Academy's consent is strictly prohibited and may result in financial charges to the household for any required repairs.

The Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections Academy provide administrator rights over the system configuration. Users who tamper with the administrative account access will forfeit their rights to the assistance provided by [Pearson Connexus Help Student Technical Support](#) and may be required to return all Connections Academy computer equipment.

Software installation may also be required when adding approved external hardware. Approved external hardware includes, but is not limited to, printers, keyboards, mice, and USB devices. When purchasing these external hardware devices, families may contact Technical Support representatives, who may assist with installation if staff resources are available. The maintenance of such additional devices is solely the responsibility of the purchaser. In no case may any hardware be installed that requires internal compartments of the computer be opened or tampered with in any way.

Educational software not provided by Connections Academy may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Caretakers will be responsible for the costs of any repairs required as a result of unauthorized software installation.

11.2.4 Use of Personal Equipment and Software*

Caretakers may use their own equipment and software as long as they meet the requirements detailed in this section. Connections Academy has no responsibility for providing any support for equipment or software that is not provided by Connections Academy.

If Caretakers do not have access to equipment and software necessary and the school does not provide it, their student(s) may be eligible to apply for a hardship scholarship.

Users can log into [the Education Management System Connexus](#) from different devices, such as a mobile phone, tablet, or desktop computer. Most devices are regularly tested to ensure accessibility and functionality.

For the best experience, Connections recommends that users update software and Internet browsers regularly on each device. The following browsers are recommended to access [the Education Management System Connexus](#):

- Google Chrome

- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge
- Apple Safari (Mac only)

Headsets with microphones may be provided where two-way audio use is required by Connections Academy.

Many of the courses available in [the Education Management System Connexus](#) require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above; these requirements can be found in each course's Course Directions and Tips.

11.2.5 Use of the Internet*

Refer to your School-Specific Handbook Supplement for your school's internet policy.

Internet Safety

All Connections Academy schools comply with the Children's Internet Protection Act (CIPA). Your school handbook supplement provides specific information regarding requirements and your school's obligations under CIPA.

Users should be aware that some material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors. In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which a student's Caretaker would be liable. Connections Academy believes that the benefits to Users from access to the internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical use.

To help all users understand acceptable and ethical use, Connections Academy offers an Internet Safety course, which all Connections staff members are required to take. Connections strongly recommends that all Caretakers and Learning Coaches also take this course, which is available ~~to them~~ [in the To Do section of the Caretaker and Learning Coach's Home Page](#). Caretakers and Learning Coaches may also review all internet sites that their student(s) may visit in each course [by selecting the "backpack" icon in each course](#). While Connections Academy has carefully screened these sites and believes they are appropriate for students, this tool makes it easy to review all links. Caretakers and/or Learning Coaches who are uncomfortable with any of the linked sites should contact their child's teacher to discuss alternatives.

Connections Academy also strongly recommends that Caretakers and Learning Coaches monitor their minor student's internet time. To that end, Connections Academy will support and respect each family's right to decide how to manage access. To assist Caretakers in ensuring safe and appropriate use of the internet, Connections Academy provides the following:

- An Internet Safety Course, which all Learning Coaches are urged to complete. A link to the course is provided on the Learning Coach Home Page at the beginning of the school year (or when the student first enrolls) and is always available to Learning Coaches through the [document repository in the Education Management System Virtual Library](#).

Internet Requirements

Use of the internet is a requirement for the Connections Academy program. Caretakers are responsible for arranging for broadband internet service to be available during the school year. Broadband internet service must meet minimum standards for speed, availability, and compatibility to meet [the Education Management SystemConnexus](#) requirements. These minimum standards include the following:

- Broadband internet service with a Minimum download speed of 12-25 Mbps as per the FCC Household Broadband Guide - <https://www.fcc.gov/research-reports/guides/household-broadband-guide>
- The use of a firewall that will permit access to [the Education Management SystemConnexus](#)

Internet Service Providers (ISPs)

Contact [Pearson Connexus Help Student Technical Support](#) for any questions concerning the selection of ISPs. Connections Academy is not responsible for problems with or maintenance of internet service accounts. The ISP should be contacted directly for help with these issues.

Use of the internet may also result in the installation of malware if proper procedures are not followed. Caretakers may contact [Pearson Connexus Help Student Technical Support](#) for assistance. (See Appendix 5 for additional information concerning malware.)

*Internet Subsidy**

In some schools, Connections Academy provides payment of an internet subsidy, but there must be at least one (1) student enrolled in the school at the time of the payment. The internet subsidy will be paid according to a payment schedule determined by Connections Academy. If a student enrolls after the start of the school year, the internet subsidy will be prorated; however, due to the high cost of processing small payments, no prorated payments will be made for amounts less than \$5.00. Some students may be allowed a higher reimbursement for high-amounts speed service if it is required by their Individualized Education Plan (IEP) or if they are receiving additional remediation services that require high-speed service. The school will notify any Caretakers who are eligible for additional reimbursement.

The internet subsidy may be terminated by Connections Academy if the Caretaker(s) are in breach of the provisions of the Parent/Legal Guardian (Caretaker) Acknowledgment and/or the School Handbooks. As permitted by state law and/or regulation, if Connections Academy has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Connections Academy may withhold payment of the Internet subsidy until the invoice is fully satisfied, and/or may apply the Internet subsidy towards payment of the outstanding invoice.

11.2.6 Compliance with [Connexus the Education Management System](#)

Terms of Use

Any use of [the Education Management System Connexus](#), Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with [the Education Management System Connexus Terms of Use](#), which is included in Appendix 3. Any violation of the [Education Management System Connexus](#) Terms of Use while using Connections Academy

computer equipment may result in warnings, usage restrictions, the loss of a computer or internet subsidy (where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the school and are subject to the guidelines of the Caretaker Due Process section of the School-Specific Handbook Supplement.

11.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software

As permitted by state law and/or regulation, Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided by Connections Academy while in their possession or the possession of students or Learning Coaches.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation. The school will limit Caretaker liability to the cost of repairs for the computer equipment. For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the Caretakers for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes but is not limited to damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to, vandalism or malicious destruction, opening the computer casing, installation/removal of internal hardware components, installation/removal of software without the school's permission, and/or manipulation of system

BIOS settings. Caretakers may appeal a determination of damage as not being accidental by following the procedures in the Caretaker Grievance section.

Loss or Theft of Equipment

On the first occurrence, where there has been a loss or theft of Connections Academy equipment, Caretakers may be responsible for a maximum replacement charge of up to \$400, plus the cost of shipping a replacement. Based on the instance and circumstances, the following information may be requested from the Caretaker in instances of loss or theft of equipment:

- a copy of a filed police report or insurance loss report; and
- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the Caretaker indicating that they are not insured

If this documentation is not provided—or if there are any subsequent incidents of loss or theft—Caretakers may be responsible for the full replacement cost of any equipment and software.

Notice to School

Caretakers must notify Connections Academy (via [WebMail email](#) message or by calling [Pearson Connexus HelpStudent Technical Support](#)) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the loss or occurrence of the damage. Caretakers must contact [Pearson Connexus HelpStudent Technical Support](#) for any and all repairs and must follow all instructions for repair as directed by the [Pearson Connexus HelpStudent Technical Support](#) representatives. Caretakers must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a [Pearson Connexus HelpStudent Technical Support](#) representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third party involvement, the school may void the damage limitation it offers for accidents and may invoice the Caretakers for the full cost of repair or replacement.

Payment of School Invoices

In the event Caretakers are invoiced for any repair by the school or Connections Academy, payment will be due within five (5) days from the date of receipt of an invoice from Connections Academy. All outstanding invoices must be paid before additional repair services or a

replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of the School-Specific Handbook Supplement.

11.2.8 Contacting [Student Technical Support Pearson Connexus Help](#)

[Support Services Pearson Connexus Help](#) can be reached by calling 800-221-2720 and then selecting the appropriate menu selection for [Pearson Connexus Help Support Services](#), [through the website support.pearsonconnexus.com](#) by emailing support@connexus.com, or by using [the WebMail email to](#) message feature in [the Education Management System Connexus](#) and sending a message to [Pearson Connexus Help Support Services \(included in the WebMail address book under Parent and Student Services\)](#).

The [Student Technical Support Pearson Connexus Help](#) team is available during the school's calendar year from 9:00 a.m. - 9:00 p.m. Eastern Time, Monday through Friday. Voicemail messages can be left for [Student Technical Support Pearson Connexus Help](#) at any time.

The [Student Technical Support Pearson Connexus Help](#) team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the materials list.
- A user cannot log in to [the Education Management System Connexus](#).
- Equipment, software, or materials supplied by Connections Academy do not function or have been damaged or lost ([be sure to check any training resources or the Online Help section of Connexus first](#)).
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.
- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting [Pearson Connexus Help Student Technical Support](#) via email, [WebMail message](#), or voicemail message, please clearly describe the issue and provide specific contact information for a [Pearson Connexus Help Student Technical Support](#) representative to respond

to your issue. When submitting a service request, families should provide the following information:

- Caretaker and student name
- Phone number (including extension), email address, and state or school
- Brief description of the problem (If contacting Support Services via email, include this information in the email subject line.)
- IssueAware tracking ticket number if the issue is a continuation of an existing request (If contacting [Student Technical SupportPearson Connexus Help](#) via email, include this information in the email subject line, in the voicemail message, or to the [Student Technical SupportPearson Connexus Help](#) representative.)
- Level of severity
- Detailed description of the problem, including any steps required to reproduce the problem

The [Student Technical SupportPearson Connexus Help](#) representatives' response times depend on the severity of the issue. [Student Technical SupportPearson Connexus Help](#) strives to respond to all issues within 24 hours, though the response could be that more time is needed, depending on the complexity of the issue identified.

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APPENDIX 1 – HONOR CODE

Connections Academy Honor Code (Grades PreK-5)

Connections Academy's mission is to help each student maximize their academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff. Students who are academically dishonest don't learn what they need to succeed and achieve their goals. We therefore require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

- read, (or have read to me, if needed), the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
- value learning,
- be honest,
- never copy someone else's work,
- never give my work or answers to others,
- never look up the answer to an assessment (i.e. test or quiz) online or in a book,
- never receive help on assessments (i.e. test or quiz), including from my friends/peers, Learning Coach, or any others,
- follow all Connections Student Conduct guidelines for use of the Internet and Connections' equipment and materials provided to me,
- accept the consequences, including disciplinary action, of breaking this Honor Code. (More information on Discipline and Due Process can be found in the *Handbook Supplement*),
- never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

For the 2020-2021 School Year, by checking this box, as a **student**:

- I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the 2020-2021 School Year, by checking this box, as a **Caretaker/Learning Coach**:

- I confirm that I have read, understand, and agree to abide by the above Honor Code.

Connections Academy Honor Code (Grades 6-12)

Connections Academy's mission is to help each student maximize their academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff. Students who are academically dishonest don't learn what they need to succeed and achieve their goals. We therefore require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

- read (or have read to me, if needed) and understand the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
- value learning above my grades or scores,
- always value and exhibit honesty,
- be well-informed about plagiarism and cheating, and not use "lack of knowledge" about either as a reason for engaging in plagiarism or cheating,
- never give my work or answers to assessments (tests, quizzes, etc.) to other students to submit as their own,
- never plagiarize written, oral, or creative work, and never copy (plagiarize) others' work or submit work of any kind that is not my own,
- never post assessment answers on the Internet or in other public places or otherwise share assessment answers,
- never search for and use assessment answers on the Internet or in other public places, including using translation services for language courses,
- never give or receive unauthorized assistance on assessments, including from my friends/peers, Learning Coach, or any others,
- understand that all assessments are "closed-book" meaning I need to take assessments based on the knowledge in my head, and not use any other sources,
- adhere to all Connections Student Conduct guidelines for proper use of the Internet and Connections' equipment and materials provided to me,

- accept the consequences, including disciplinary action, of breaking this Honor Code, (More information on Discipline and Due Process can be found in the *Handbook Supplement*),
- never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

For the 2020-2021 School Year, by checking this box, as a **student**:

I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the 2020-2021 School Year, by checking this box, as a **Caretaker/Learning Coach**:

I confirm that I have read, understand, and agree to abide by the above Honor Code.

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed and Updated: February 13, 2020

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the [login page of Connexus](#)~~login page of the Education Management System~~. Any changes will be effective as soon as they are posted in ~~the Education Management System~~[Connexus](#).

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (OBL), its managed schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

Overview

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. section 1232g; CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records. Unless a school is provided with evidence that there is a court order or state law that specifically provides to the contrary, both custodial and noncustodial parents have the right to:

1. Access and inspect their children's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, they become an "Eligible Student", at which point FERPA rights transfer from the parent to the student.

The term “education records” is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Right to Inspect and Amend Educational Records

Under FERPA, the School must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review their student’s education records within 45 days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records.

Parents, legal guardians, and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student’s education records; (2) a copy of all or part of the student’s education record; and (3) a list of the types and locations of the student’s education records collected, maintained, or utilized by the School.

A written request identifying the records to be inspected must be provided to the School. The school official will arrange for access and will notify the parent or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs.

A parent, legal guardian or Eligible Student has the right to request an amendment to an education record but must do so in writing. The request must clearly identify the part of the record in question, and specify why it is inaccurate or misleading for submission to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student then has the right to request and receive a records hearing review. The request must be made in writing. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary ruling, or placement determinations. Thus, while FERPA affords parent the right to seek to amend education records which contain inaccurate information, this right cannot be

used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent, legal guardian or Eligible Student's request for amendment of education records, the school is not required under FERPA to hold a hearing in the matter.

Disclosure without Consent

Parents/legal guardians or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent. The school may release education records to/for:

- School officials with legitimate educational interests. School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or school Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the school, such as an attorney, auditor, consultant, etc.; or a parent, student or volunteer serving in an official school capacity. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the school.
- Other schools when a student graduates or transfers. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Upon receipt of the request, the school will make reasonable attempts to notify the parent or the Eligible Student of the request and the date the records were forwarded.

- Accrediting institutions.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of a health or safety emergency.
- State and local authorities within a juvenile system pursuant to applicable state law.
- Parents if an Eligible Student is a dependent for IRS tax purposes.
- Appropriate parties in connection with financial aid.

Directory Information

FERPA permits the School to designate certain information contained in student educational records as Directory Information. Directory Information is generally defined as information not considered harmful or an invasion of privacy if released.

FERPA permits a School to disclose Directory Information for any purpose to third parties, unless the parent/legal guardian or Eligible Student has exercised the right to opt-out of the release of their Directory Information. A parent/legal guardian or Eligible Student may opt-out of having their Directory Information released by completing the Authorization to Withhold Directory Information Form found in the Permissions Manager section of the Student Information Form (SIF). If refusal is requested, the Directory Information will not be disclosed except with the consent of the parent, legal guardian, or Eligible Student or as otherwise allowed by FERPA. This is an annual election which occurs during the enrollment or returning student process.

The following information regarding students is considered Directory Information by Connections Education LLC and its affiliated schools:

- student name
- student city of residency
- student [webmail email](#)-address
- student telephone number
- student grade level

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the disclosure without consent list or not categorized as Directory Information.

Custody, Dependency and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency, their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents/legal guardians or Eligible Students who have concerns or questions should e-privacy@connectionseducation.com. Additionally, parents/legal guardians or Eligible Students may file a complaint with the Department:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 3 – CONNEXUS THE EDUCATION MANAGEMENT SYSTEM TERMS OF USE

These Terms of Use may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in [the Education Management System Connexus](#).

Last Reviewed and Updated: February 13, 2020

Applicable To All Users

Acceptance of Terms

By using this Education Management System (~~“EMS”~~) (“Connexus”), you (hereinafter referred to as the “User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“Terms”). These Terms apply to your use of [the EMS Connexus Education Management System](#) and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (“Connections”) and included in, or available through, [the EMSEducation Management System Connexus](#), (“Connections Content”) as well as any content owned or licensed by a third party content provider that is included in, or available through [the EMS Education Management System Connexus](#) with that third party’s permission (“Third Party Content”) (Connections Content and Third Party Content collectively, “the Content”). If the User is a minor, they shall be the responsibility of their parent/guardian, who shall ensure that the User adheres to the Terms.

Any Third Party Content uploaded or otherwise made available by a Third Party is and remains the sole property of the Third Party or the Third Party licensors. By uploading or otherwise making available any Third Party Content, you automatically grant and/or warrant that the owner has granted Connections, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the Third Party Content through the channel into which you have uploaded or authorized Connections to upload the Third Party Content. You also permit any User of [the EMS Education Management System Connexus](#) with access to that channel, subject to your restrictions, to access, view, store, and reproduce the Third Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and the Third Party, Third Party Content may be removed, obscured, altered or modified by the Third Party, subject to the terms and

conditions set forth herein with respect to the use of [the EMS Education Management System Connexus](#).

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the [EMS Education Management System Connexus](#) login page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the login page of [the EMS Education Management System Connexus](#).

Permitted Use

[Connexus The EMS Education Management System](#) is to be used for the purpose of accessing the education program licensed by or for the benefit of the User(s). Connections grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User's own personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Connections, (2) use [Connexus the EMS](#) in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of [the EMS Education Management System Connexus](#), (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through [the EMS Education Management System Connexus](#).

Any use of [the EMS Education Management System Connexus](#) for the following purposes is strictly prohibited. By using [the EMS Education Management System Connexus](#), you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors;

- impersonate any person or entity (through the use of their password or other means), including any staff member or representative of Connections;
- copy or distribute content included in [the EMS Education Management System Connexus \(including postings on the Message Boards, WebMail email](#) messages, or curriculum materials, including answer keys) without the owner's permission;
- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications;
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise);
- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property;
- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent;
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language;
- display racist, prejudiced, or discriminatory messages or pictures;
- violate any state or federal law;
- reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent;
- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in [the EMS Education Management System Connexus \(including posting on the Message Boards or in WebMail email](#) messages)

without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission;

- trespass in another's folders, work, or files;
- promote commercial activities except as agreed to in writing by Connections
- advertise products or services or engage in political lobbying;
- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted [WebMail email](#) messages or e-mail; or
- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to Section 219 of the Immigration and Nationality Act.

Each User will have a username and password (the "Login Information") for the purpose of accessing [Connexus the EMS Education Management System](#) and the Content. Users must keep all Login Information strictly confidential, and all Login Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Login Information and for preventing access to [the EMS Education Management System Connexus](#) and/or the Content by unauthorized persons using a User's Login Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain staff members of Connections will be permitted to "log in as" someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain information available in [Connexus the EMS](#) is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell,

license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in [the EMS Education Management System Connexus](#) in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third party intellectual property may result in one or more of the following: termination of access to [the EMSEducation Management System Connexus](#), school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

Content is owned or controlled by Connections or the third party credited as the provider of the Content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Connections. If you have any copyright concerns about any materials posted on [the EMS Education Management System Connexus](#) by others, please let us know. We comply with the provisions of the Digital Millennium Copyright Act applicable to Internet service providers (17 U.S.C. 512). Unless otherwise stated in any specific DMCA designation provided by Connections, please provide us with written notice ("Notice") by contacting our Designated Agent at _OBL-legal@pearson.com_.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on [the EMS Education Management System Connexus](#) ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on [the EMSEducation Management System Connexus](#);

- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on [the EMS Education Management System Connexus](#) are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

[The EMS Education Management System Connexus](#) contains trademarks and service marks of Connections and of third parties. These marks may only be used in accordance with Connections' [Trademark Usage Guidelines](#) within the Website Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks outside of the Trademark Usage Guidelines, contact OBL-legal@pearson.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

[The Education Management System EMS Connexus](#) may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third party linked sites. Connections makes no representation, warranties, or other commitments whatsoever about any third party websites or third party resources that may be referenced, accessible from, or linked to [the EMSEducation Management System Connexus](#). A link to a website does not mean that Connections endorses the content, the website owner or use of such website. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from [the EMSEducation Management System Connexus](#).

Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of [the EMS Education Management System Connexus](#) is also subject to the [Privacy Policy](#), which is part of these Terms.

Export Control

Connections controls and operates [Connexus the EMS Education Management System](#) from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use [the EMS Education Management System Connexus](#) from other locations, you are responsible for compliance with applicable state and federal laws, including, but not limited to, export and import control laws and regulations of the United States.

No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Connexus, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list.

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in [the EMSEducation Management System Connexus](#), subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through [the EMS Education Management System Connexus](#). However, materials available through [the EMS Education Management System Connexus](#) are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.

- The User acknowledges that Connections is not liable for the conduct of any party using [the EMS Education Management System Connexus](#) or for any defamatory, offensive, infringing, or illegal materials contained on [the EMS Education Management System Connexus](#) or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from [the EMS Education Management System Connexus](#) at its sole discretion and without liability of any kind.

Disclaimer of Warranty

Use of [the EMS Education Management System Connexus](#) or any communication service is at the user's sole risk. All materials, information, products, software, programs, and services are provided "as is," with no warranties or guarantees whatsoever.

Connections expressly disclaims to the fullest extent permitted by law all express, implied, statutory, and other warranties, guarantees, or representations, including, without limitation, the warranties of merchantability, fitness for a particular purpose, and non-infringement of proprietary and intellectual property rights. Without limitation, connections makes no warranties or guarantees that [the EMS Education Management System Connexus](#) will be uninterrupted, timely, secure, or error-free. The user understands and agrees that if the user downloads or otherwise obtains materials, information, products, software, programs, or services, the user does so at the user's own discretion and risk and that user will be solely responsible for any damages that may result, including loss of data or damage to the user's computer system. Some jurisdictions do not allow the exclusion of warranties, so the above exclusions may not apply to the user.

Limitation of Liability

Under no circumstances will connections be liable for any direct, indirect, punitive, incidental, special, or consequential damages that result from the use of or inability to use [the EMS Education Management System Connexus](#) or any communication service. This limitation applies whether the alleged liability is based on contract, tort, negligence, strict liability, or any other basis, even if connections has been advised of the possibility of such damage. Because some jurisdictions do not allow the exclusion or limitation of incidental or consequential damages, connections' liability in such jurisdictions shall be limited to the extent permitted by law.

Release

The user hereby releases and forever discharges connections, its affiliates, staff, contractors, officers and directors, agents, successors, and assigns ("released parties"), from all actions, causes of action, injuries, claims, damages, costs, or expenses of any kind growing out of or related to the user or user's minor child(ren)'s use of [the EMS Education Management System Connexus](#) or any communication service. The user understands that this is a full and complete release to the maximum extent allowed by law of all claims and damages to which you or your minor child(ren) may have as a result of their use of [the EMS Education Management System Connexus](#) regardless of the specific cause thereof.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, staff, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of [the EMS Education Management System Connexus](#), Content, or any Communication Services.

Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of [the EMS Education Management System Connexus](#) shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of [the EMS Education Management System Connexus](#) shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed or acknowledged by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of [the EMS Education Management System Connexus](#). If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of [the EMS Education Management System Connexus](#) and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of [the EMS Education Management System Connexus](#) (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Connexus, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of [the EMS Education Management System Connexus](#). Further, you agree that all terminations for cause shall be made in Connection's sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to [the EMS Education Management System Connexus](#).

Additional Terms Applicable to the Connections Community of Schools

[WebMail Email](#), [Message Boards](#), and Other Communication Services

Connections offers an internal email system, [Connections WebMail](#) through [the EMS Education Management System Connexus](#), as a service to certain Users in connection with those education programs that provide for [webmail email](#) service. [Webmail Email](#) allows those Users to interact with other [webmail email](#) Users. Connections cannot guarantee the security of any information that such Users disclose in [webmail email](#) messages, and the Users do so at their own risk. Sent [webmail email](#) messages are accessible only to the author and recipients, as well

as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms. [Webmail Email](#) messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

[Connections also operates academic Message Boards located within Connexus to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections. Use of the Message Boards is subject to the rules governing their use as provided when accessing them \(see also the Links section below\).](#)

In addition to the [WebMail email](#) system [and the Message Boards](#), Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to [via a Message Board or](#) other Communication Services will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. Connections cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability with regard to the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Connections has no obligation to do so, Connections reserves the right (i) to monitor anything posted [via a Message Board or](#) other Communication Services or anything sent via [Connections WebMail email messages](#), and (ii) to remove anything which Connections considers offensive or otherwise in breach of these Terms or for any other reason as Connections deems necessary in its sole and absolute discretion. Connections also reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in [the EMSEducation Management SystemConnexus](#). This material may include the submission of work samples; participation in clubs; [postings on the Message Boards](#) text or other submissions for newsletters, newspapers, and yearbooks; writing [WebMail email](#) messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party.

Users may also have the opportunity to participate in a LiveLesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson session. Any information that a User submits or is captured in a LiveLesson session may be disclosed and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children.

LiveLesson sessions may be recorded and used for instructional and demonstrative purposes. The User, for himself or the User's minor child, hereby agrees to the recording of LiveLesson sessions in which the User participates. To the extent a User does not wish to participate in a recorded LiveLesson, recorded sessions are available to the User to view on demand.

APPENDIX 4 – PRIVACY POLICY

This Privacy Policy may be updated periodically. [The most current version is always available from the login page of Connexus](#). Any changes will be effective as soon as they are posted in [the Education Management System Connexus](#).

Last updated: October 1, 2019

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the global learning company, Pearson, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our Education Management Systems, Connexus or collectively, the "Websites"), or contact us by phone or other means. This Privacy Policy applies to the Websites where this Privacy Policy is posted and the information we gather from you over the phone, via conventional mail or in person.

Connections reserves the right to change this Privacy Policy at any time. If we make any material changes to this policy, we will post any revised Privacy Policy on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. **By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.**

Information We Collect

We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.

Non-U.S. Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide to us is being provided to us in the United States and will be hosted on United States servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections. If you are

accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

Non-Personally Identifiable Information

Each time you visit a Website, information is automatically gathered such as your IP address, domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline cookies, you may not be able to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

We may use third party cookies as part of remarketing activities we conduct with Google and/or other third party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third party cookies may record your visits to our Websites and web sites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. You may choose to be exempt from the use of Google remarketing cookies at the [Google advertising privacy page](#). Alternatively, you may opt out of remarketing on the Google network and similar networks at the [Network Advertising Initiative opt out page](#). Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Personally Identifiable Information

We may collect personally identifiable information you provide voluntarily when requesting information, catalogs, enrollment, or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Connections uses personally identifiable information voluntarily supplied by you to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested. For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in [the Education Management SystemConnexus](#). Enrollment information that is collected in this manner may be provided to school districts or other third parties as required by state law, federal law, and/or school operating procedures.

Connections may also use personally identifiable information to communicate special messaging, new services, or upcoming events, to provide educational services to students and to otherwise support students, parents, legal guardians, and staff and/or your school with regard to matters such as academic progress, testing, attendance, customer service, or to share information with you related to legislative or regulatory initiatives that could potentially benefit or threaten virtual education in your state, to invite you to share your experience with virtual education, or in the event of an emergency. By providing your mobile number you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

We may share personally identifiable information within our affiliated companies and certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted by law.

[The Education Management System Connexus](#) contains personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform the tasks for which they have been engaged. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law. Additionally, [the Education Management System Connexus](#) contains "student educational records" that will be protected by Connections in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws, and we will only retain and disclose educational records or provide access to them in compliance with applicable law.

If you do not want to receive information unrelated to your enrollment in the school via email from Connections, you can email us at unsubscribe@connectionseducation.com to be excluded from receiving emails from Connections. If you do not want to receive any further information from Connections you can also call us at 877-550-1115 and ask to be removed from all of Connections' contact lists.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use; to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our staff, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally identifying information with third parties, except with your prior approval and in compliance with federal and state law.

Message Boards/Discussion Threads

We may offer [message boards, or](#) discussion threads through [the Education Management System Connexus](#) or other education management platform. We may also offer LiveLesson sessions; the Connections virtual classroom environment. Please remember that anyone may read your postings on a [message board or](#) discussion thread, or view LiveLesson session content. Furthermore, any information that you submit to a [message board, or](#) discussion thread, or comments (verbal or in chat pod) included in a LiveLesson session, will then be disclosed and available to all users of that [message board,](#) discussion thread or LiveLesson session and is therefore no longer private or protected. We do not guarantee the security of such information that you disclose or communicate online in public areas such as [message boards,](#) discussion threads and in LiveLesson sessions. Therefore, all postings or discussions threads made by you are with which you participate are at your own risk.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA).

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com. Please note that if you make a request to prohibit personally identifiable information being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections, your child may no longer continue to be enrolled in Connections and this may terminate their participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC/POBL

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

Email: privacy@connectionseducation.com

Security

Connections takes reasonable steps to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

California Privacy Policy

California's "Shine the Light" Law

California residents have the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may send an email to privacy@connectionseducation.com with "Request for California Privacy" in the subject line write to Connections Education LLC 10960 Grantchester Way, Columbia, MD 21044 Attn: Legal.

California Do Not Track Disclosures

1. Online Tracking and Advertising

We and certain service providers operating on our behalf collect information about your activity on our websites and applications using tracking technologies such as cookies, Flash cookies and Web beacons. Definitions for these tracking technologies, as well as information regarding how to disable them, are available below. This tracking data is used for many purposes including, for example, to:

- Provide useful features to simplify your experience when you return to our sites and applications
- Deliver relevant content based on your preferences, usage patterns and location
- Monitor and evaluate the use and operation of our sites and applications, including technical information about the device or browser you use to access our sites such as your device's IP address, cookie string data and (in the case of mobile devices) your device type and mobile device's unique identifier such as the Apple IDFA or Android Advertising ID
- Analyze traffic on our websites, including your browsing activity on our sites, which pages you visited and when
- Track the online ads we have served (or attempted to serve) to you, including how many times an ad has been served to you, what page the ad appeared on, and whether you clicked on or otherwise interacted with the ad

Tracking data collected by us and our service providers generally does not identify you personally and is not associated with your registration account. Should we associate this tracking data with your registration account, we will treat it as personal information.

2. Online Tracking Technologies

Examples of online tracking technologies include:

- Cookies. Cookies are pieces of information that a website places on the hard drive of your computer when you visit the website. Cookies may involve the transmission of information from us to you and from you directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use cookies to bring together information we collect about you. You can choose to have your computer warn you each time a cookie is being sent, or you can choose to turn off all cookies. You do this through your browser settings. Each browser is a little different, so look at your browser Help menu to learn the correct way to modify your cookies. If you turn cookies off, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Flash cookies. We may use local shared objects, sometimes known as Flash cookies, to store your preferences or display content based upon what you view on our site to personalize your visit. Our third-party service providers also may use Flash cookies to collect and store information. Flash cookies are different from browser cookies because of the amount of, type of, and how data is stored. Cookie management tools provided by your browser will not remove Flash cookies. Learn how to [manage privacy and storage settings for Flash cookies](#). If you disable Flash cookies, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Web beacons. Web beacons are small pieces of data that are embedded in images on the pages of sites. Web beacons may involve the transmission of information directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use web beacons to bring together information we collect about your browsing behavior.

3. Do Not Track

You can opt out of our tracking your online activity for targeted advertising purposes

(Do Not Track): We respond to “do not track” or “DNT” signals sent from your browser. If our websites receive a DNT signal during a visit, we will not link data we collect to your browser identifier so that new data collected about you will not be used by us for targeted advertising purposes, but older data collected about you may still be used. You may [choose not to receive targeted advertising from us and our service providers](#). To opt out of tracking by us you should select “AdRoll” and follow the directions on this site. If you opt out we may still collect some data about your online activity for operational purposes.

Currently, there are various browsers (such as Internet Explorer, Firefox and Safari) that offer a DNT option that allows you to set the DNT signal on your browser so that third party sites know you do not want to be tracked. For more information on DNT or information on how to set the DNT setting in your browser, go to the Do Not Track website: <http://donottrack.us/>.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com. Please note that email communications will not necessarily be secure. Accordingly, you should not include sensitive information in your email correspondence with us.

APPENDIX 5 – INFORMATION ABOUT MALWARE AND NUISANCE SOFTWARE

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the Internet. This software exists as adware, spyware, and freeware—generally classified as “malware”—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the Internet today, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

- **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- **Inappropriate sites:** Most of the malicious applications that get installed on the computer without the knowledge of the end user generally come from sites that are inappropriate in nature, such as pornographic sites.
- **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click “yes” instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or “tools” that can be a significant source of problems later on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

- **Example 1:** “[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below.”

Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- **Example 2:** “By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance.”

Comment: This also indicates that they can install additional software without your permission.

- **Example 3:** “The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer.”

Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat offenders take time away from responsible users and results in longer delays in helping them.

Please remember that it is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the Internet, including the fact that they should never accept any software download from the Internet without specific authorization from the Connections Academy [Student Technical Support](#)~~Pearson Connexus Help~~ team. The ~~Pearson Connexus Help~~[Student Technical Support](#) team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. Note that the hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a family.

APPENDIX 6 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION

Last Reviewed and Updated: December 18, 2018

This Protection of Pupil Rights Amendment (PPRA) Notification (“PPRA Notice”) may be updated periodically. [The most current version is always available from the login page of Connexus.](#) Any changes will be effective as soon as they are posted in [the Education Management SystemConnexus.](#)

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School’s programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Learning Coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School’s conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories ("Protected Information Survey"):
 1. Political affiliations or beliefs of the student or student’s parent
 2. Mental or psychological problems of the student or student’s family
 3. Sex behavior or attitudes
 4. Illegal, antisocial, self-incriminating, or demeaning behavior
 5. Critical appraisals of others with whom respondents have close family relationships

6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 7. Religious practices, affiliations, or beliefs of the student or parents
 8. Income, other than as required by law to determine program eligibility.
- The right to receive notice and an opportunity to opt a student out of the following:
 1. Any other Protected Information Survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
 - The right to inspect, upon request and before administration or use, of the following:
 1. Protected Information Surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents or legal guardians or students eighteen (18) years or older or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 7 - CENTRALIZED SUPPORT SERVICES

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. [Connections HelpSupport Site](#), within [the Education Management SystemConnexus](#), also provides families with support and guidance outside of the Support Services business hours for live assistance.

Enrollment Services

Call 800-382-6010 or send a [WebMail email](#) message to your state's "Enrollment Team" (Located under Enrollment in the [WebMail email](#) address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a [WebMail email](#) message to the appropriate school specific "Academic Placement Advisor" option (located under "Placement" in the [WebMail email](#) address book) for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through their courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a [WebMail email](#) message to "Technical Support" for problems related to using [the Education Management System Connexus](#) and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3, or send a [WebMail email](#) message to "General Information" (located under Parent and Student Services in the [WebMail email](#) address book). General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.

Parent and Student Services

The [WebMail email](#) message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services

for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information.

All other types of questions should be directed to the school staff.