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

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

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

Date and Time:
Tuesday, February 25, 2020 at 3:30 p.m. PT

Telephone Conference Call Locations:
CalCA Ripon: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCAL: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

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

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. PCx Update
  - ii. Winter Leadership Retreat Update
- b. Principal's 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. New Schools Financial Update
  - ii. Special Education Service Contracts Update
  - iii. Consolidated Financial Report (attached)
  - iv. CalCA North Bay Financial Report (attached)
  - v. CalCA Central Financial Report (attached)
  - vi. CalCA Central Coast Financial Report (attached)
  - vii. CalCA Monterey Bay Financial Report (attached)
  - viii. CalCA Ripon Financial Report (attached)
  - ix. CalCA Southern California Financial Report (attached)
- d. Policy and Compliance Report (to follow) – F. Sassin
  - i. Form 700 Update
  - ii. Credential Compliance Update
  - iii. Special Education Local Plan Area (SELPA) Update

VI. Consent Agenda
- a. Approval of Minutes from the January 28, 2020 Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Pearson Online & Blended Learning (POBL) Invoice(s) (attached)
- d. Approval of Draft Second Interim Reports (to follow)
- e. Approval of Consolidated Applications for the 2019-2020 School Year (to follow)
- f. Approval of Federal Title Funding Documentation: Budgets (to follow)
- g. Approval of Revisions to Board Policy: Board Delegation Policy (attached)
- h. Approval of Revisions to 2019-2020 School Year State Specific Handbook (to follow)
- i. Approval of 2020-2021 School Year General School Handbook (to follow)
- j. Approval of California Attendance Calendar for the 2020-2021 School Year (to follow)

VII. Action Items
   a. Approval of Audit Firm Engagement for the 2019-2020 School Year Financial Audit (to follow) – F. Sassin
   b. Approval of Revised Budgets (to follow) – F. Sassin/ L. Carter

VIII. Information Items
   a. State & Strategic Client Relations Update – E. Sigmund
      i. Benefits Program Update (to follow)
      ii. Legislative Update
   b. Strategic Planning Update – E. Sigmund/ L. Coleman
   c. Partner School Leadership Team (PSLT) Update – M. Brown
      i. School Operations Metrics (attached)
   d. Sponsoring District(s) Update (to follow) – E. Pavlich/ R. Savage/ F. Sassin
   e. Western Association of Schools and Colleges (WASC) Update (to follow) – R. Romero
   f. Accountability Update (attached) – R. Romero

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

X. Adjournment and Confirmation of the Next Meeting on Tuesday, April 28, 2020 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, February 21, 2020

At: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
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8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay

Report Date

January 31, 2020

Currently Enrolled

222

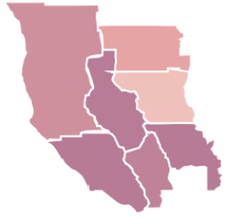
Total YTD Enrolled

261

Enrollment Services Complete (Stage 4)

267

Enrolled Students by County



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California Connections Academy at North Bay

January 31, 2020

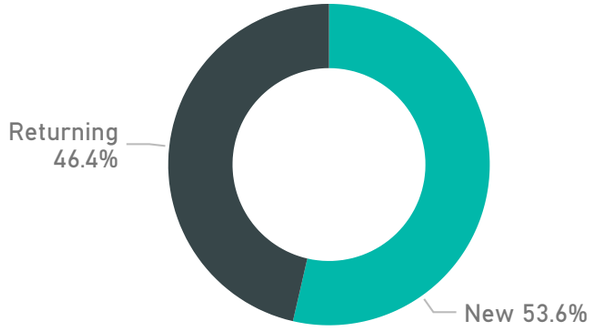
Current Enrollment Month-Over-Month Change

5%

Current Enrollment Year-Over-Year Change

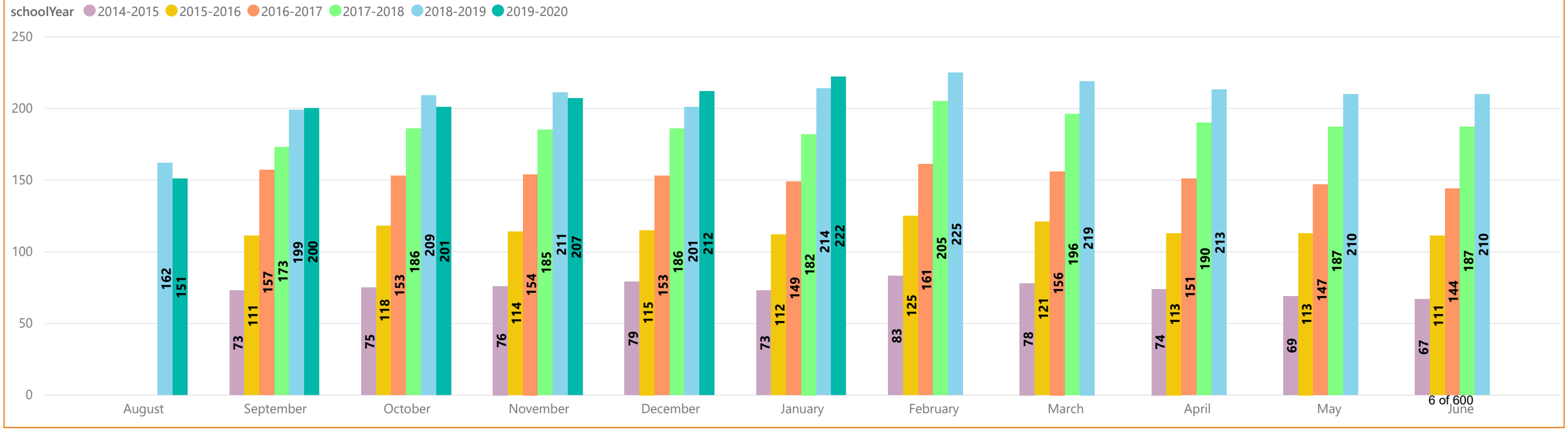
4%

New and Returning



New and Returning Prior Year

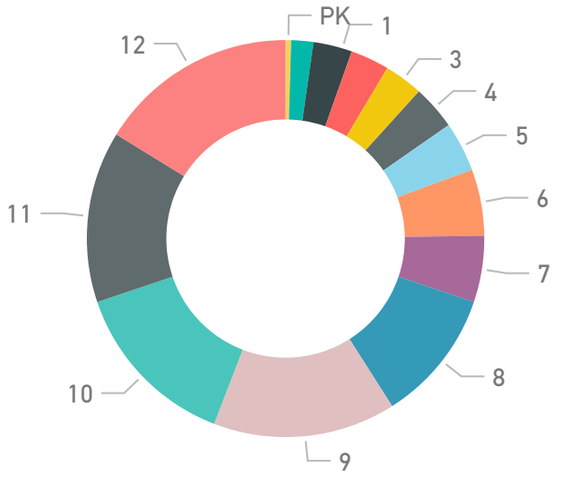
Monthly Student Current Enrollment Comparison



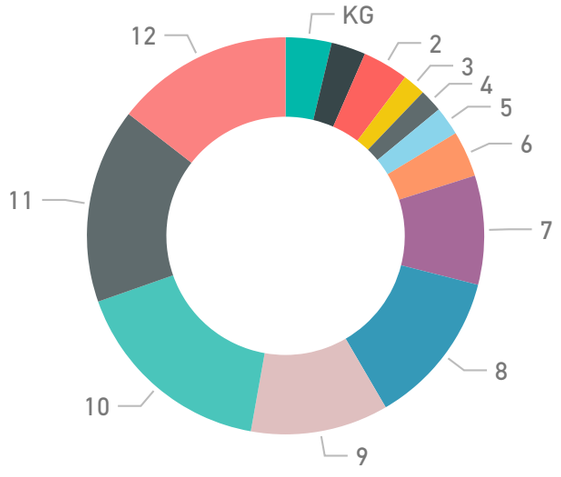
California Connections Academy at North Bay

January 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



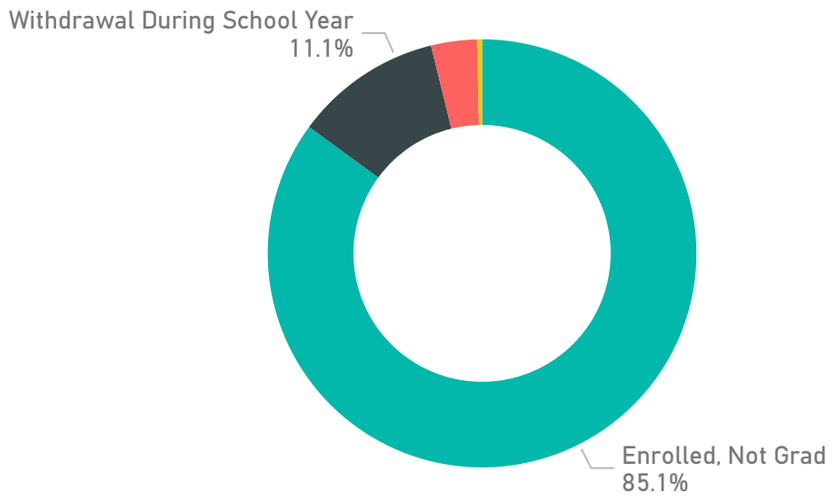
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**22**	**10%**	**22**	**10%**	**19**	**9%**	**19**	**9%**
PK					1	0%	1	0%
KG	8	4%	9	4%	4	2%	4	2%
1	6	3%	6	3%	8	4%	7	3%
2	8	4%	7	3%	6	3%	7	3%
3-5	**13**	**6%**	**15**	**7%**	**23**	**11%**	**24**	**11%**
3	4	2%	4	2%	7	3%	7	3%
4	4	2%	4	2%	8	4%	8	4%
5	5	2%	7	3%	8	4%	9	4%
6-8	**54**	**25%**	**52**	**25%**	**45**	**21%**	**48**	**22%**
6	8	4%	8	4%	10	5%	12	5%
7	19	9%	18	9%	13	6%	12	5%
8	27	13%	26	12%	22	10%	24	11%
9-12	**125**	**58%**	**121**	**58%**	**125**	**59%**	**131**	**59%**
9	24	11%	28	13%	30	14%	33	15%
10	36	17%	32	15%	31	15%	31	14%
11	34	16%	35	17%	29	14%	31	14%
12	31	14%	26	12%	35	17%	36	16%
Total	**214**	**100%**	**210**	**100%**	**212**	**100%**	**222**	**100%**

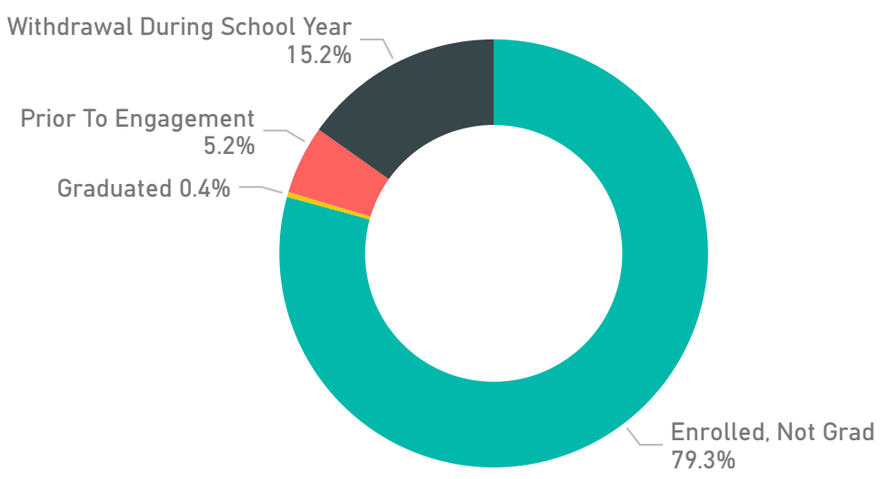
California Connections Academy at North Bay

January 31, 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	214	79%	210	71%	212	89%	222	85%
Graduated	1	0%	3	1%	1	0%	1	0%
Prior To Engagement	14	5%	18	6%	7	3%	9	3%
Withdrawal During School Year	41	15%	63	21%	19	8%	29	11%
Total	**270**	**100%**	**294**	**100%**	**239**	**100%**	**261**	**100%**

Enrollment Services Complete (Stage 4)

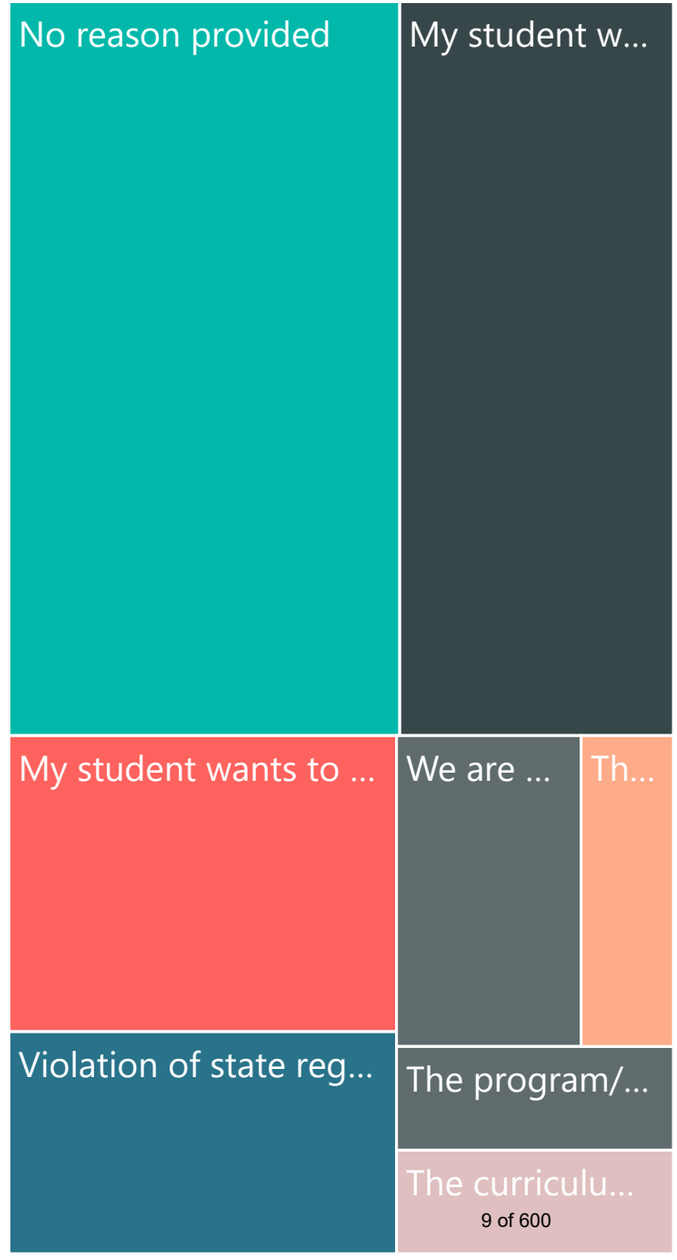
267

California Connections Academy at North Bay

January 31, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	3
Another Reason			1	1
Different/Better Schooling Option (Not related to socialization)	33	39	5	7
Life change	3	6		
No Reason Given			5	10
Program not flexible enough			1	1
Regulation	3	15		
Student wants more socialization	2	3	3	4
The curriculum is too hard			1	1
We are moving			2	2



California Connections Academy at North Bay

January 31, 2020

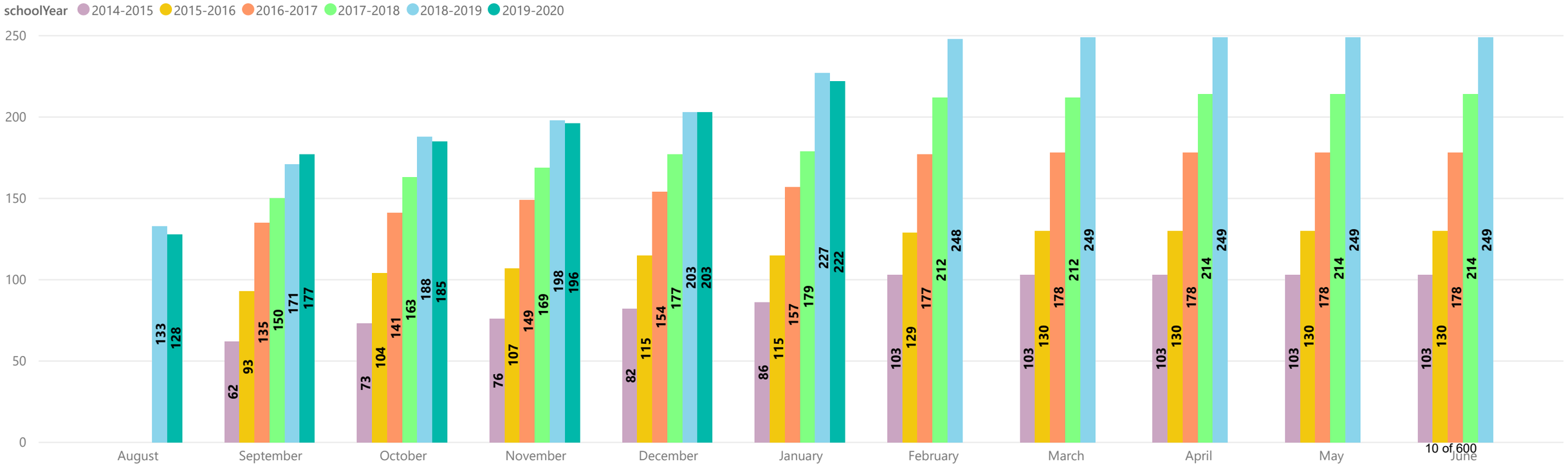
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	180	181	177	185
Graduated	1	3	1	1
WD During School Year	36	54	18	28
WD Prior To Engagement	14	18	7	9

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.19	1.16	1.20	1.20

Monthly Total Households



California Connections Academy at North Bay

January 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	56	55	56	61
Not Hispanic or Latino	158	155	156	161

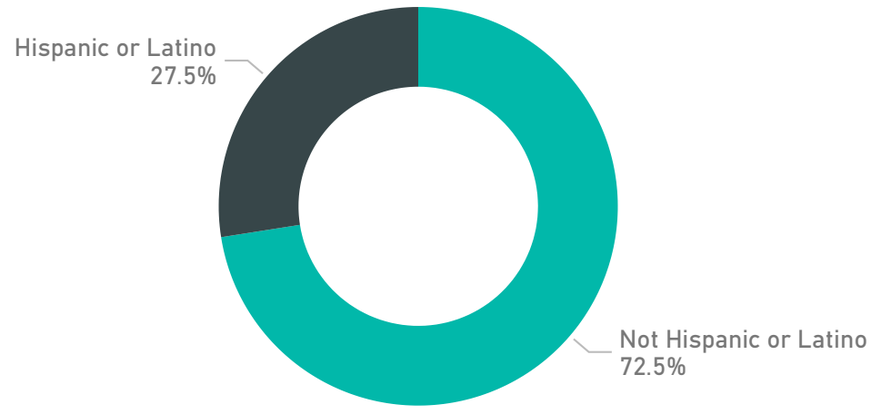
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	20	22	17	17
Asian	18	17	15	15
Black/African American	22	21	24	24
Native Hawaiian or Other Pacific Islander	5	6	3	5
White	184	179	188	195

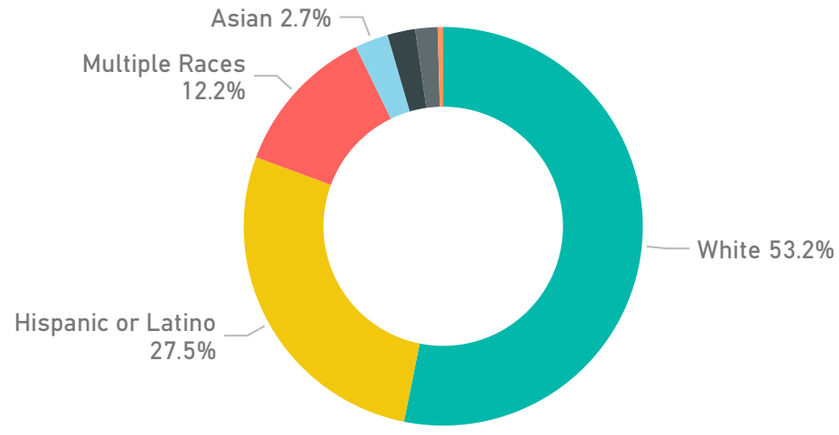
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	3	3	4	4
Asian	9	8	6	6
Black/African American	4	3	5	5
Hispanic or Latino	56	55	56	61
Multiple Races	22	21	28	27
Native Hawaiian or Other Pacific Islander	1	2	1	1
White	119	118	112	118

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

January 31, 2020

Gender

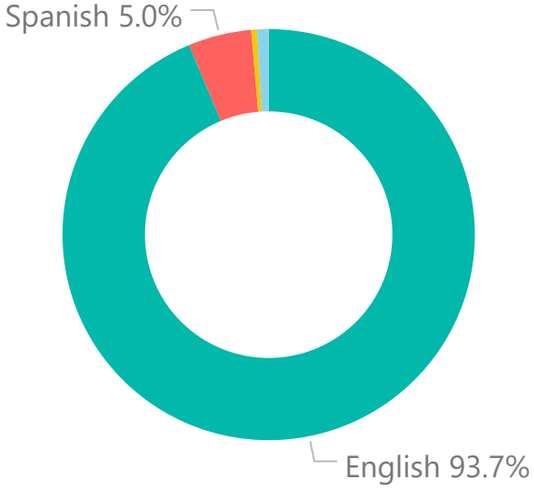
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	110	109	117	124
M	104	101	95	98

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	196	195	198	208
Spanish	12	11	11	11
Russian	1	1		
Arabic	1	1	1	1
Another Language	4	2	2	2

Enrolled Students by Gender

Enrolled Students by Language

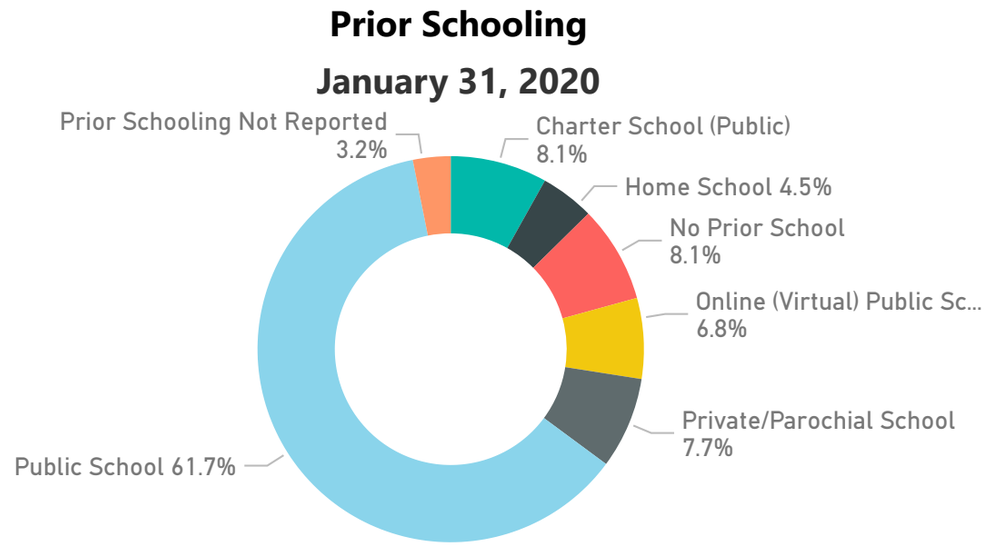


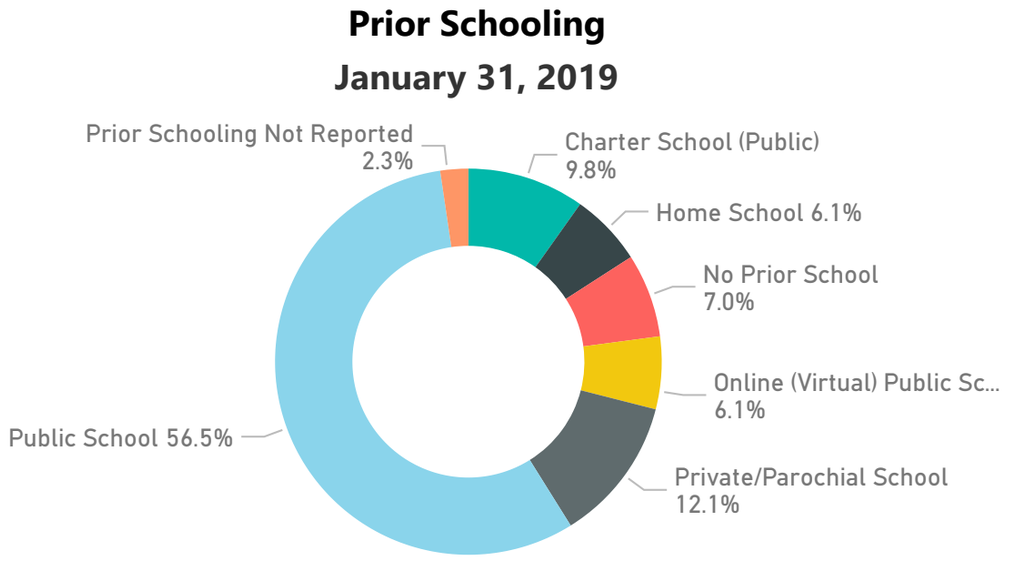
California Connections Academy at North Bay

January 31, 2020

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	21	22	18	18
Home School	13	12	10	10
No Prior School	15	15	22	18
Online (Virtual) Public School	13	13	14	15
Private/Parochial School	26	24	16	17
Public School	121	119	125	137
Prior Schooling Not Reported	5	5	7	7



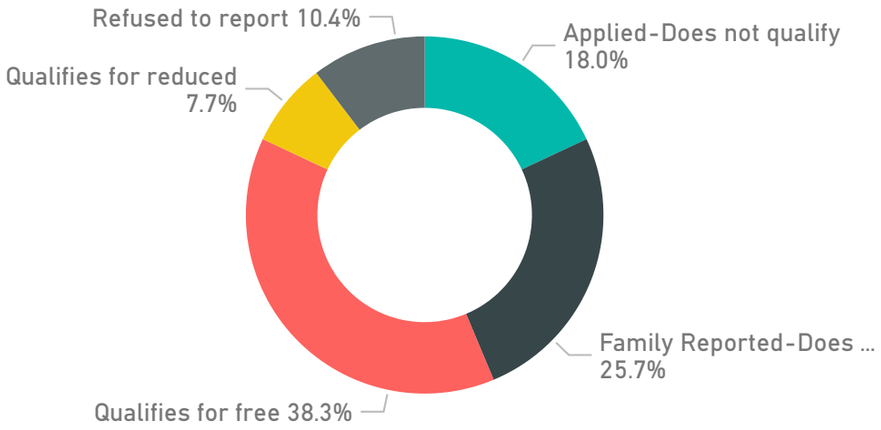


California Connections Academy at North Bay

January 31, 2020

FARM Eligibility

January 31, 2020

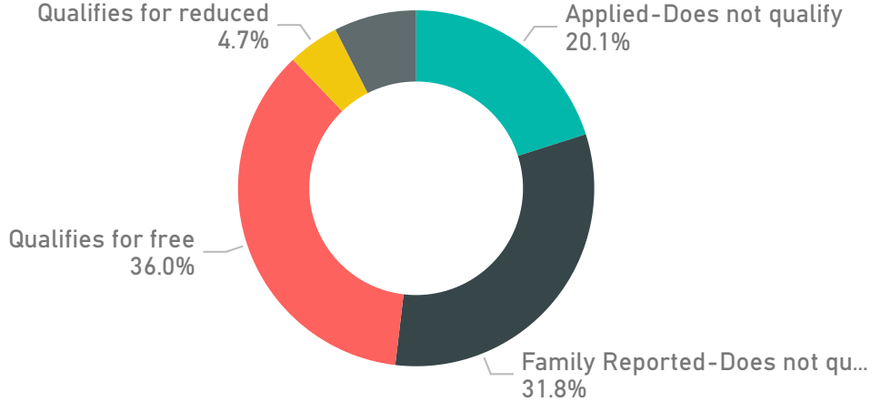


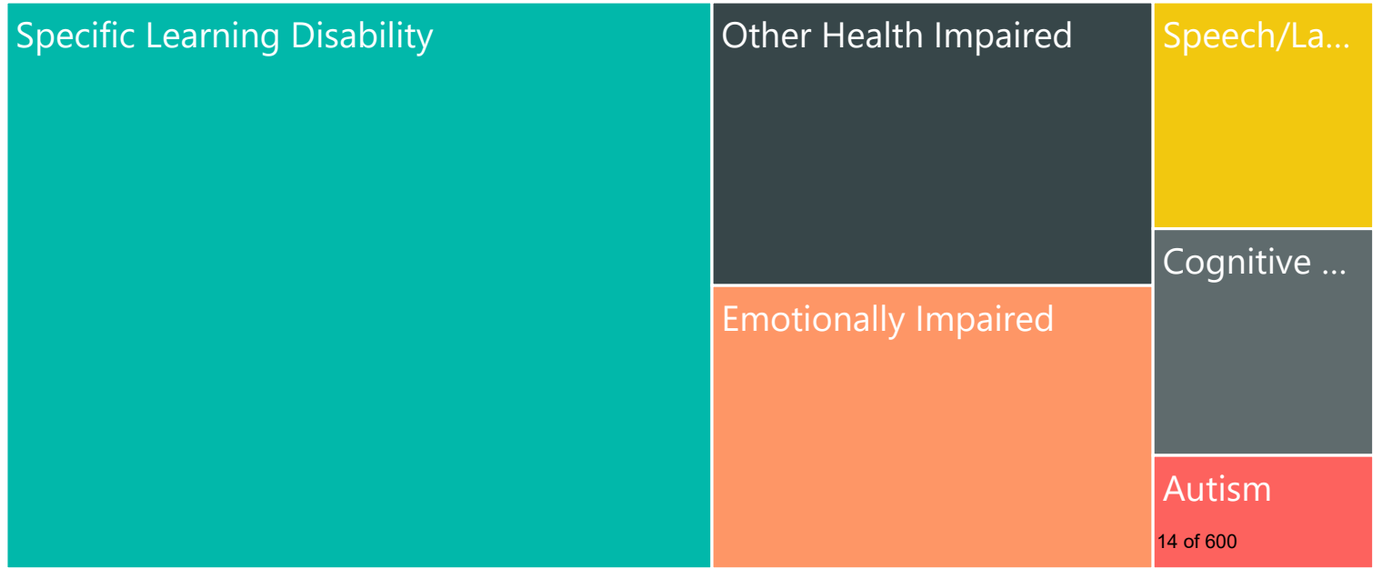
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	2	2	1	1
Cognitive Disability		1	2	2
Emotionally Impaired	4	7	5	5
Other Health Impaired	5	5	5	5
Specific Learning Disability	13	14	16	16
Speech/Language Impaired	1	1	2	2

FARM Eligibility

January 31, 2019

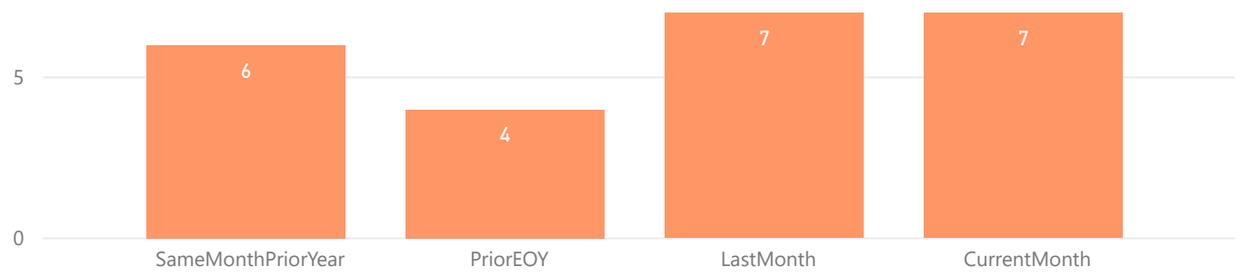




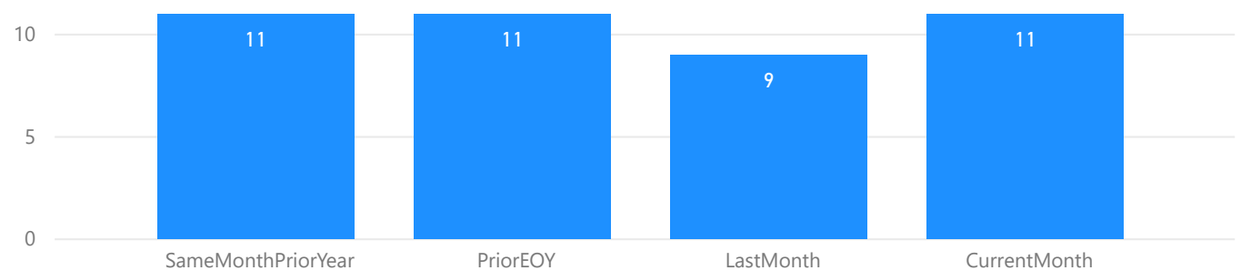
California Connections Academy at North Bay

January 31, 2020

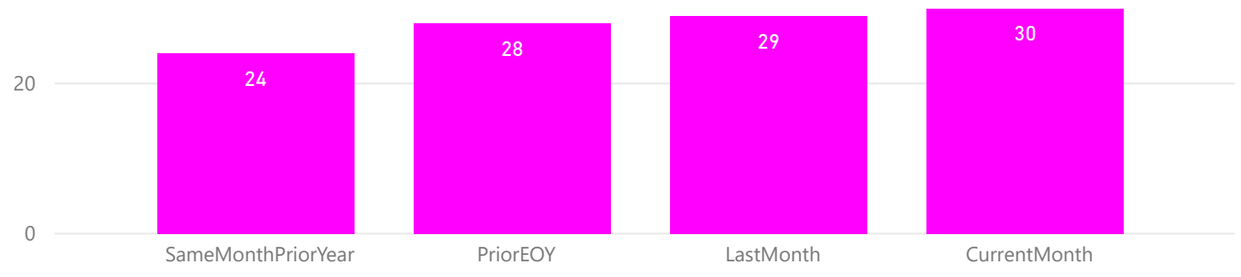
Gifted



Plan504



IEP



Currently Enrolled

222

Gifted

3%

Plan504

5%

IEP

14%

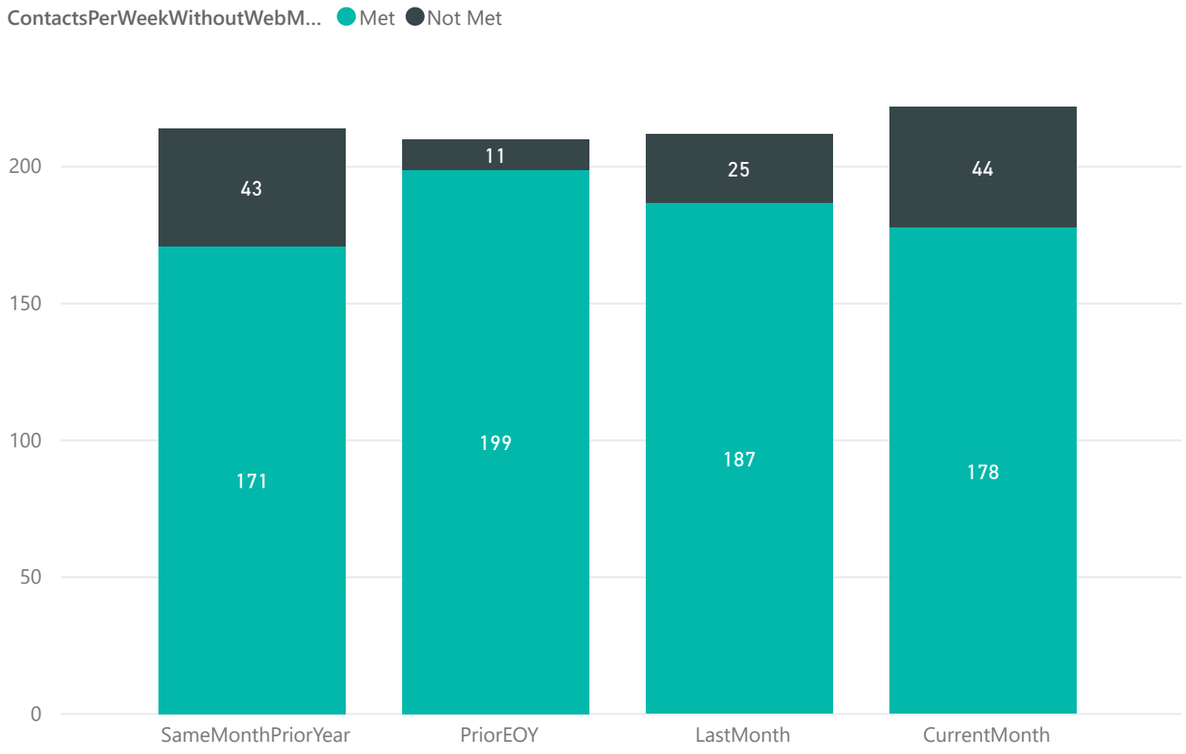
Not in Special Population

78%

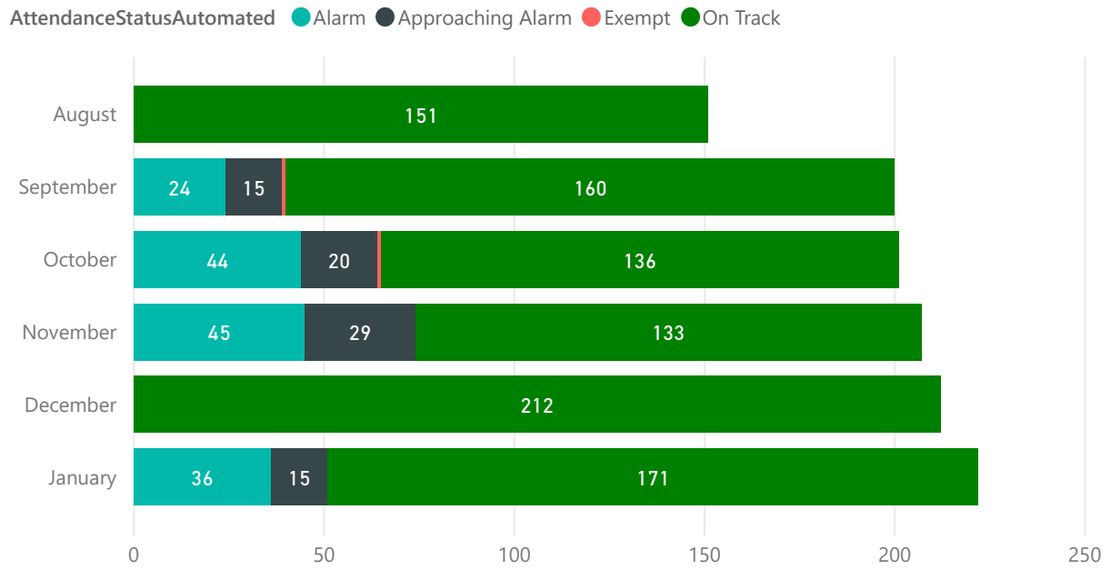
California Connections Academy at North Bay

January 31, 2020

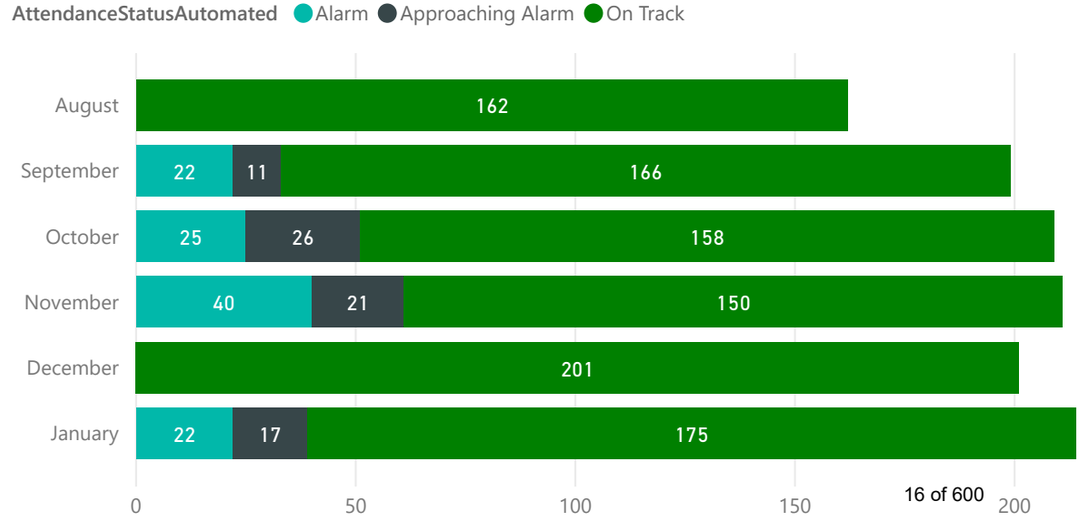
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

222

California Connections Academy at North Bay

January 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	89%	76%	93%
3-5	100%	87%	102%	97%
6-8	100%	96%	98%	116%
9-12	100%	95%	92%	95%
Total	**100%**	**94%**	**93%**	**103%**

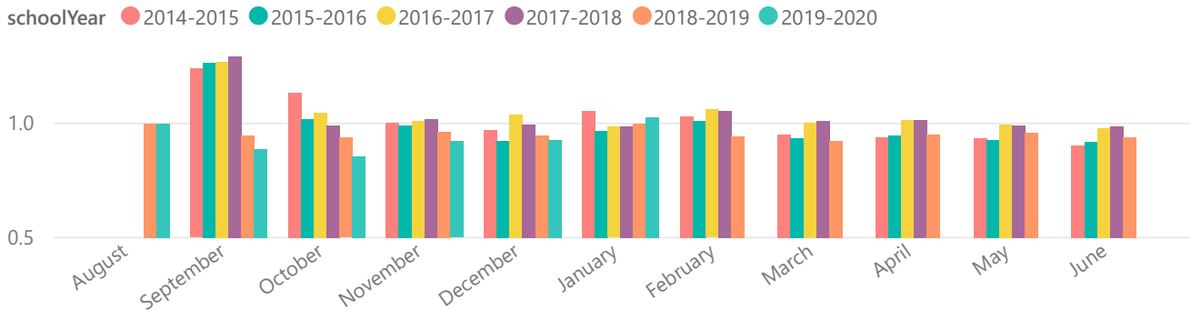
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	89%	93%	87%
3-5	73%	71%	82%	80%
6-8	76%	77%	66%	72%
9-12	73%	75%	65%	68%
Total	**76%**	**76%**	**70%**	**71%**

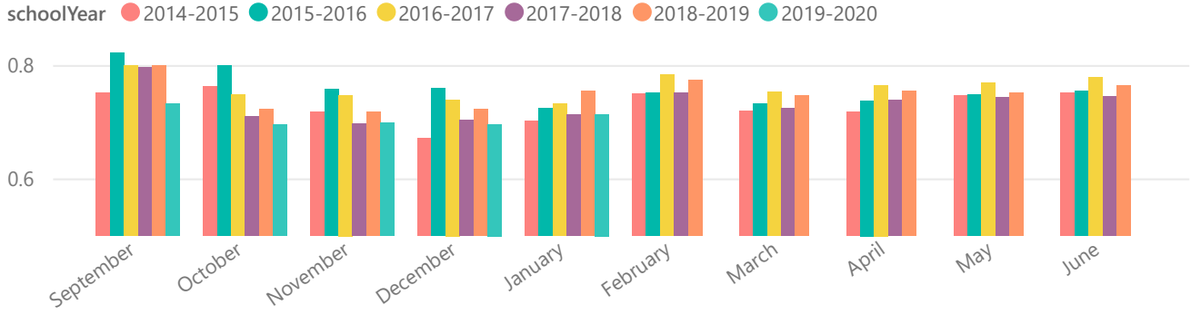
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	96%	85%	96%
3-5	91%	91%	93%	97%
6-8	96%	95%	87%	95%
9-12	88%	84%	82%	85%
Total	**91%**	**89%**	**84%**	**89%**

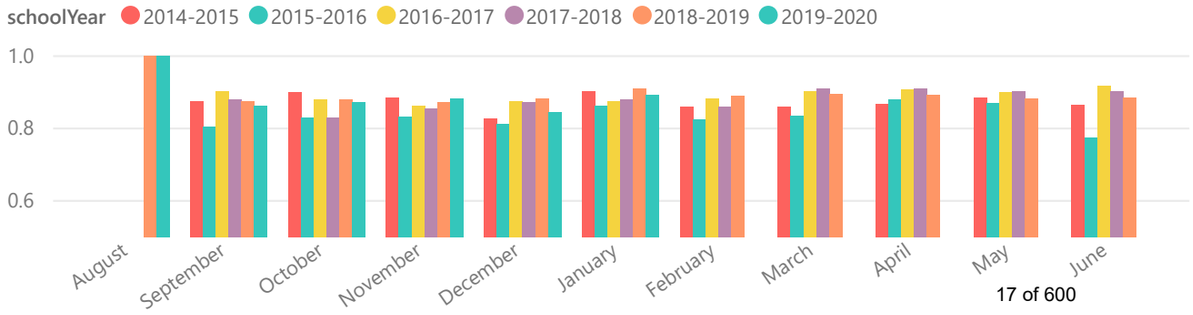
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
222	261

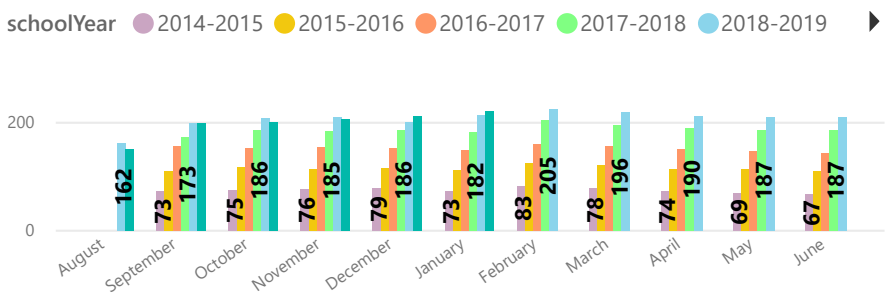
Enrollment Services Complete (Stage 4)
267

California Connections Academy at North Bay
January 31, 2020

Current Enrollment Month-Over-Month Change
5%

Current Enrollment Year-Over-Year Change
4%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	214	79%	222	85%
Graduated	1	0%	1	0%
Prior To Engagement	14	5%	9	3%
Withdrawal During School Year	41	15%	29	11%
Total	**270**	**100%**	**261**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	129	60.28%	119	53.60%
Returning	85	39.72%	103	46.40%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	180	185
Graduated	1	1
WD During School Year	36	28
WD Prior To Engagement	14	9

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.19	1.20

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**22**	**10%**	**19**	**9%**
PK			1	0%
KG	8	4%	4	2%
1	6	3%	7	3%
2	8	4%	7	3%
3-5	**13**	**6%**	**24**	**11%**
3	4	2%	7	3%
4	4	2%	8	4%
5	5	2%	9	4%
6-8	**54**	**25%**	**48**	**22%**
6	8	4%	12	5%
7	19	9%	12	5%
8	27	13%	24	11%
9-12	**125**	**58%**	**131**	**59%**
9	24	11%	33	15%
10	36	17%	31	14%
11	34	16%	31	14%
12	31	14%	36	16%
Total	**214**	**100%**	**222**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMont
Different/Better Schooling Option (Not related to socialization)	
Life change	
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	
Regulation	
Student wants more socialization	
The curriculum is too hard.	
The program/schedule is not flexible enough.	
There was not enough help/guidance setting us up in the school.	
Violation of state regulations	
We are moving.	

California Connections Academy at North Bay
January 31, 2020

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	110	124
M	104	98

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	196	208
Spanish	12	11
Russian	1	
Arabic	1	1
Another Language	4	2

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	2	1
Cognitive Disability		2
Emotionally Impaired	4	5
Other Health Impaired	5	5
Specific Learning Disability	13	16
Speech/Language Impaired	1	2

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	6	7

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	11	11

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	24	30

Gifted	Plan504
3%	5%

IEP	Not in Special Population
14%	78%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	56	61
Not Hispanic or Latino	158	161

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	20	17
Asian	18	15
Black/African American	22	24
Native Hawaiian or Other Pacific Islander	5	5
White	184	195

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	38	31
Family Reported-Does not qualify	57	51
Qualifies for free	69	73
Qualifies for reduced	9	15
Refused to report	16	21

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	4
Asian	9	6
Black/African American	4	5
Hispanic or Latino	56	61
Multiple Races	22	27
Native Hawaiian or Other Pacific Islander	1	1
White	119	118

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	21	18
Home School	13	10
No Prior School	15	18
Online (Virtual) Public School	13	15
Private/Parochial School	26	17
Public School	121	137
Prior Schooling Not Reported	5	7

California Connections Academy at North Bay
January 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	171	178
Not Met	43	44

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	22	36
Approaching Alarm	17	15
On Track	175	171

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	93%
3-5	100%	97%
6-8	100%	116%
9-12	100%	95%
Total	**100%**	**103%**

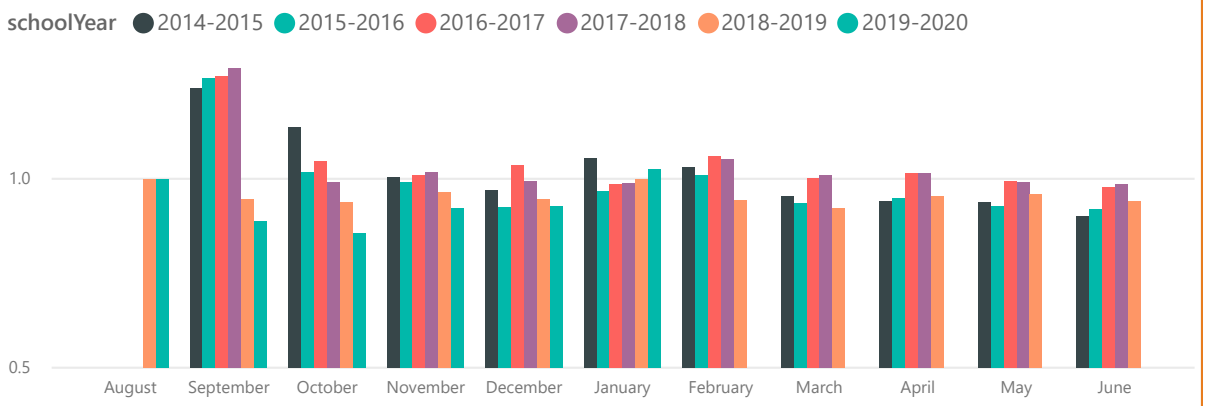
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	87%
3-5	73%	80%
6-8	76%	72%
9-12	73%	68%
Total	**76%**	**71%**

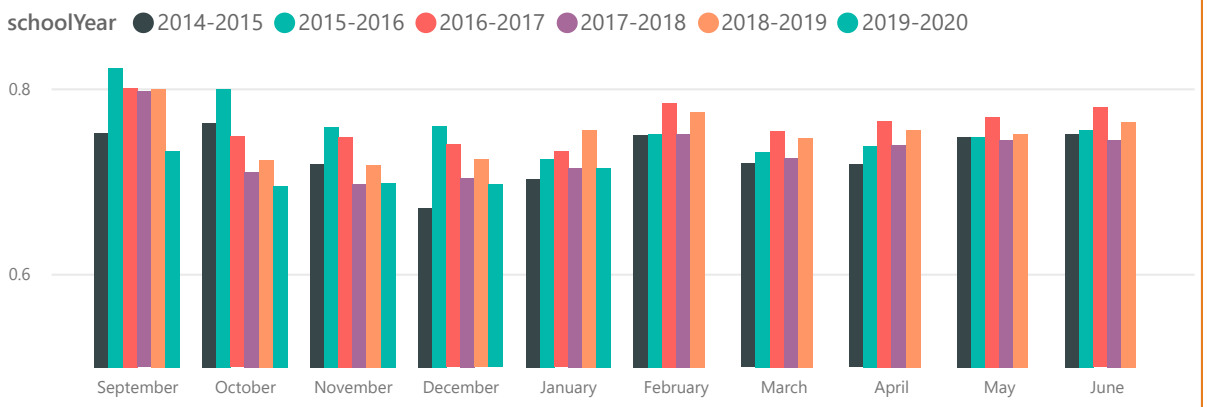
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	96%
3-5	91%	97%
6-8	96%	95%
9-12	88%	85%
Total	**91%**	**89%**

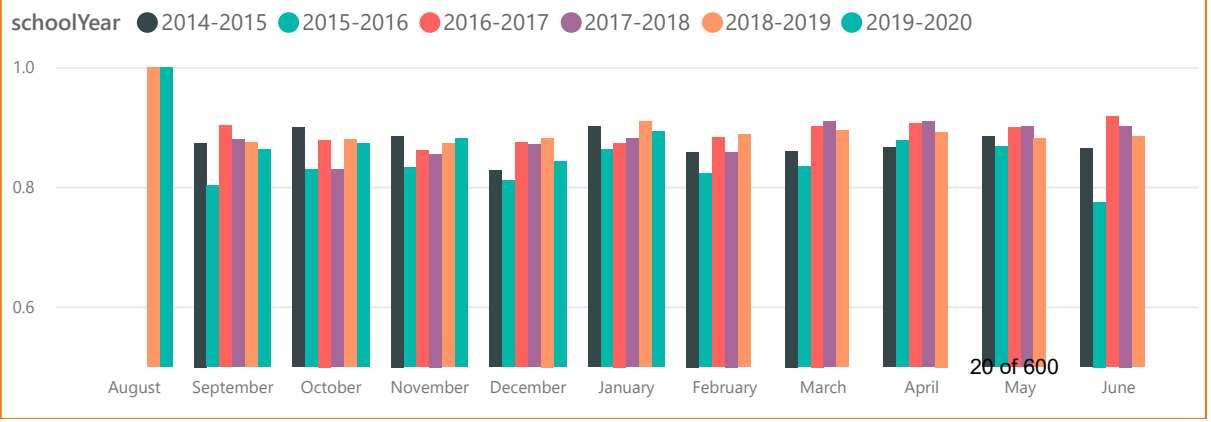
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

January 31, 2020

Currently Enrolled

600

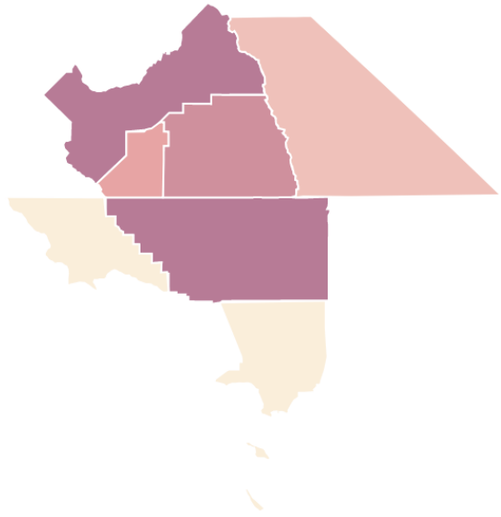
Total YTD Enrolled

756

Enrollment Services Complete (Stage 4)

775

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

Central California Connections Academy

January 31, 2020

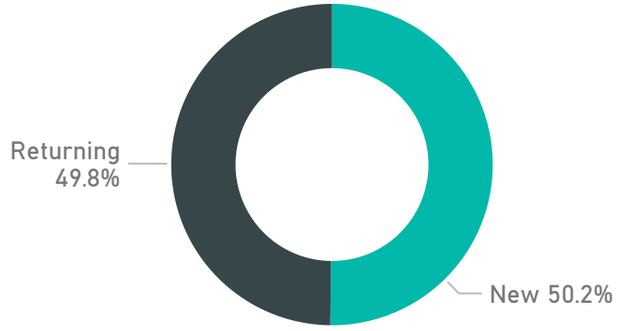
Current Enrollment Month-Over-Month Change

4%

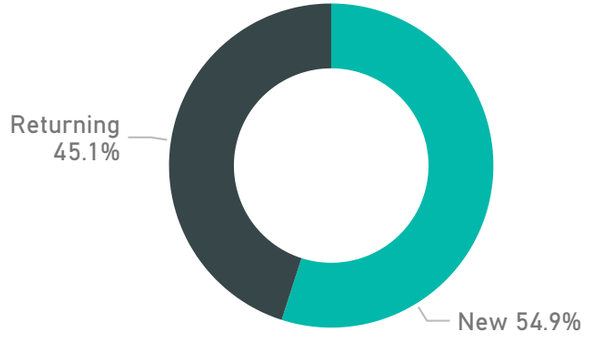
Current Enrollment Year-Over-Year Change

10%

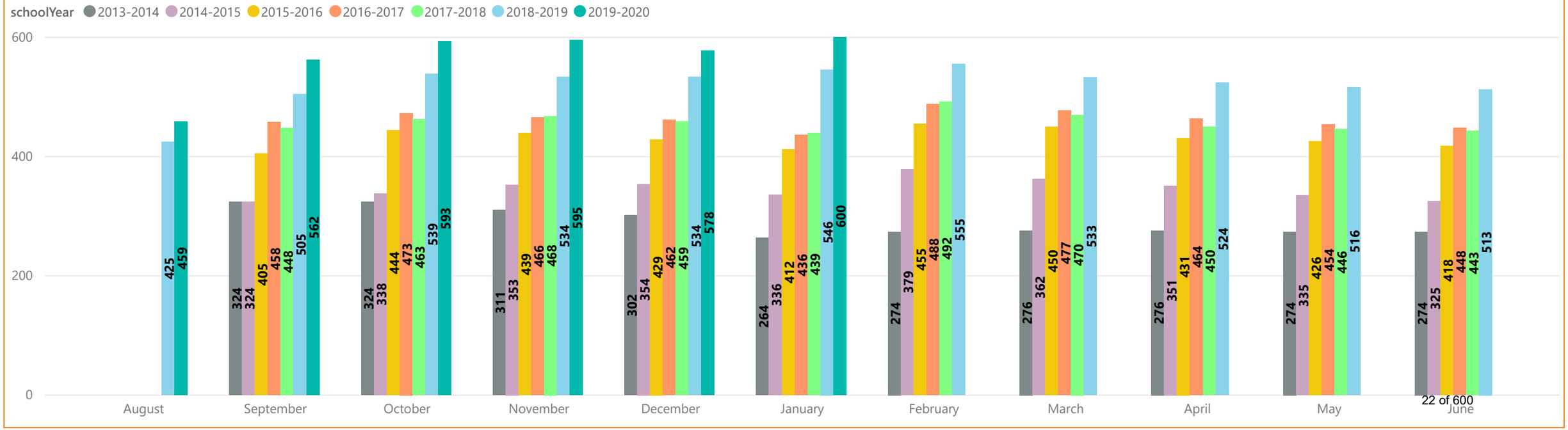
New and Returning



New and Returning Prior Year



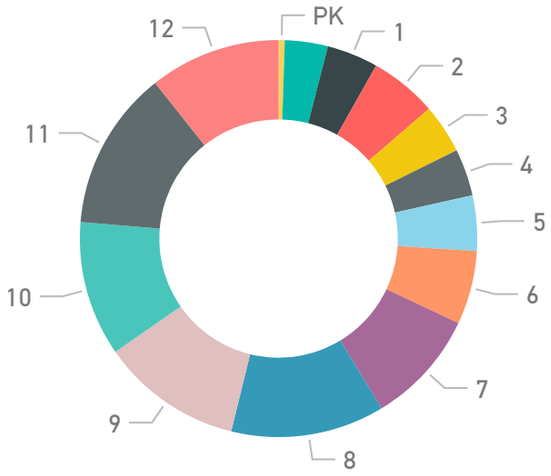
Monthly Student Current Enrollment Comparison



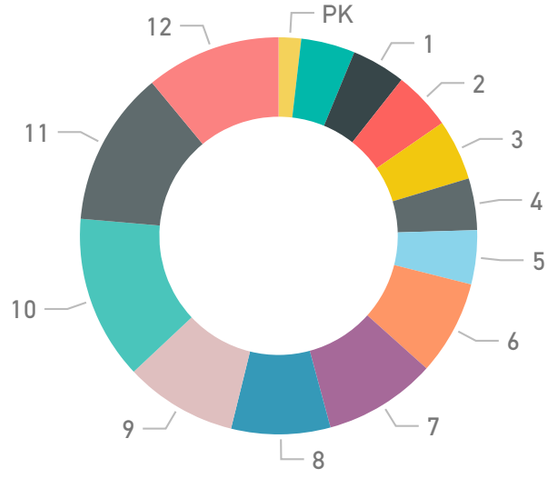
Central California Connections Academy

January 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



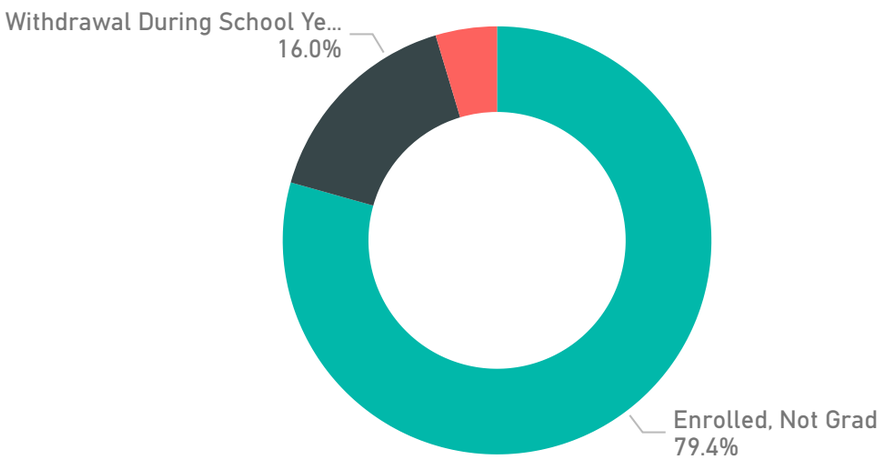
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**84**	**15%**	**77**	**15%**	**81**	**14%**	**82**	**14%**
PK	10	2%	10	2%	3	1%	3	1%
KG	24	4%	18	4%	23	4%	21	4%
1	24	4%	22	4%	24	4%	25	4%
2	26	5%	27	5%	31	5%	33	6%
3-5	**74**	**14%**	**70**	**14%**	**75**	**13%**	**74**	**12%**
3	27	5%	27	5%	24	4%	24	4%
4	23	4%	22	4%	26	4%	23	4%
5	24	4%	21	4%	25	4%	27	5%
6-8	**136**	**25%**	**131**	**26%**	**157**	**27%**	**167**	**28%**
6	42	8%	40	8%	35	6%	36	6%
7	50	9%	48	9%	53	9%	56	9%
8	44	8%	43	8%	69	12%	75	13%
9-12	**252**	**46%**	**235**	**46%**	**265**	**46%**	**277**	**46%**
9	50	9%	51	10%	61	11%	69	12%
10	73	13%	73	14%	63	11%	66	11%
11	69	13%	61	12%	74	13%	78	13%
12	60	11%	50	10%	67	12%	64	11%
Total	**546**	**100%**	**513**	**100%**	**578**	**100%**	**600**	**100%**

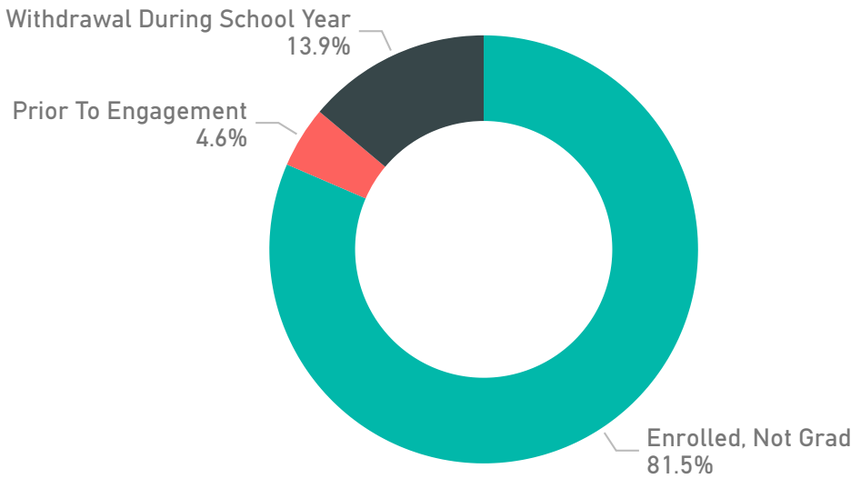
Central California Connections Academy

January 31, 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	546	81%	513	71%	578	83%	600	79%
Graduated			2	0%				
Prior To Engagement	31	5%	42	6%	31	4%	35	5%
Withdrawal During School Year	93	14%	169	23%	90	13%	121	16%
Total	**670**	**100%**	**726**	**100%**	**699**	**100%**	**756**	**100%**

Enrollment Services Complete (Stage 4)

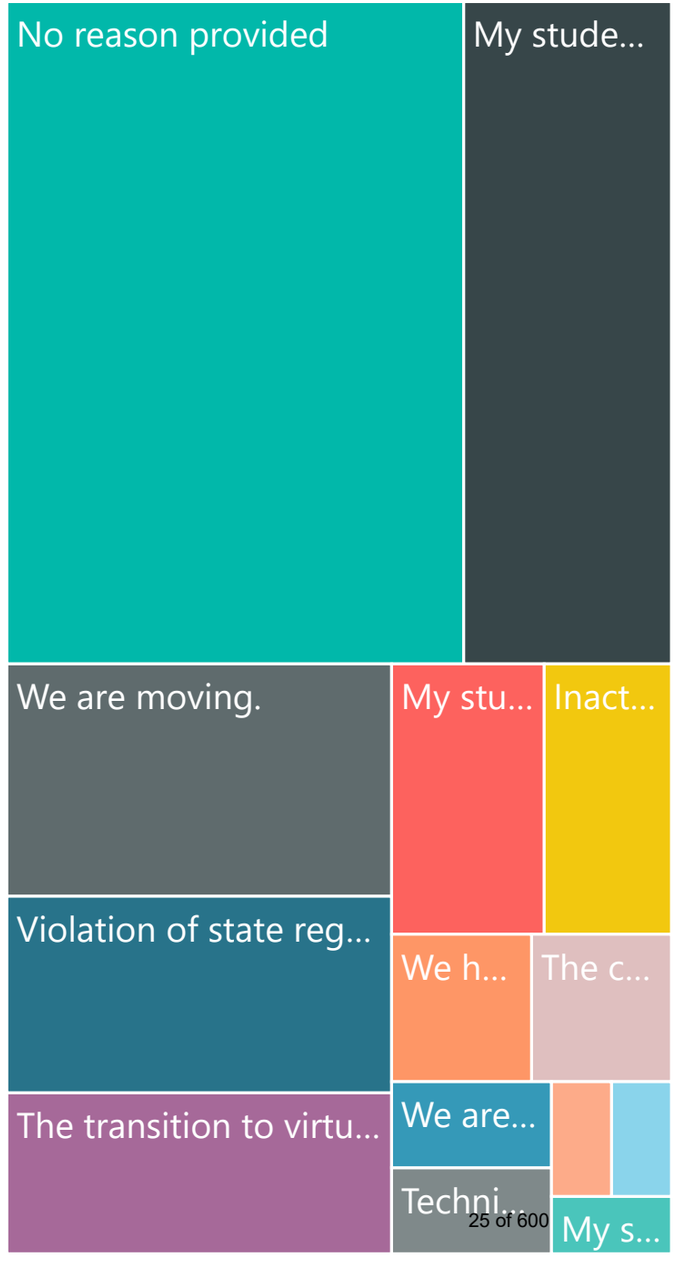
775

Central California Connections Academy

January 31, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			4	11
Another Reason			1	1
Different/Better Schooling Option (Not related to socialization)	49	84	20	20
Getting started with the school was too difficult	1	1		
Inactivity			5	5
Life change	12	24		
Mismatch Academic	9	10		
Mismatch Family Schedule	1	1		
No longer able to provide a Learning Coach			2	2
No Reason Given			28	44
Program takes too much of Learning Coach's time			1	1
Pursuing GED			1	1
Regulation	16	40		
Student wants more socialization	5	9	5	6
Technical Difficulties			1	2
The curriculum is too hard			2	3
Transition to virtual school too difficult			7	9
We are moving			11	13
We have chosen to home school			2	3



Central California Connections Academy

January 31, 2020

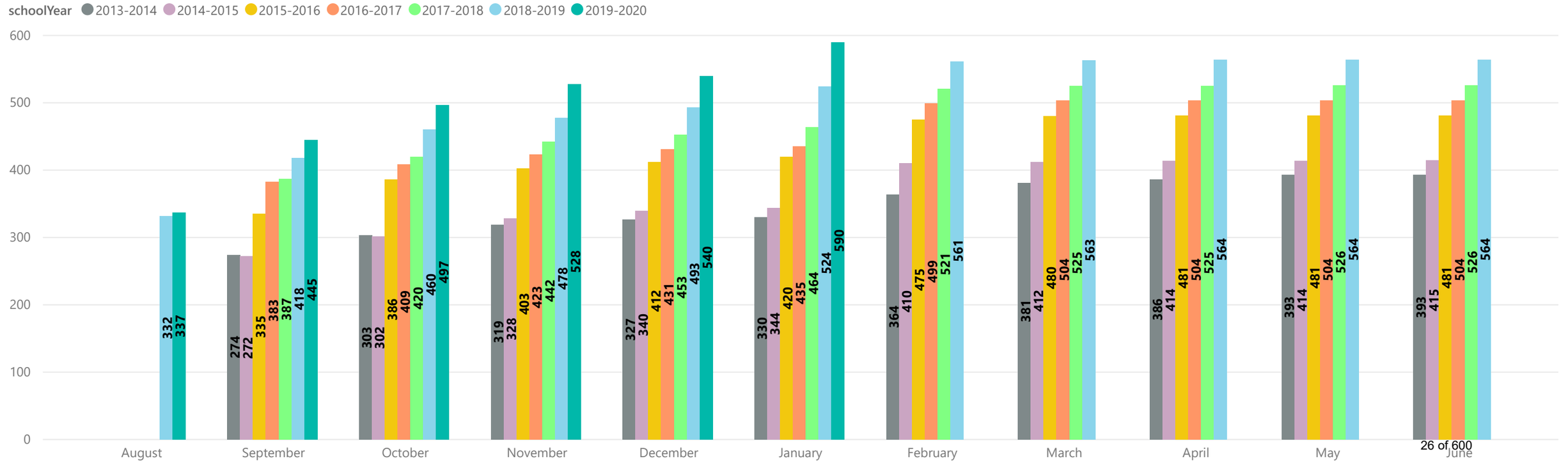
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	430	400	451	475
Graduated		2		
WD During School Year	73	140	69	94
WD Prior To Engagement	28	36	27	31

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.27	1.28	1.28	1.26

Monthly Total Households



Central California Connections Academy

January 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	228	221	259	261
Not Hispanic or Latino	318	292	319	339

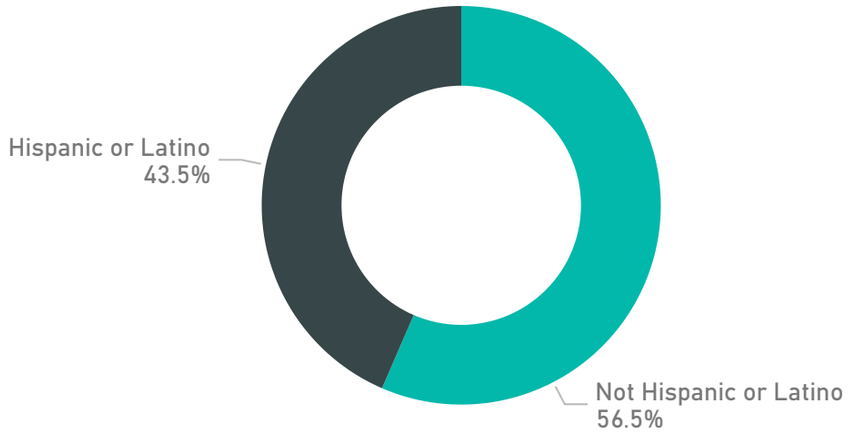
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	67	65	72	73
Asian	27	26	23	28
Black/African American	59	53	68	75
Native Hawaiian or Other Pacific Islander	9	7	8	8
White	440	414	470	481

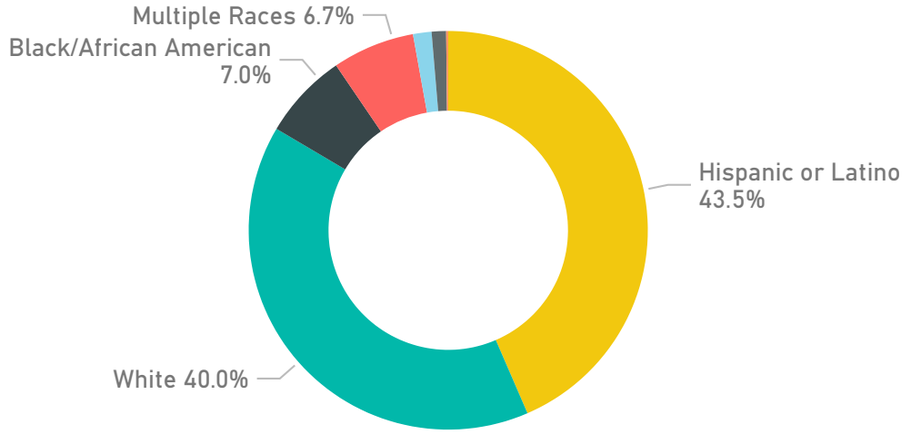
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	4	4	6	7
Asian	10	9	7	9
Black/African American	33	33	38	42
Hispanic or Latino	228	221	259	261
Multiple Races	32	31	38	40
Native Hawaiian or Other Pacific Islander	3	2	1	1
White	236	213	229	240

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy

January 31, 2020

Gender

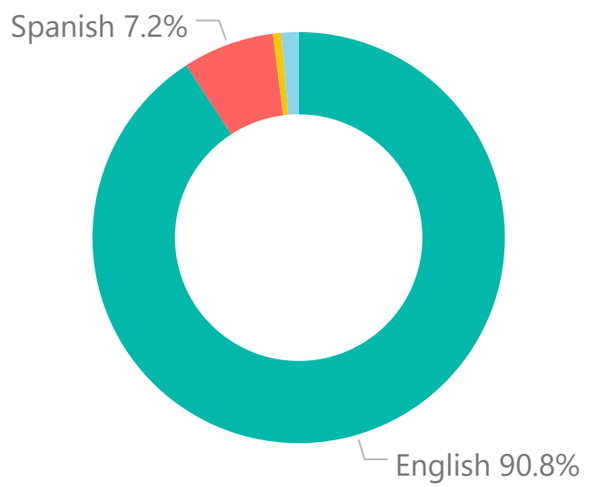
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	279	269	292	307
M	267	244	286	293

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	508	478	531	545
Spanish	33	30	39	43
Arabic	2	3	4	4
Another Language	3	2	4	8

Enrolled Students by Gender

Enrolled Students by Language

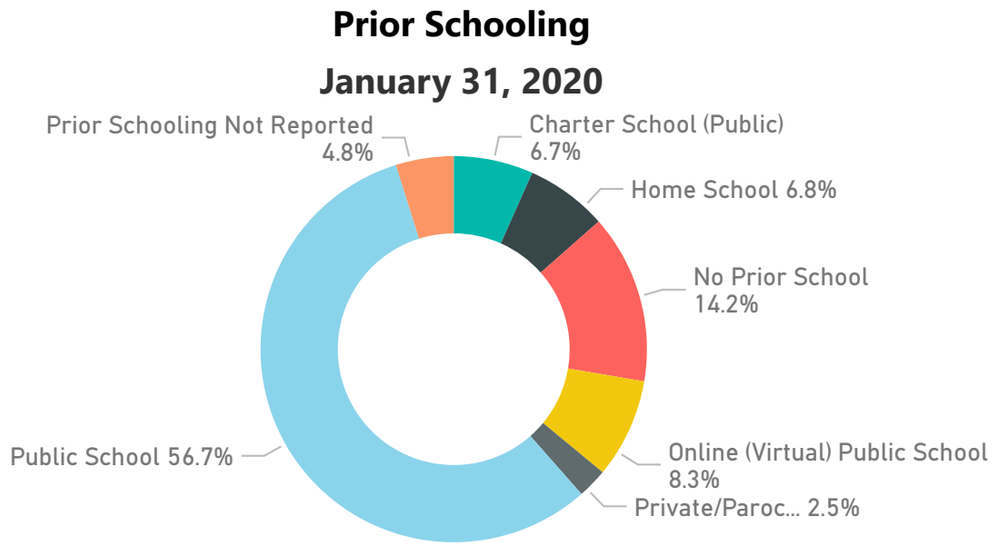


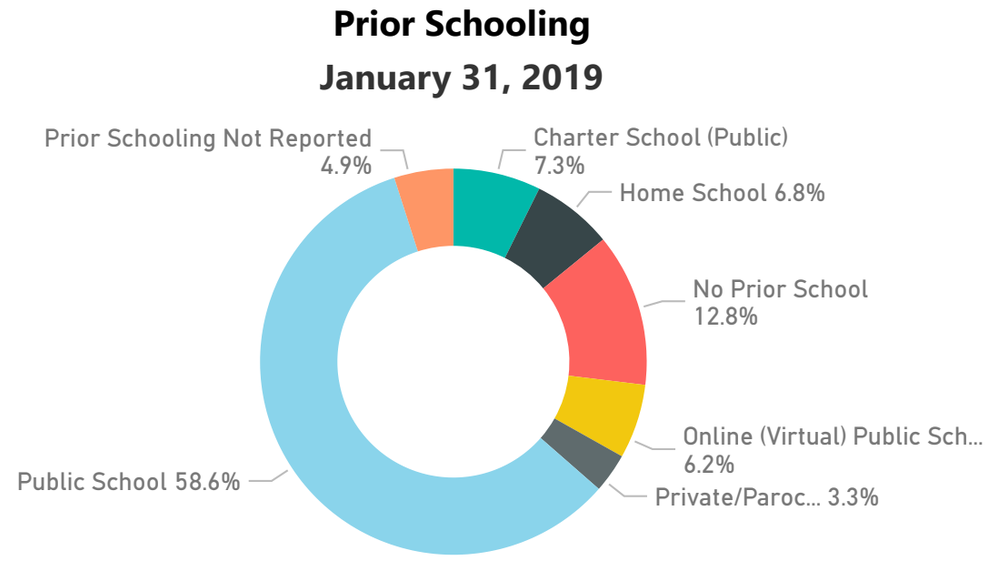
Central California Connections Academy

January 31, 2020

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	40	34	40	40
Home School	37	36	41	41
No Prior School	70	63	81	85
Online (Virtual) Public School	34	40	49	50
Private/Parochial School	18	18	13	15
Public School	320	299	324	340
Prior Schooling Not Reported	27	23	30	29



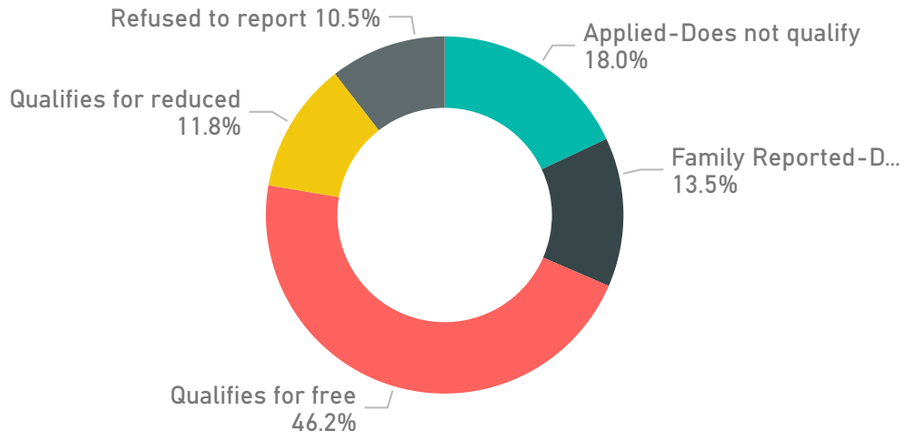


Central California Connections Academy

January 31, 2020

FARM Eligibility

January 31, 2020

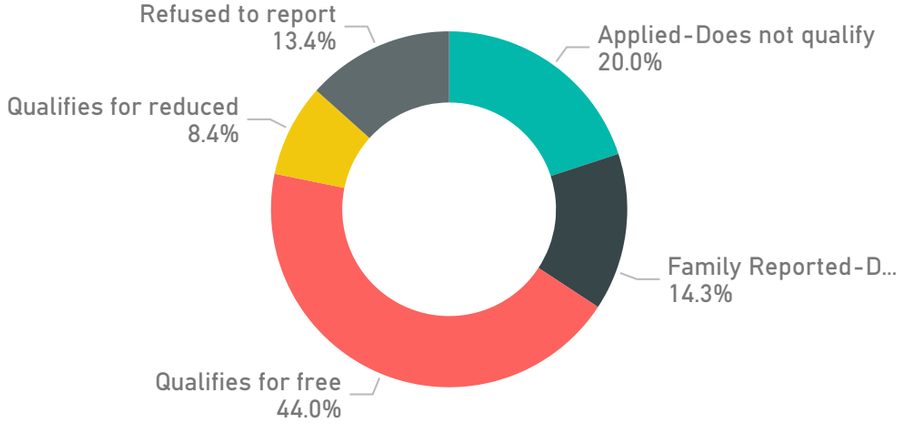


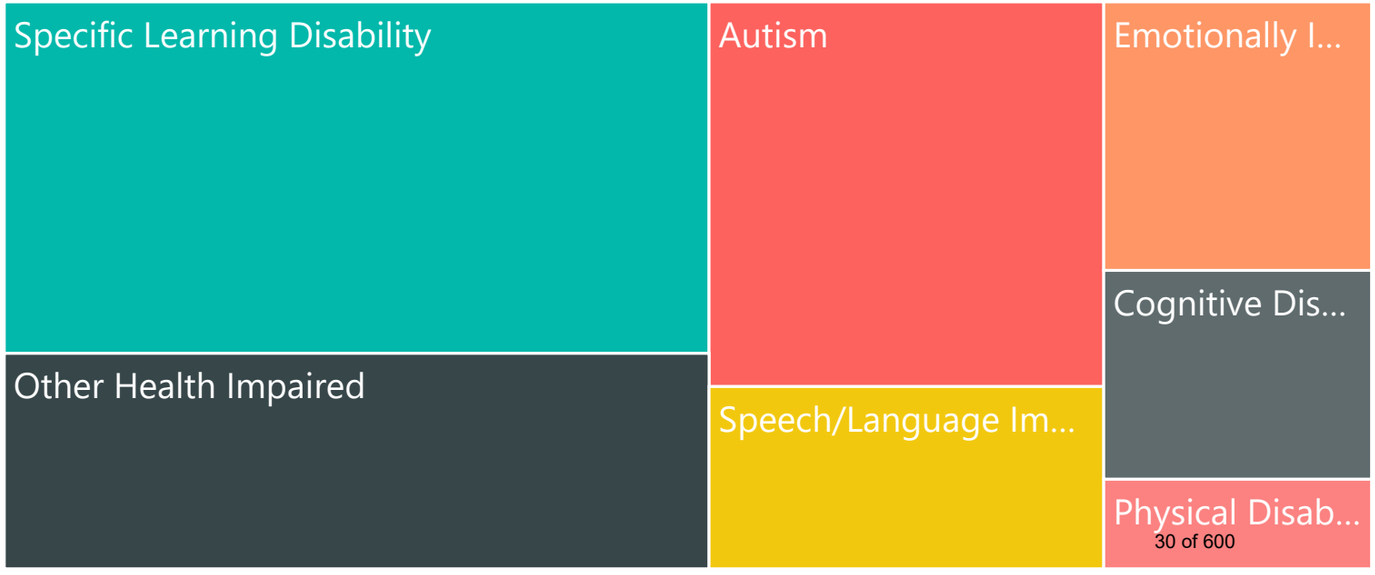
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	12	15	18	19
Cognitive Disability	4	4	7	7
Emotionally Impaired	5	7	8	9
Other Health Impaired	13	15	19	19
Physical Disability	2	2	2	3
Specific Learning Disability	19	24	34	31
Speech/Language Impaired	9	9	9	9

FARM Eligibility

January 31, 2019

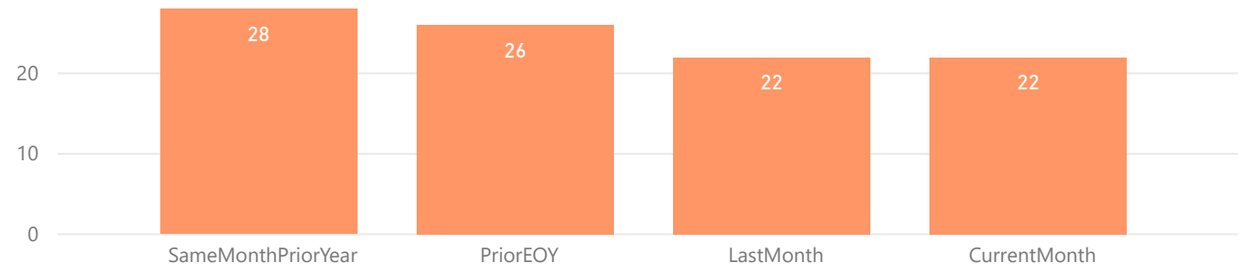




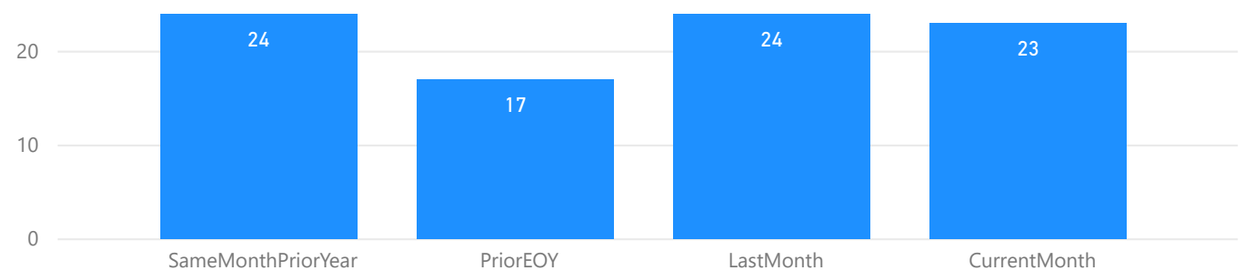
Central California Connections Academy

January 31, 2020

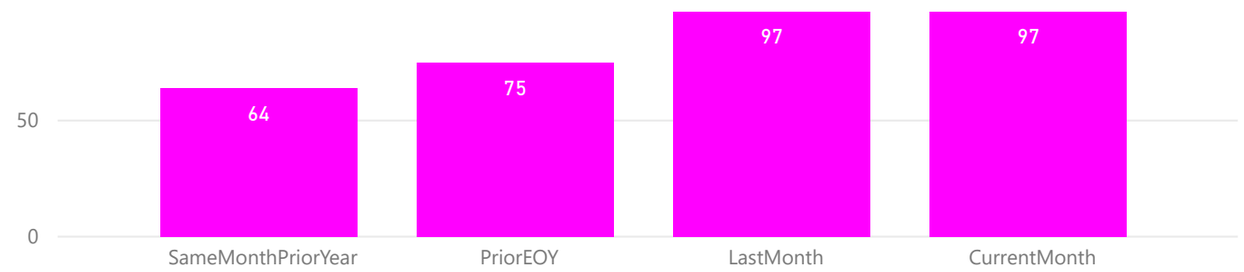
Gifted



Plan504



IEP



Currently Enrolled

600

Gifted

4%

Plan504

4%

IEP

16%

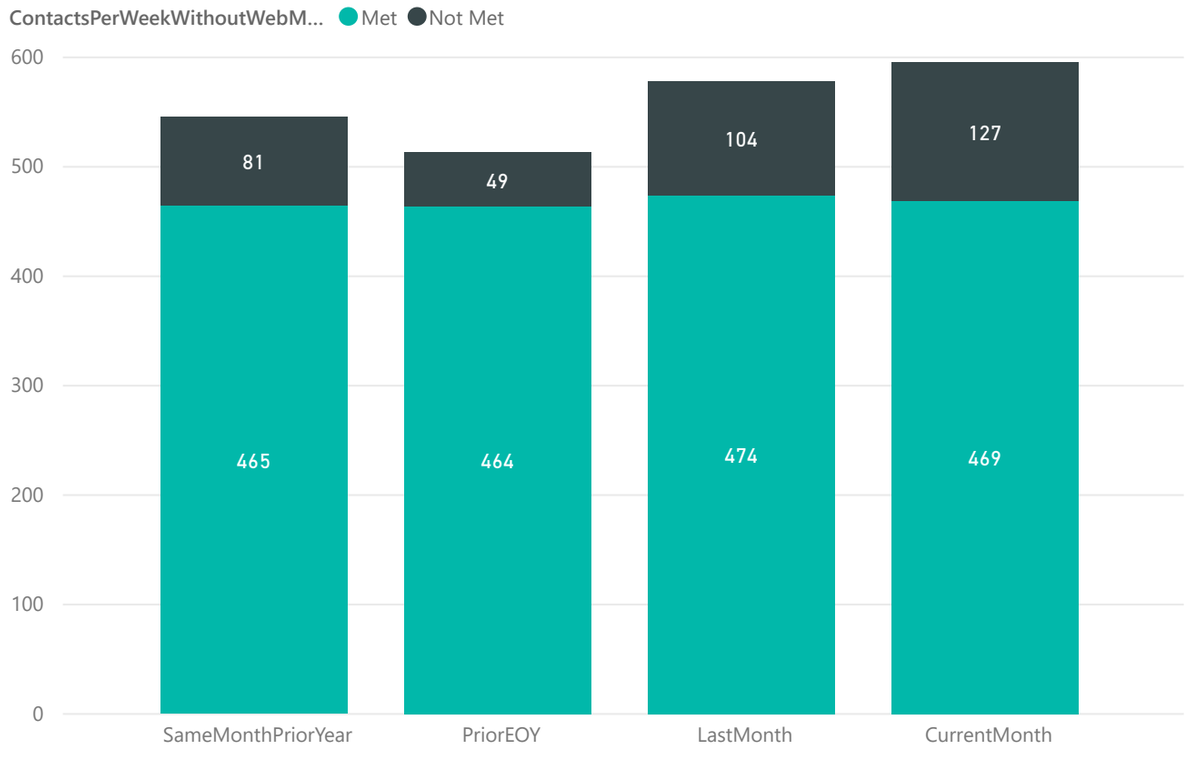
Not in Special Population

77%

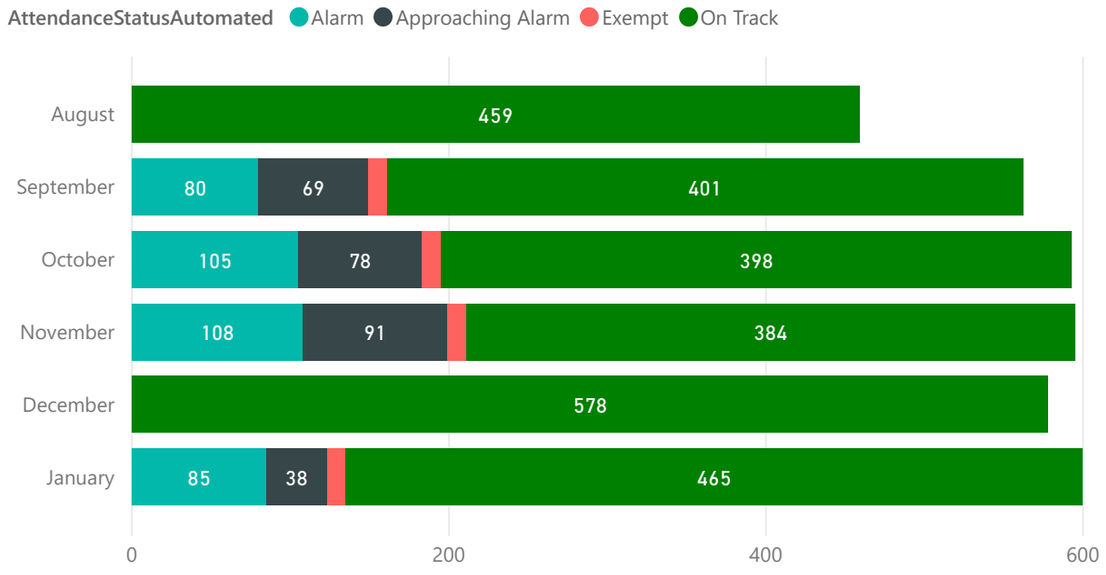
Central California Connections Academy

January 31, 2020

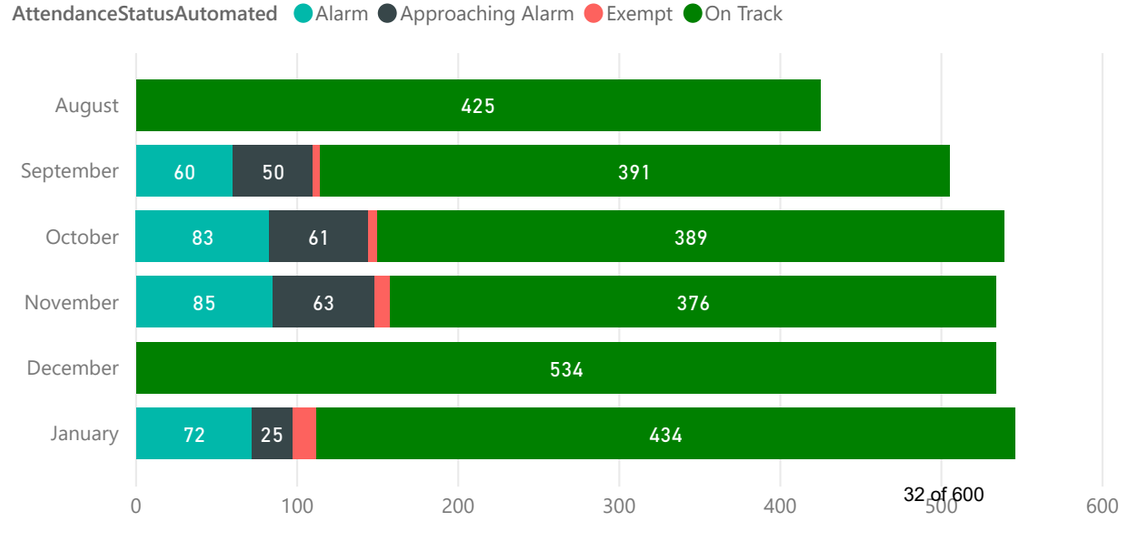
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

600

Central California Connections Academy

January 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	101%	95%	107%
3-5	100%	96%	95%	108%
6-8	100%	99%	98%	113%
9-12	100%	93%	87%	99%
Total	**100%**	**96%**	**92%**	**108%**

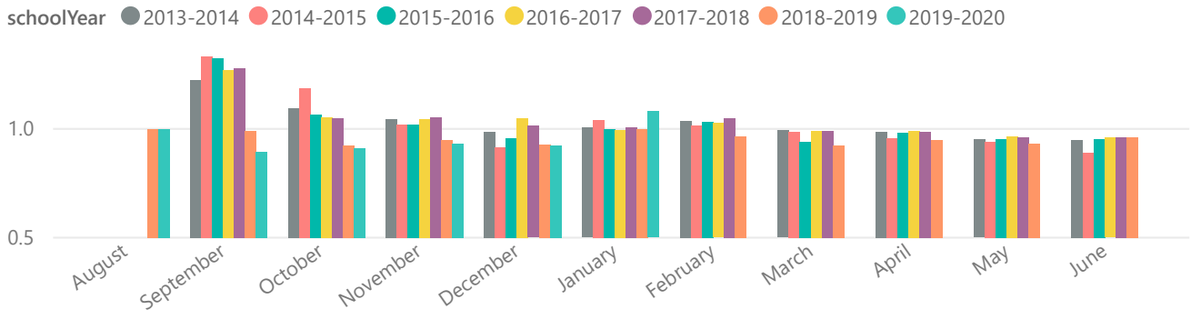
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	89%	87%	87%
3-5	77%	74%	76%	74%
6-8	73%	74%	67%	72%
9-12	67%	69%	64%	69%
Total	**74%**	**74%**	**69%**	**73%**

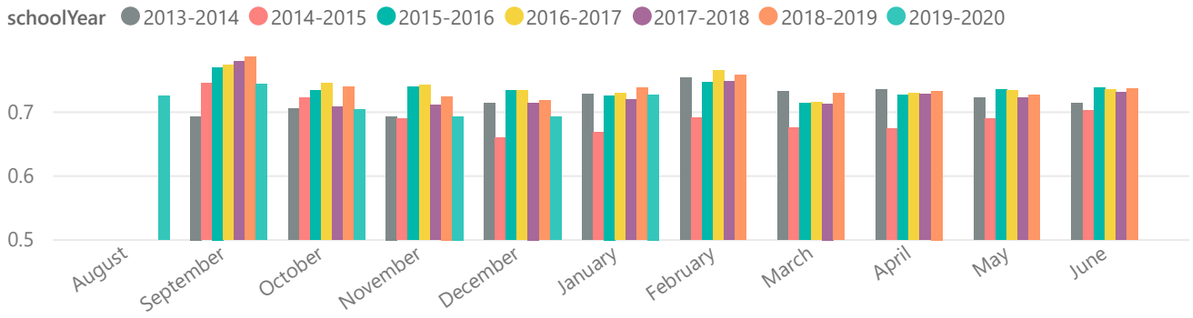
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	94%	89%	94%
3-5	93%	92%	90%	94%
6-8	92%	93%	89%	94%
9-12	84%	84%	83%	88%
Total	**89%**	**89%**	**86%**	**91%**

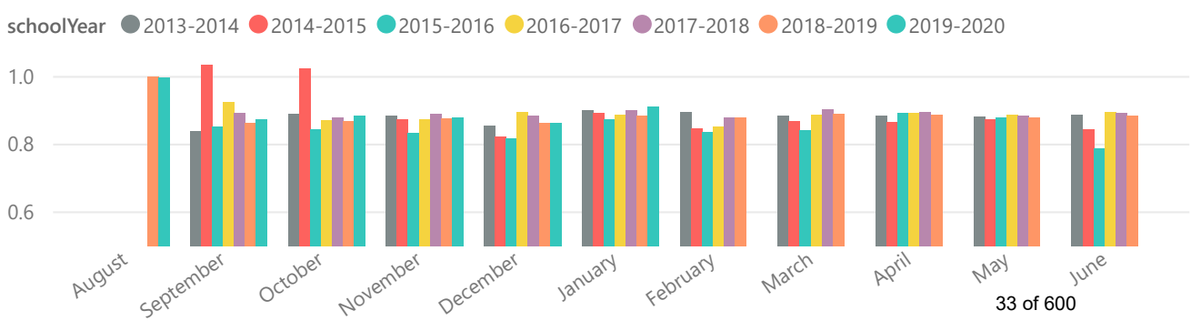
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
600	756

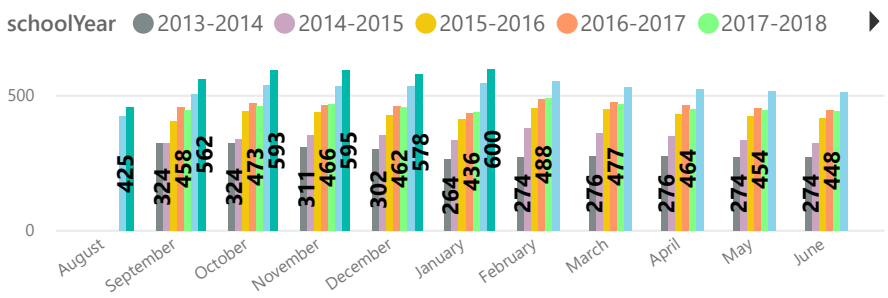
Enrollment Services Complete (Stage 4)
775

Central California Connections Academy
January 31, 2020

Current Enrollment Month-Over-Month Change
4%

Current Enrollment Year-Over-Year Change
10%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	546	81%	600	79%
Prior To Engagement	31	5%	35	5%
Withdrawal During School Year	93	14%	121	16%
Total	**670**	**100%**	**756**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	300	54.95%	301	50.17%
Returning	246	45.05%	299	49.83%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	430	475
WD During School Year	73	94
WD Prior To Engagement	28	31

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.27	1.26

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**84**	**15%**	**82**	**14%**
PK	10	2%	3	1%
KG	24	4%	21	4%
1	24	4%	25	4%
2	26	5%	33	6%
3-5	**74**	**14%**	**74**	**12%**
3	27	5%	24	4%
4	23	4%	23	4%
5	24	4%	27	5%
6-8	**136**	**25%**	**167**	**28%**
6	42	8%	36	6%
7	50	9%	56	9%
8	44	8%	75	13%
9-12	**252**	**46%**	**277**	**46%**
9	50	9%	69	12%
10	73	13%	66	11%
11	69	13%	78	13%
12	60	11%	64	11%
Total	**546**	**100%**	**600**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMor
Different/Better Schooling Option (Not related to socialization)	
Getting started with the school was too difficult	
Inactivity/Lack of Attendance	
Life change	
Mismatch Academic	
Mismatch Family Schedule	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Regulation	
Student wants more socialization	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The transition to virtual school was too difficult.	
There was not enough help/guidance setting us up in the school.	

Central California Connections Academy
January 31, 2020

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	279	307
M	267	293

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	508	545
Spanish	33	43
Arabic	2	4
Another Language	3	8

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	12	19
Cognitive Disability	4	7
Emotionally Impaired	5	9
Other Health Impaired	13	19
Physical Disability	2	3
Specific Learning Disability	19	31
Speech/Language Impaired	9	9

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	28	22

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	24	23

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	64	97

Gifted	Plan504
4%	4%

IEP	Not in Special Population
16%	77%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	228	261
Not Hispanic or Latino	318	339

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	67	73
Asian	27	28
Black/African American	59	75
Native Hawaiian or Other Pacific Islander	9	8
White	440	481

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	94	87
Family Reported-Does not qualify	68	73
Qualifies for free	216	228
Qualifies for reduced	35	57
Refused to report	69	58

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	4	7
Asian	10	9
Black/African American	33	42
Hispanic or Latino	228	261
Multiple Races	32	40
Native Hawaiian or Other Pacific Islander	3	1
White	236	240

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	40	40
Home School	37	41
No Prior School	70	85
Online (Virtual) Public School	34	50
Private/Parochial School	18	15
Public School	320	340
Prior Schooling Not Reported	27	29

Central California Connections Academy
January 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	465	469
Not Met	81	127

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	72	85
Approaching Alarm	25	38
Exempt	15	12
On Track	434	465

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	107%
3-5	100%	108%
6-8	100%	113%
9-12	100%	99%
Total	**100%**	**108%**

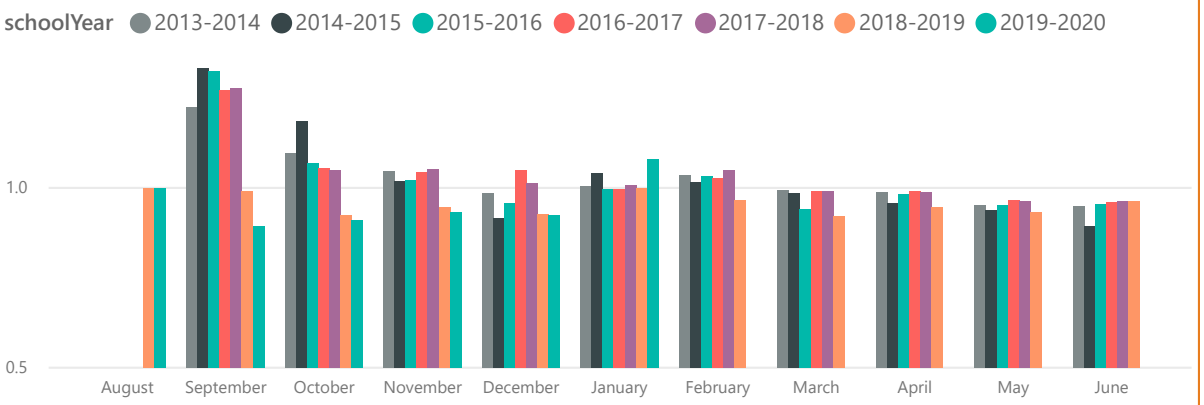
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	87%
3-5	77%	74%
6-8	73%	72%
9-12	67%	69%
Total	**74%**	**73%**

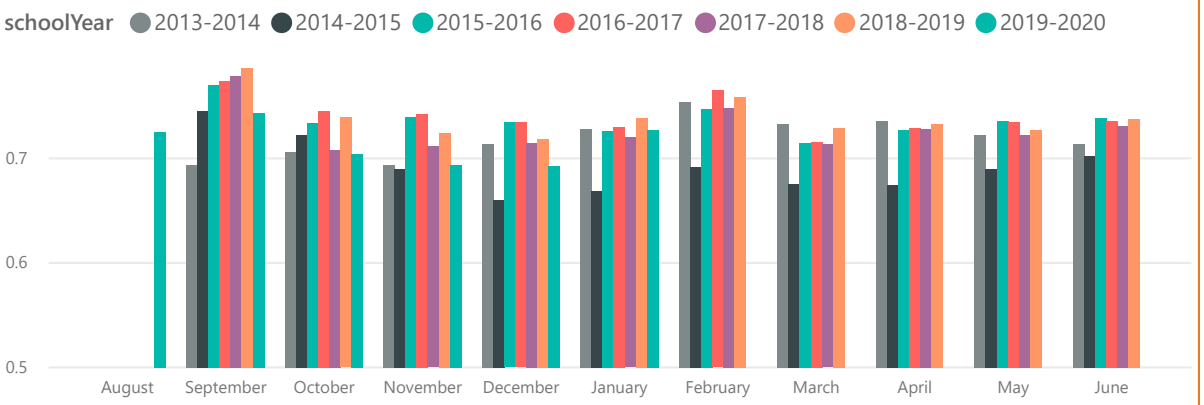
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	94%
3-5	93%	94%
6-8	92%	94%
9-12	84%	88%
Total	**89%**	**91%**

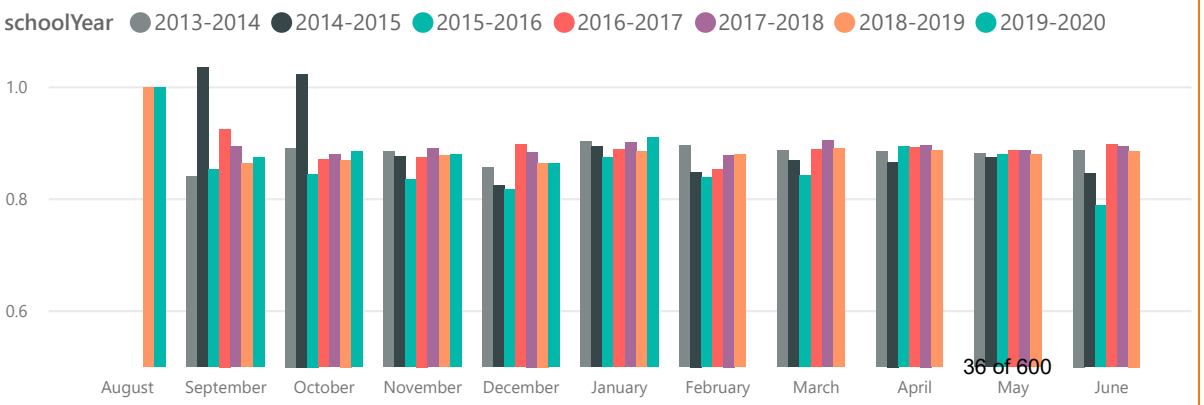
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central Co...

Report Date

January 31, 2020

Currently Enrolled

52

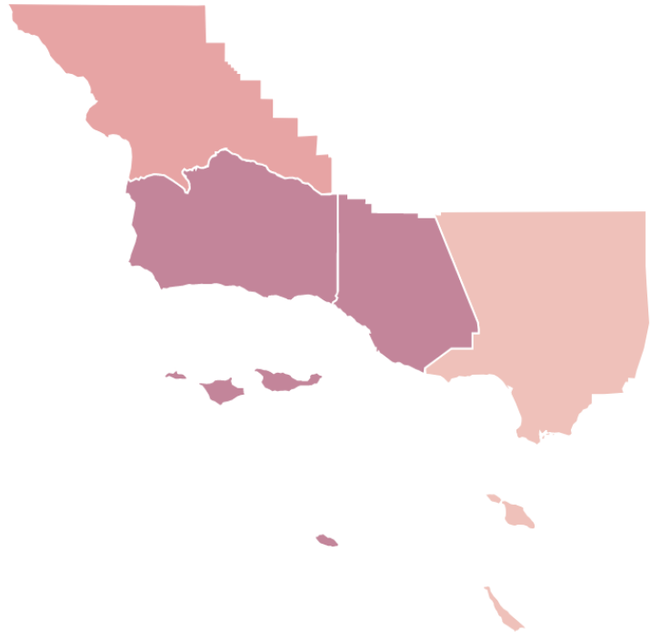
Total YTD Enrolled

65

Enrollment Services Complete (Stage 4)

65

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, Bureau of Land Management, EPA, N...

California Connections Academy at Central Coast

January 31, 2020

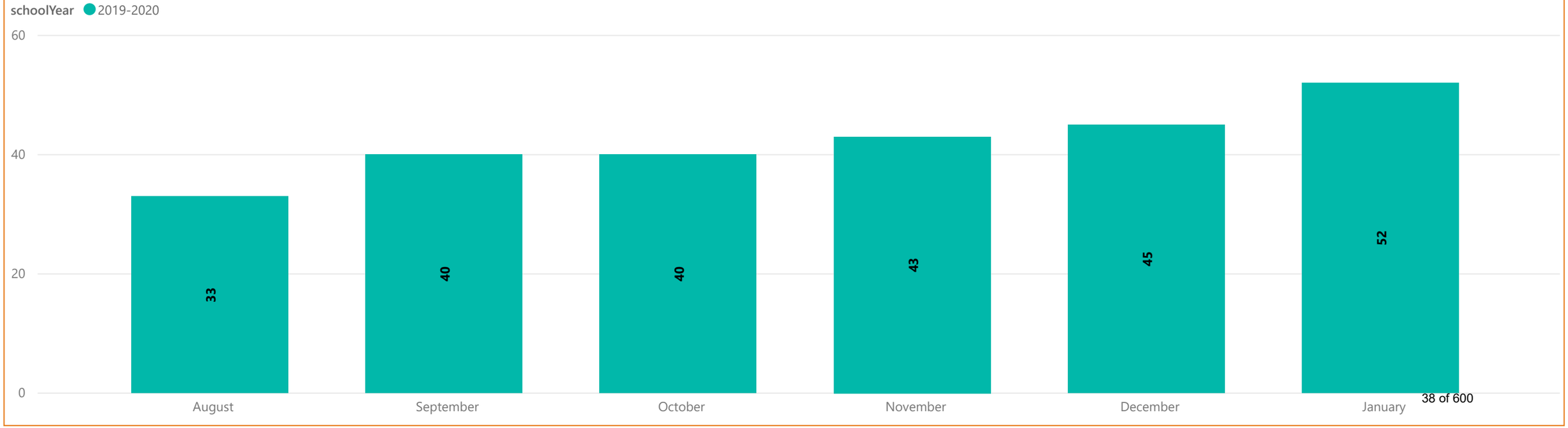
Current Enrollment Month-Over-Month Change
16%

Current Enrollment Year-Over-Year Change
N/A

New and Returning

New and Returning Prior Year

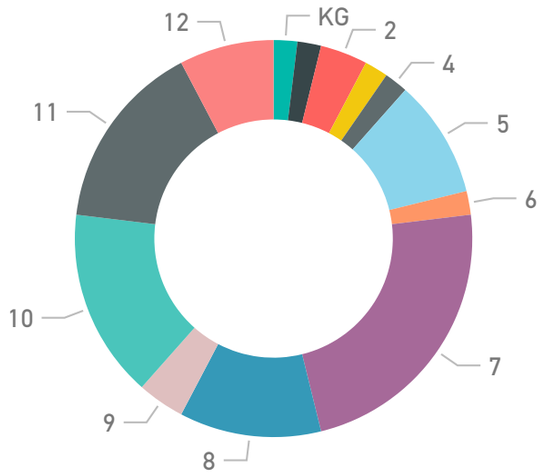
Monthly Student Current Enrollment Comparison



California Connections Academy at Central Coast

January 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

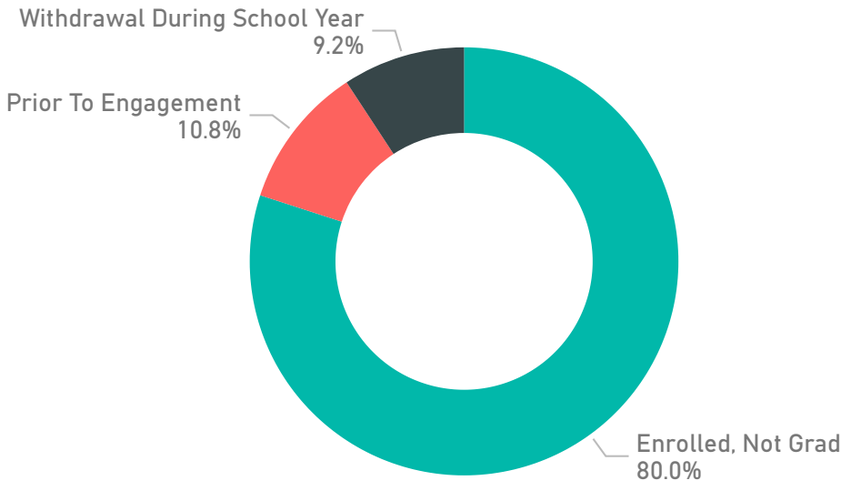
Grade Distribution

ReportPeriod	LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**5**	**11%**	**4**	**8%**
PK	1	2%		
KG	2	4%	1	2%
1			1	2%
2	2	4%	2	4%
3-5	**6**	**13%**	**7**	**13%**
3			1	2%
4	1	2%	1	2%
5	5	11%	5	10%
6-8	**15**	**33%**	**19**	**37%**
6			1	2%
7	9	20%	12	23%
8	6	13%	6	12%
9-12	**19**	**42%**	**22**	**42%**
9	1	2%	2	4%
10	6	13%	8	15%
11	8	18%	8	15%
12	4	9%	4	8%
Total	**45**	**100%**	**52**	**100%**

California Connections Academy at Central Coast

January 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category

Total YTD Enrollment

ReportPeriod	LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	45	82%	52	80%
Prior To Engagement	7	13%	7	11%
Withdrawal During School Year	3	5%	6	9%
Total	**55**	**100%**	**65**	**100%**

Enrollment Services Complete (Stage 4)

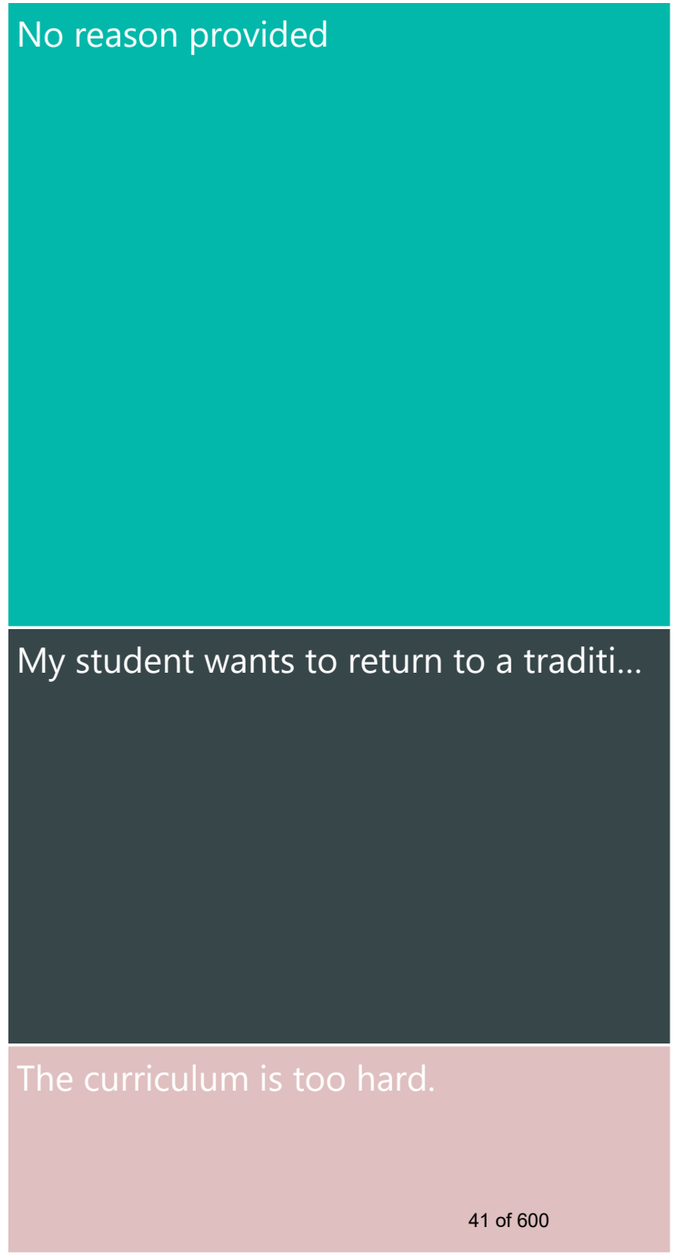
65

California Connections Academy at Central Coast

January 31, 2020

Withdrawal Reason

WD Reason	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	2	2
No Reason Given	1	3
The curriculum is too hard		1



California Connections Academy at Central Coast

January 31, 2020

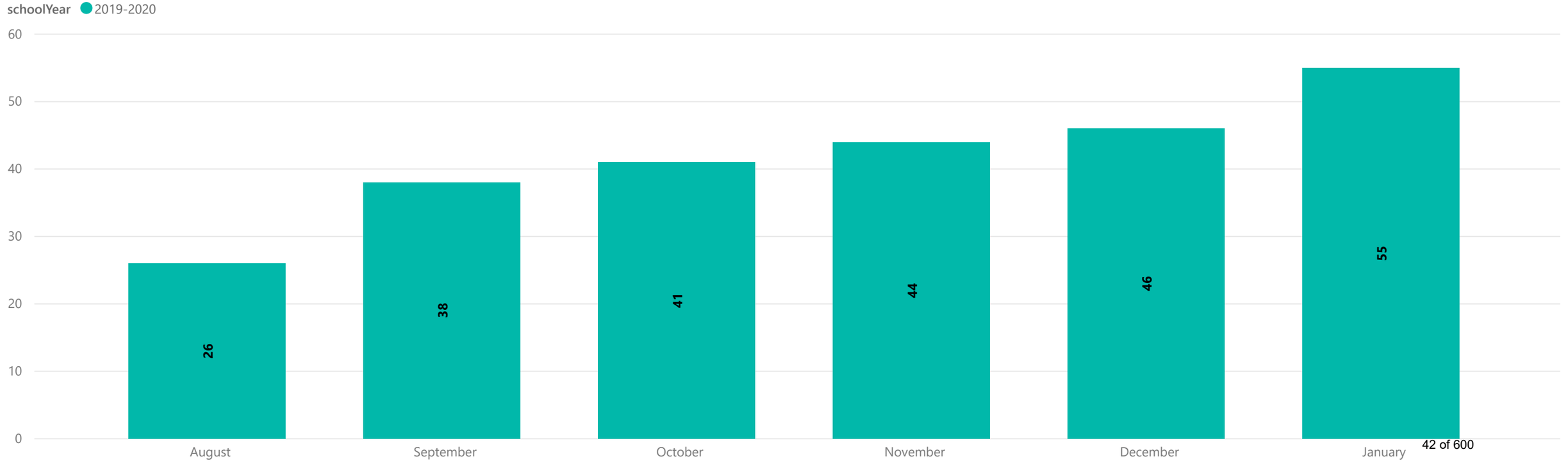
Household Data

Household Data	LastMonth	CurrentMonth
Active	37	43
WD During School Year	2	5
WD Prior To Engagement	7	7

Students Per Active Household

	LastMonth	CurrentMonth
	1.22	1.21

Monthly Total Households



California Connections Academy at Central Coast

January 31, 2020

Ethnicity

Ethnicity	LastMonth	CurrentMonth
Hispanic or Latino	15	18
Not Hispanic or Latino	30	34

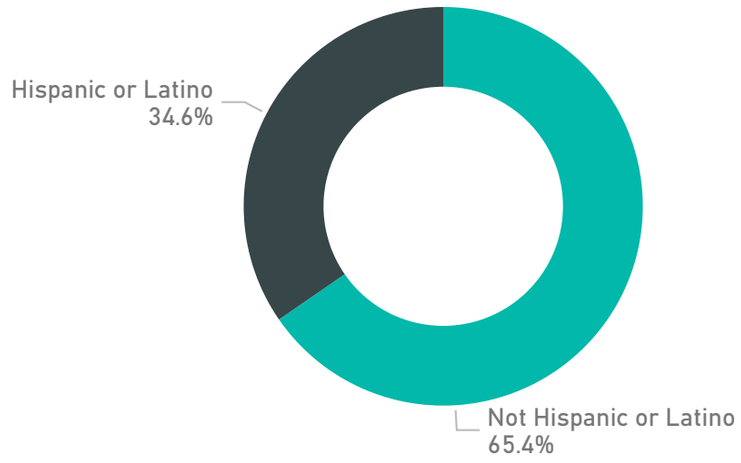
Race

Race	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	2
Asian	1	1
Black/African American	6	5
White	41	48

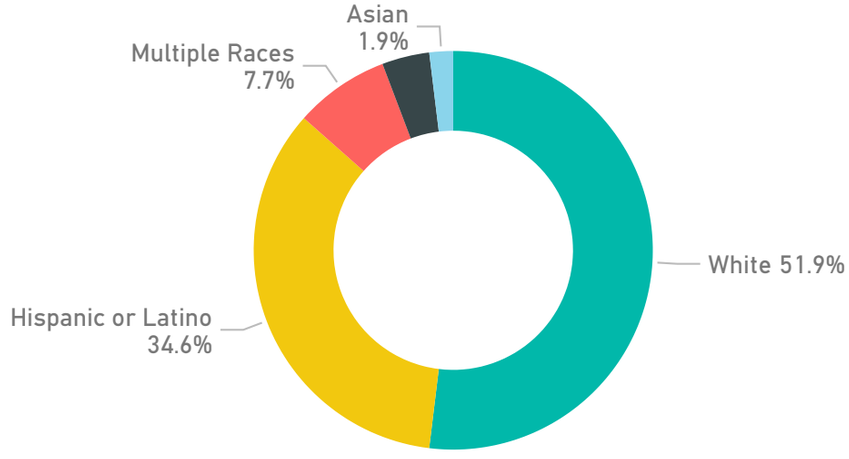
Distinct Race/Ethnicity

Distinct Race/Ethnicity	LastMonth	CurrentMonth
Asian	1	1
Black/African American	2	2
Hispanic or Latino	15	18
Multiple Races	4	4
White	23	27

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Central Coast

January 31, 2020

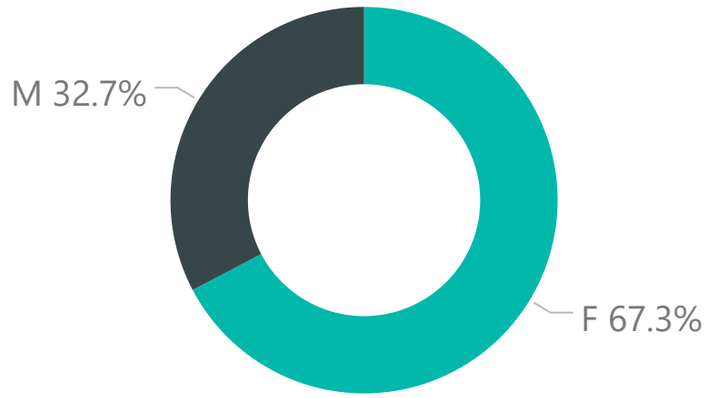
Gender

Gender	LastMonth	CurrentMonth
F	29	35
M	16	17

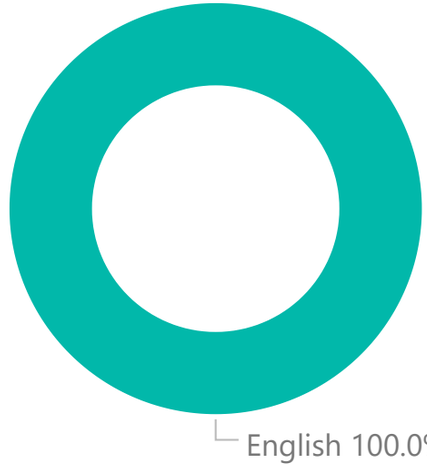
Primary Language

Home Language	LastMonth	CurrentMonth
English	44	52
Spanish	1	

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy at Central Coast

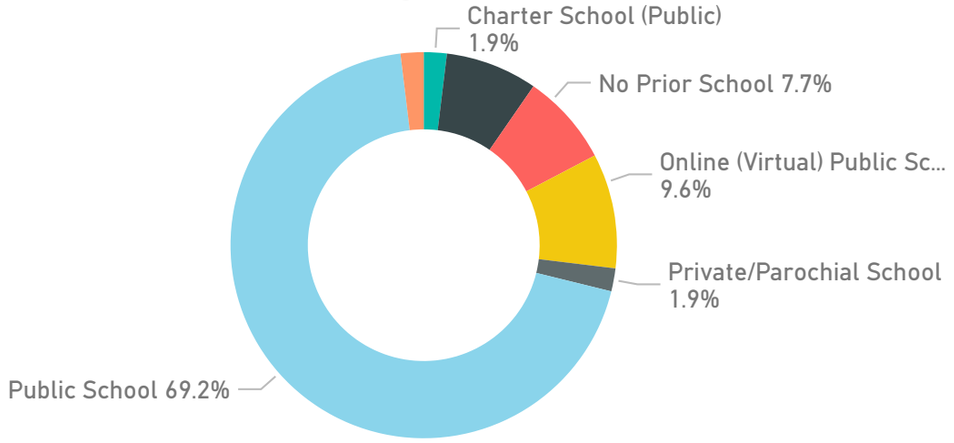
January 31, 2020

Prior Schooling

Prior Schooling	LastMonth	CurrentMonth
Charter School (Public)	1	1
Home School	5	4
No Prior School	5	4
Online (Virtual) Public School	5	5
Private/Parochial School	1	1
Public School	27	36
Prior Schooling Not Reported	1	1

Prior Schooling

January 31, 2020



Prior Schooling

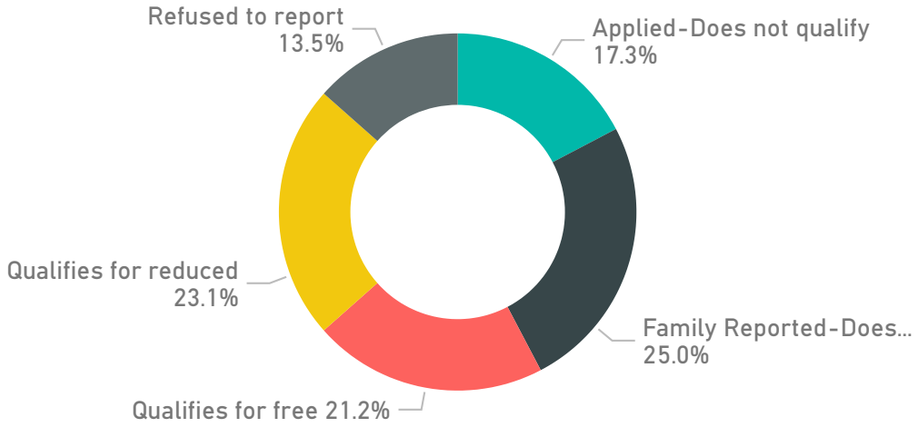
January 31, 2019

California Connections Academy at Central Coast

January 31, 2020

FARM Eligibility

January 31, 2020



Disability

Disability	LastMonth	CurrentMonth
Autism	1	
Other Health Impaired		1

FARM Eligibility

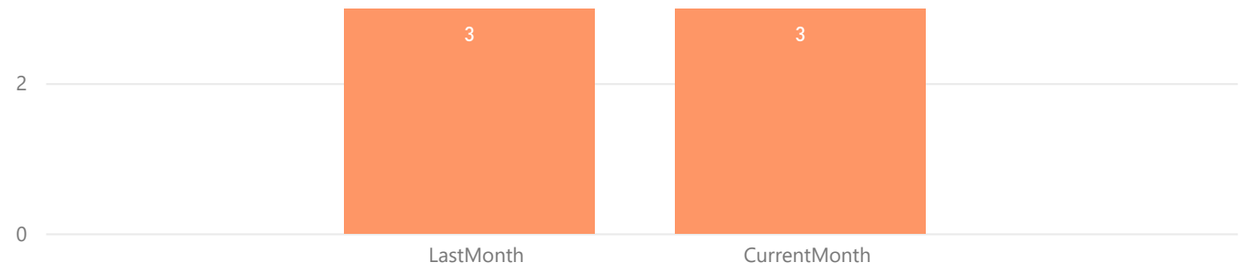
January 31, 2019

Other Health Impaired

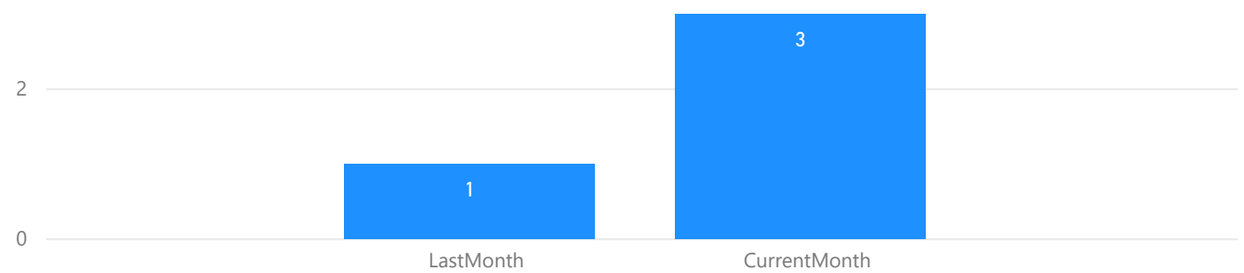
California Connections Academy at Central Coast

January 31, 2020

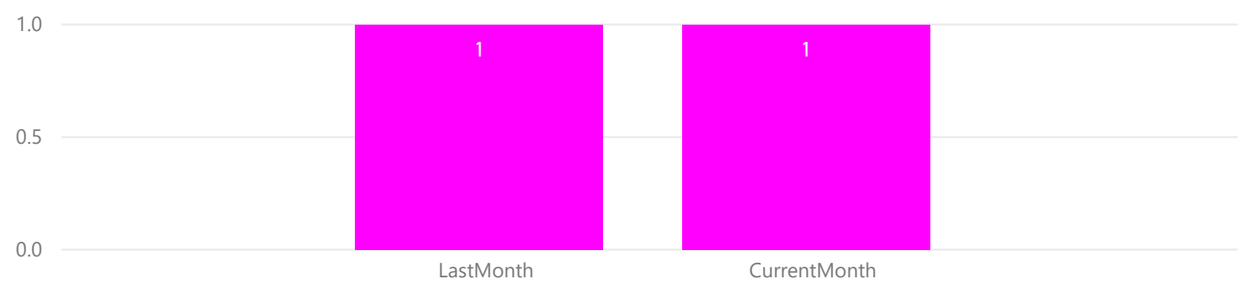
Gifted



Plan504



IEP



Currently Enrolled

52

Gifted

6%

Plan504

6%

IEP

2%

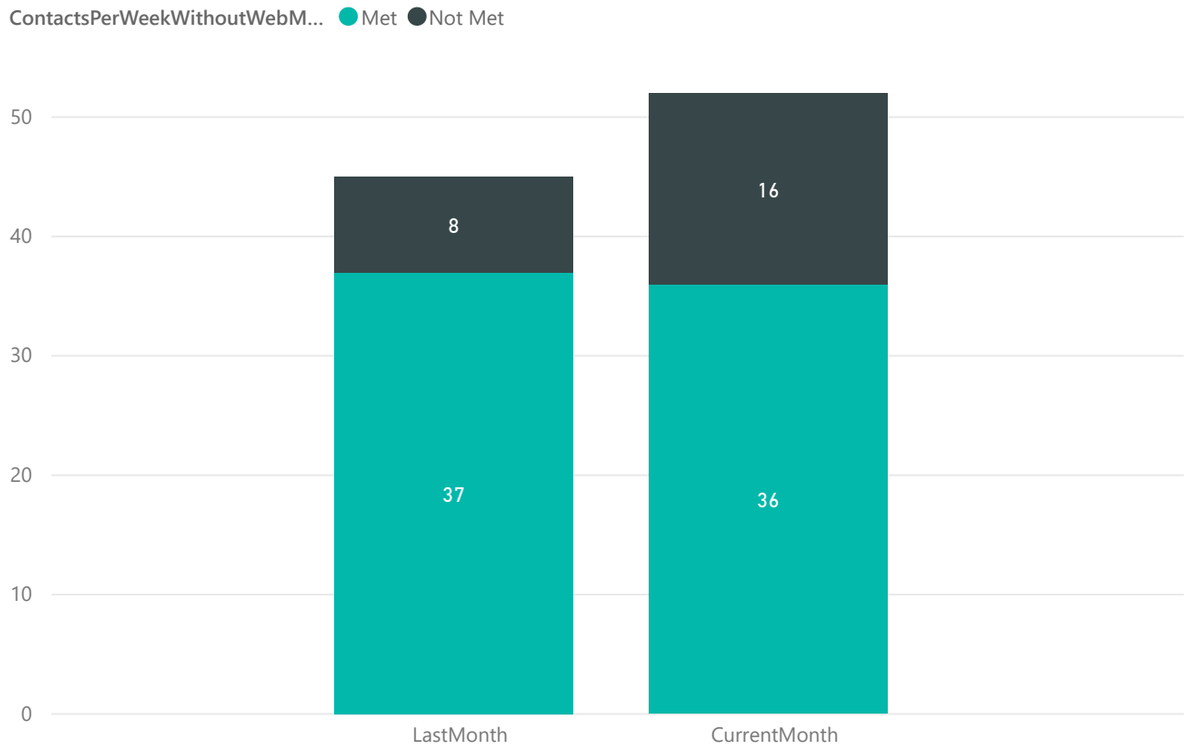
Not in Special Population

87%

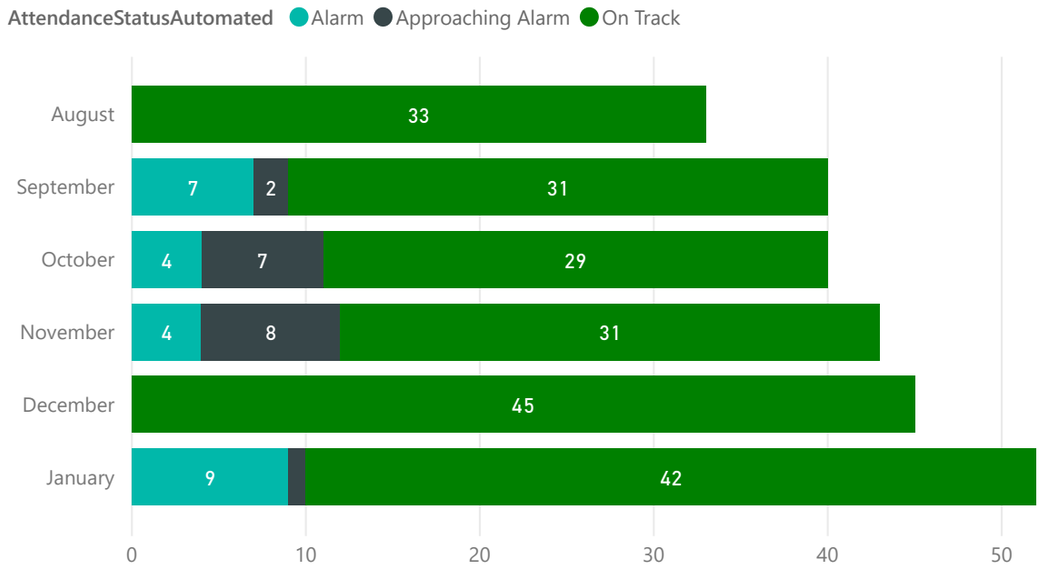
California Connections Academy at Central Coast

January 31, 2020

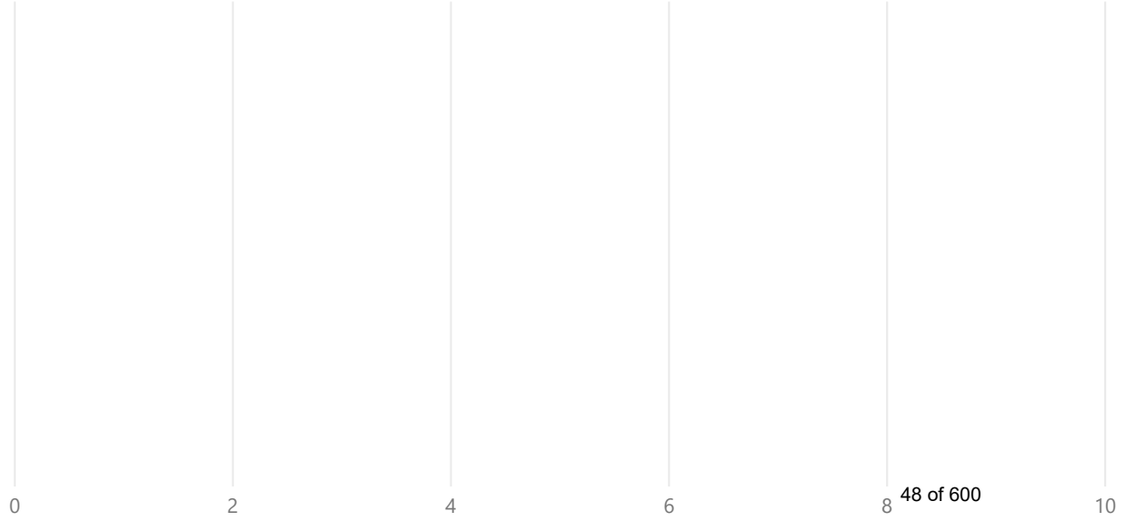
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

52

California Connections Academy at Central Coast

January 31, 2020

Average Participation

GradeDistribution	LastMonth	CurrentMonth
PK-2	90%	113%
3-5	108%	114%
6-8	89%	106%
9-12	89%	98%
Total	**91%**	**106%**

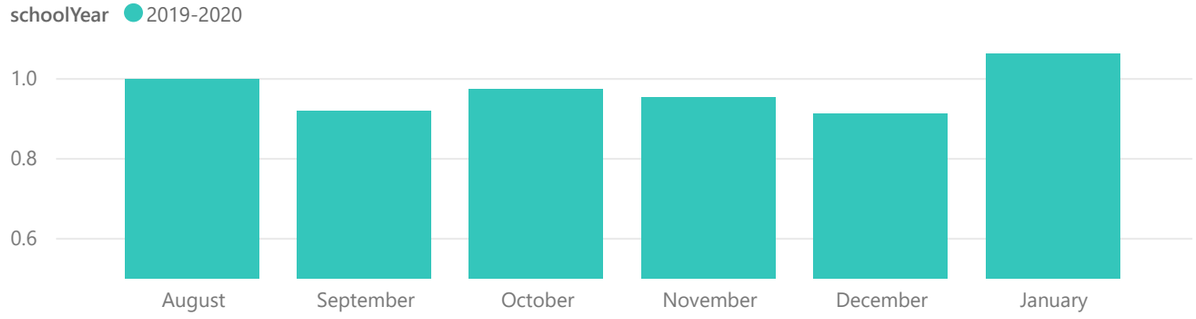
Average Performance

GradeDistribution	LastMonth	CurrentMonth
PK-2	99%	99%
3-5	80%	77%
6-8	60%	71%
9-12	69%	71%
Total	**71%**	**74%**

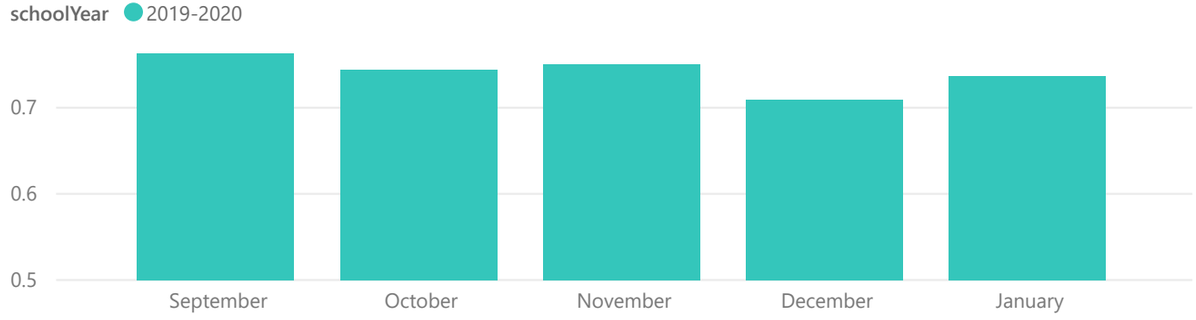
Average Attendance

GradeDistribution	LastMonth	CurrentMonth
PK-2	95%	100%
3-5	93%	95%
6-8	82%	96%
9-12	84%	87%
Total	**86%**	**92%**

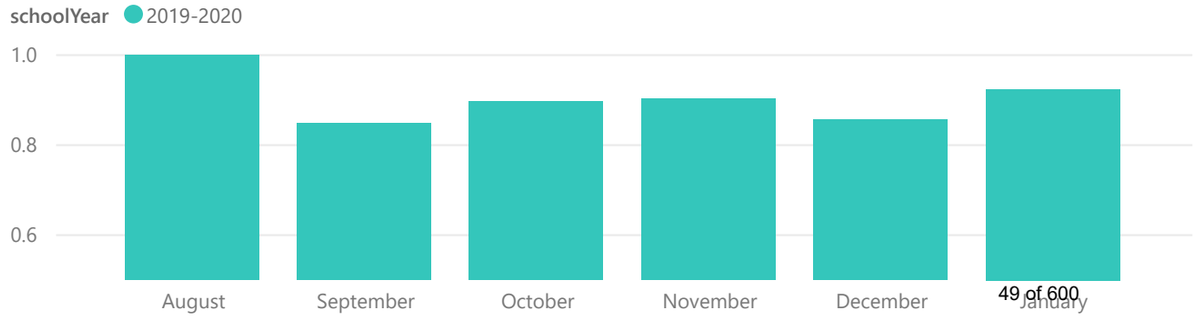
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
52	65

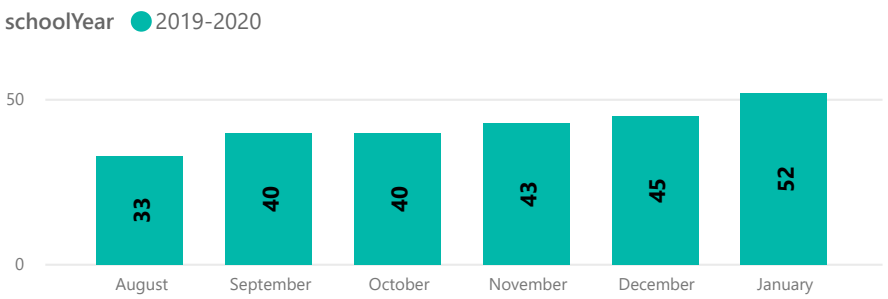
Enrollment Services Complete (Stage 4)
65

California Connections Academy at Central Coast
January 31, 2020

Current Enrollment Month-Over-Month Change
16%

Current Enrollment Year-Over-Year Change
N/A

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	52	80%
Prior To Engagement	7	11%
Withdrawal During School Year	6	9%
Total	**65**	**100%**

New & Returning

ReportPeriod / New or Returning	CurrentMonth Students	CurrentMonth %CT Students
New	52	100.00%

Household Data

Household Data	CurrentMonth
Active	43
WD During School Year	5
WD Prior To Engagement	7

Students Per Active Household

CurrentMonth
1.21

Grade Distribution

ReportPeriod / GradeDistribution	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**4**	**8%**
KG	1	2%
1	1	2%
2	2	4%
3-5	**7**	**13%**
3	1	2%
4	1	2%
5	5	10%
6-8	**19**	**37%**
6	1	2%
7	12	23%
8	6	12%
9-12	**22**	**42%**
9	2	4%
10	8	15%
11	8	15%
12	4	8%
Total	**52**	**100%**

Withdrawal Reason

Withdrawal Reason	CurrentMo
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
No reason provided	
The curriculum is too hard.	

California Connections Academy at Central Coast
January 31, 2020

Gender

Gender	CurrentMonth
F	35
M	17

Primary Language

Home Language	CurrentMonth
English	52

Disability

Disability	CurrentMonth
Other Health Impaired	1

Gifted

Gifted	CurrentMonth
Yes	3

Plan 504

Plan504	CurrentMonth
504	3

IEP

IEP	CurrentMonth
IEP	1

Gifted	Plan504
6%	6%

IEP	Not in Special Population
2%	87%

Ethnicity

Ethnicity	CurrentMonth
Hispanic or Latino	18
Not Hispanic or Latino	34

Race

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

Household FARM Eligibility

HouseholdFARMEligibility	CurrentMonth
Applied-Does not qualify	9
Family Reported-Does not qualify	13
Qualifies for free	10
Qualifies for reduced	12
Refused to report	7

Distinct Race/Ethnicity

Distinct Race/Ethnicity	CurrentMonth
Asian	1
Black/African American	2
Hispanic or Latino	18
Multiple Races	4
White	27

Prior Schooling

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

California Connections Academy at Central Coast
January 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	CurrentMonth
Met	36
Not Met	16

Attendance Status

AttendanceStatusAutomated	CurrentMonth
Alarm	9
Approaching Alarm	1
On Track	42

Average Participation

GradeDistribution	CurrentMonth
PK-2	113%
3-5	114%
6-8	106%
9-12	98%
Total	**106%**

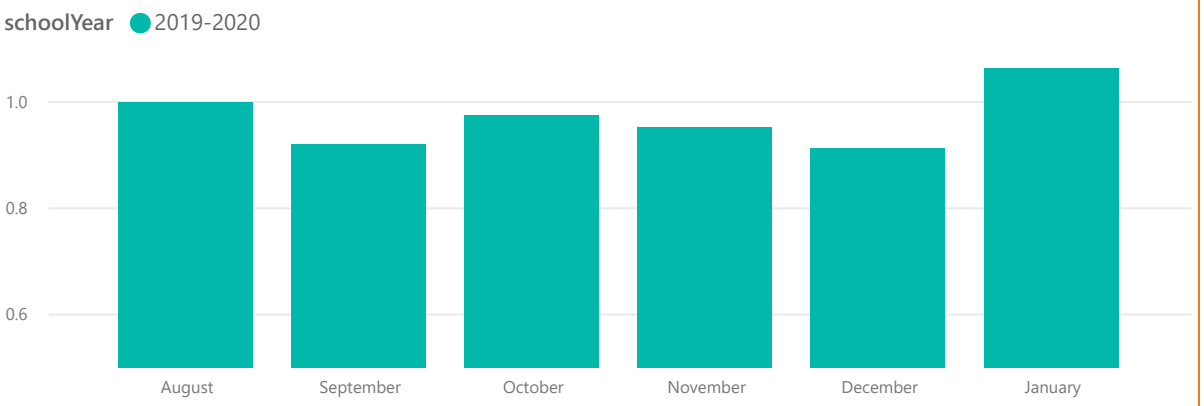
Average Performance

GradeDistribution	CurrentMonth
PK-2	99%
3-5	77%
6-8	71%
9-12	71%
Total	**74%**

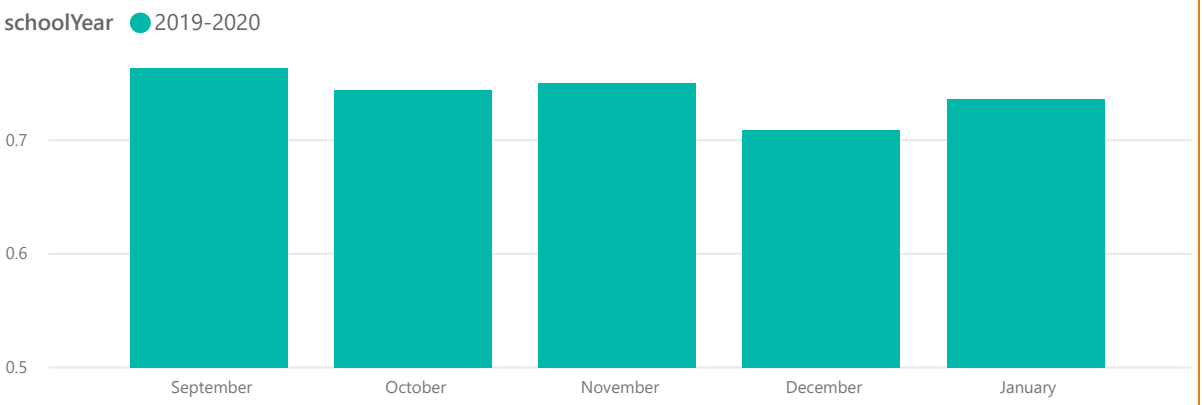
Average Attendance

GradeDistribution	CurrentMonth
PK-2	100%
3-5	95%
6-8	96%
9-12	87%
Total	**92%**

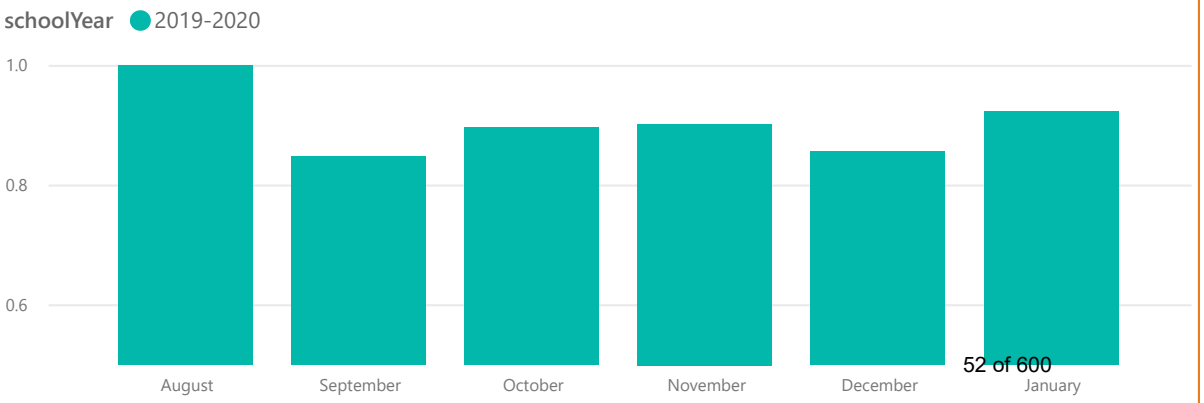
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Monterey ...

Report Date

January 31, 2020

Currently Enrolled

317

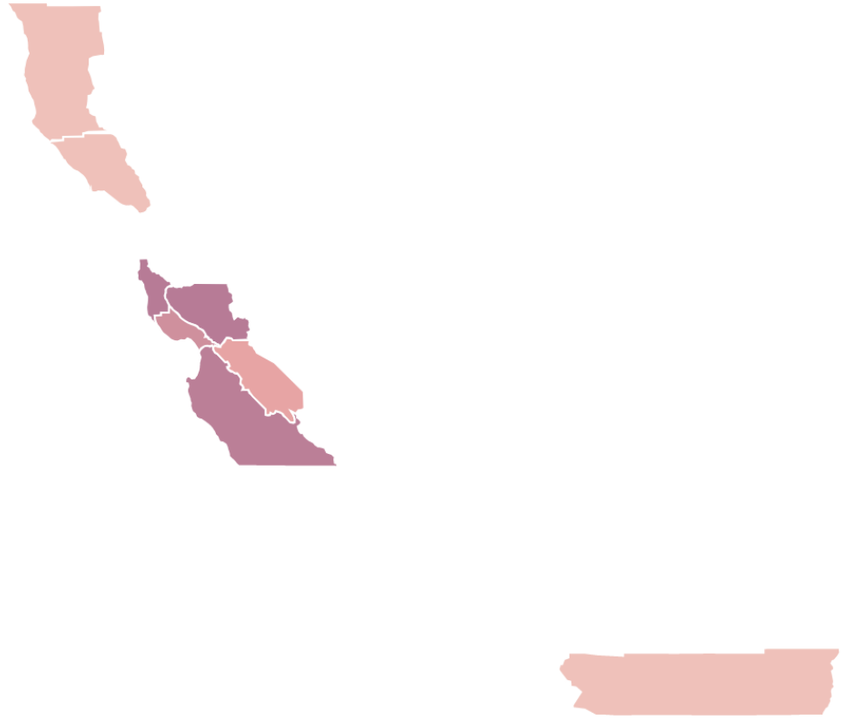
Total YTD Enrolled

378

Enrollment Services Complete (Stage 4)

379

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

California Connections Academy Monterey Bay

January 31, 2020

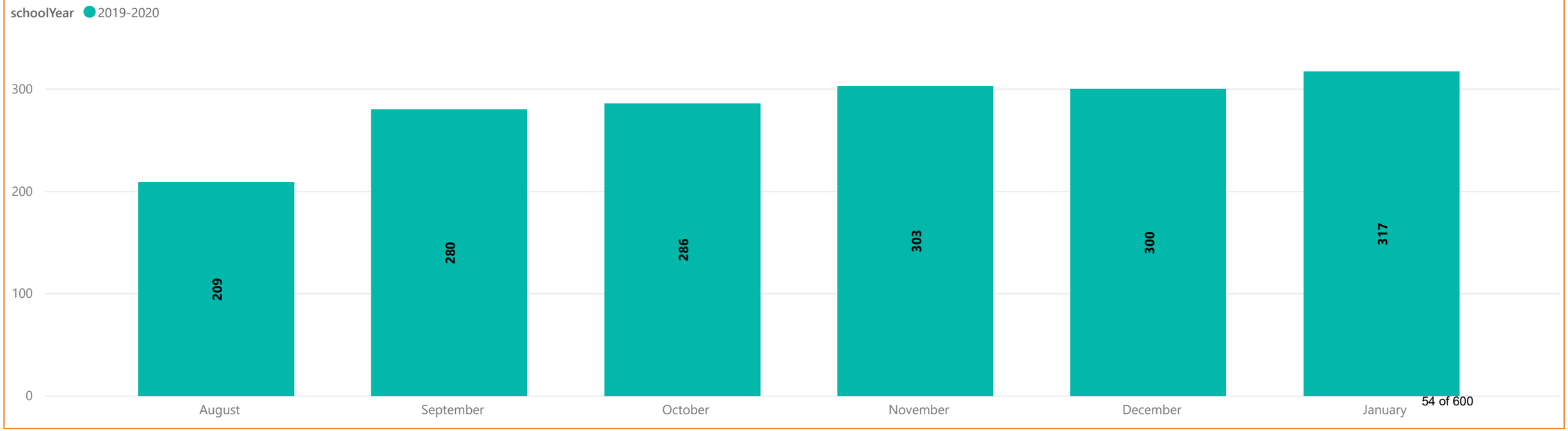
Current Enrollment Month-Over-Month Change
6%

Current Enrollment Year-Over-Year Change
N/A

New and Returning

New and Returning Prior Year

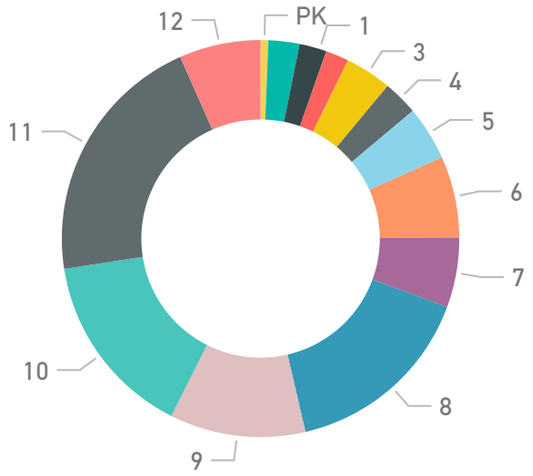
Monthly Student Current Enrollment Comparison



California Connections Academy Monterey Bay

January 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

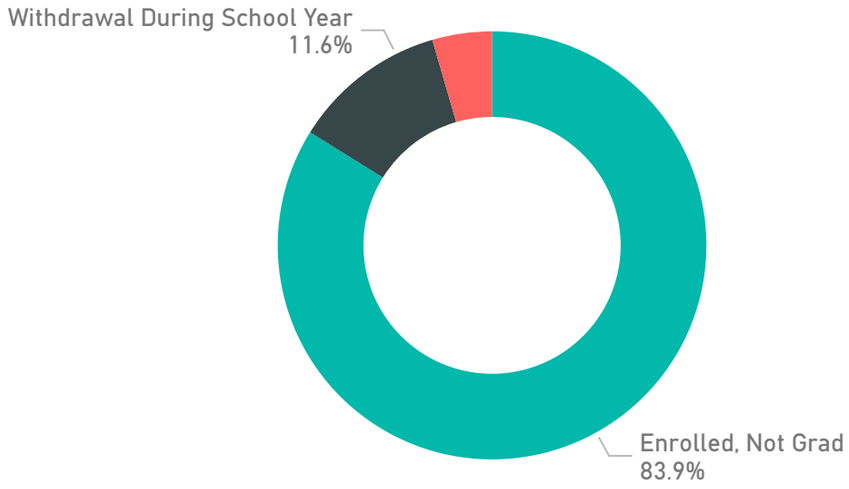
Grade Distribution

ReportPeriod	LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**22**	**7%**	**23**	**7%**
PK	2	1%	2	1%
KG	8	3%	8	3%
1	7	2%	7	2%
2	5	2%	6	2%
3-5	**34**	**11%**	**35**	**11%**
3	13	4%	12	4%
4	8	3%	9	3%
5	13	4%	14	4%
6-8	**84**	**28%**	**89**	**28%**
6	22	7%	21	7%
7	13	4%	18	6%
8	49	16%	50	16%
9-12	**160**	**53%**	**170**	**54%**
9	30	10%	35	11%
10	42	14%	48	15%
11	64	21%	66	21%
12	24	8%	21	7%
Total	**300**	**100%**	**317**	**100%**

California Connections Academy Monterey Bay

January 31, 2020

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category

Total YTD Enrollment

ReportPeriod	LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	300	86%	317	84%
Prior To Engagement	15	4%	17	4%
Withdrawal During School Year	33	9%	44	12%
Total	**348**	**100%**	**378**	**100%**

Enrollment Services Complete (Stage 4)

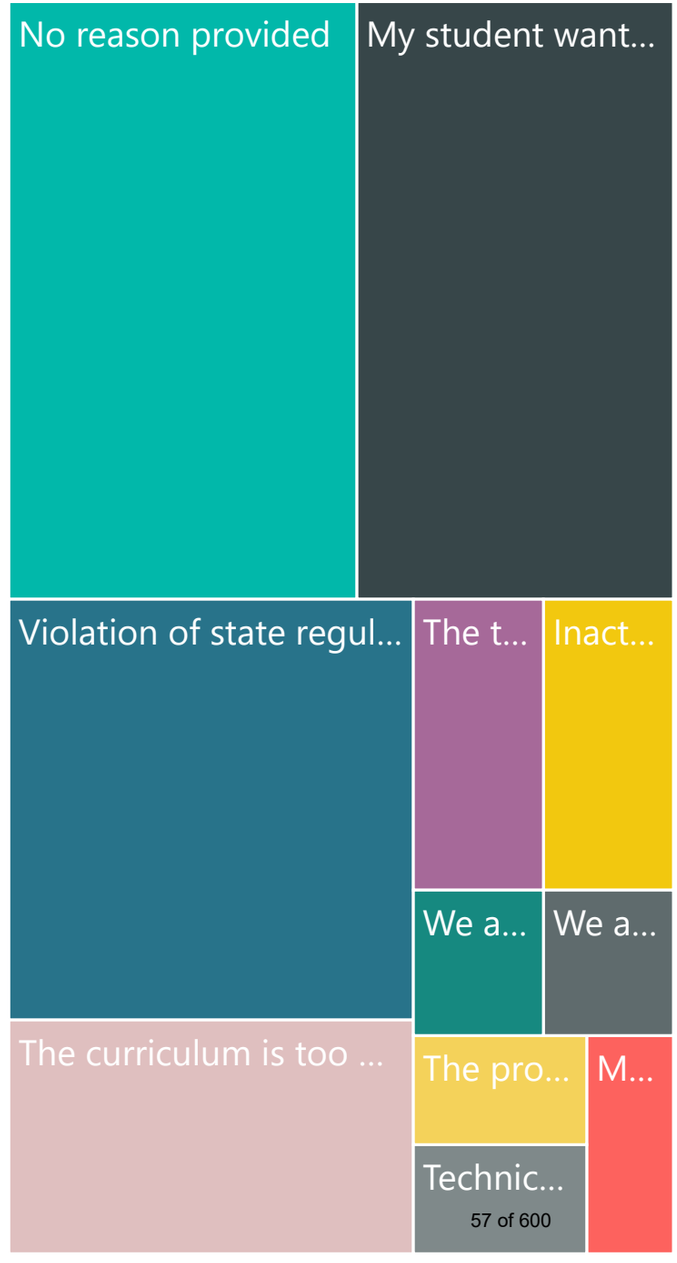
379

California Connections Academy Monterey Bay

January 31, 2020

Withdrawal Reason

WD Reason	LastMonth	CurrentMonth
	5	10
Different/Better Schooling Option (Not related to socialization)	8	10
Inactivity	2	2
No Reason Given	10	11
Program takes too much of student's time	1	1
Student wants more socialization	1	1
Technical Difficulties	1	1
The curriculum is too hard	3	5
Transition to virtual school too difficult	1	2
We are moving	1	1



California Connections Academy Monterey Bay

January 31, 2020

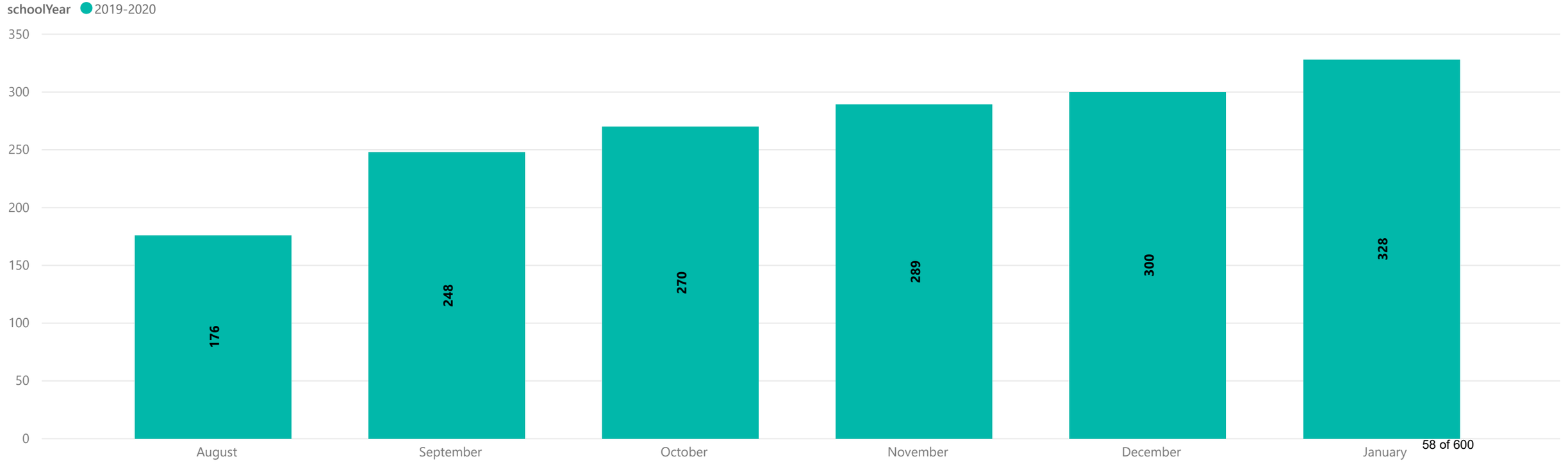
Household Data

Household Data	LastMonth	CurrentMonth
Active	260	275
WD During School Year	28	39
WD Prior To Engagement	14	16

Students Per Active Household

	LastMonth	CurrentMonth
	1.15	1.15

Monthly Total Households



California Connections Academy Monterey Bay

January 31, 2020

Ethnicity

Ethnicity	LastMonth	CurrentMonth
Hispanic or Latino	106	114
Not Hispanic or Latino	194	203

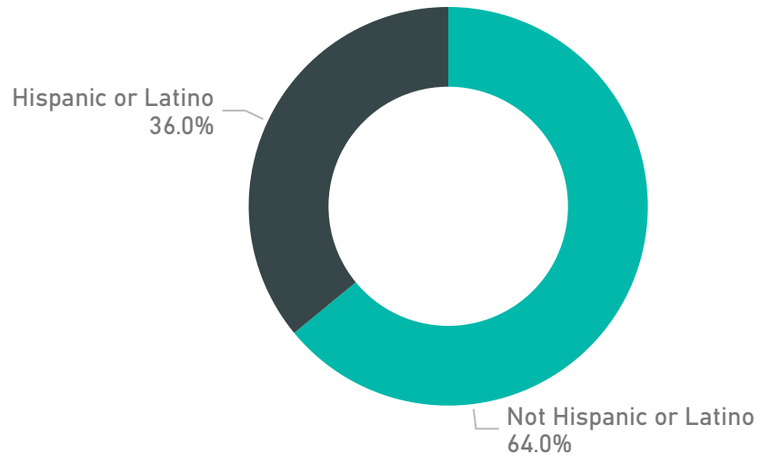
Race

Race	LastMonth	CurrentMonth
American Indian or Alaskan Native	32	35
Asian	65	67
Black/African American	26	26
Native Hawaiian or Other Pacific Islander	20	20
White	207	219

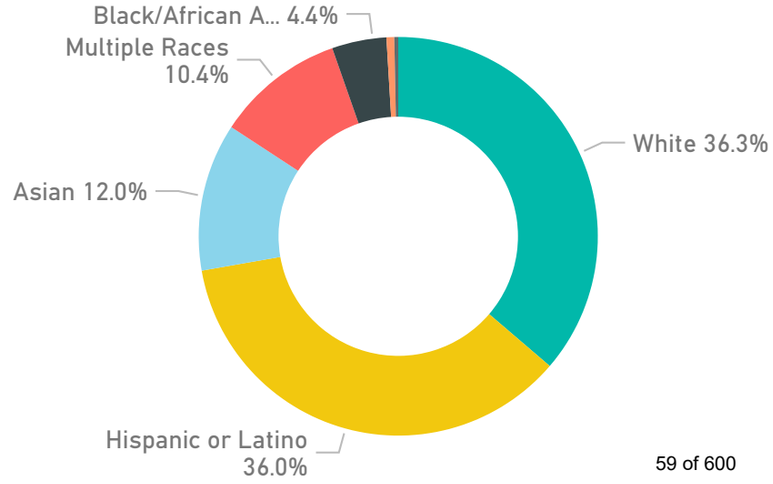
Distinct Race/Ethnicity

Distinct Race/Ethnicity	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1
Asian	38	38
Black/African American	13	14
Hispanic or Latino	106	114
Multiple Races	32	33
Native Hawaiian or Other Pacific Islander	2	2
White	108	115

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Monterey Bay

January 31, 2020

Gender

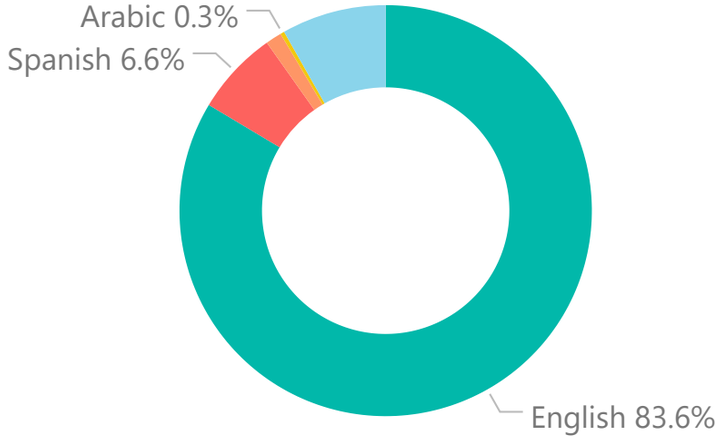
Gender	LastMonth	CurrentMonth
F	174	187
M	126	130

Primary Language

Home Language	LastMonth	CurrentMonth
English	255	265
Spanish	17	21
Russian	3	4
Arabic	1	1
Another Language	24	26

Enrolled Students by Gender

Enrolled Students by Language



California Connections Academy Monterey Bay

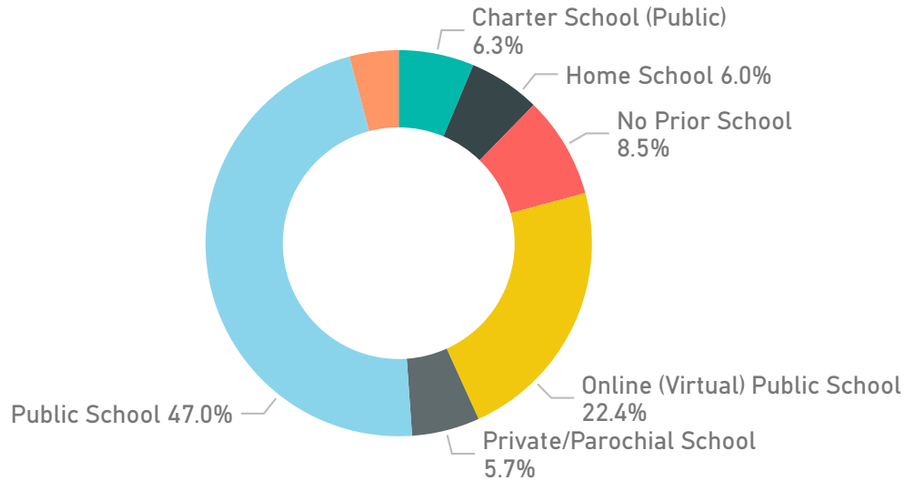
January 31, 2020

Prior Schooling

Prior Schooling	LastMonth	CurrentMonth
Charter School (Public)	18	20
Home School	18	19
No Prior School	26	27
Online (Virtual) Public School	71	71
Private/Parochial School	21	18
Public School	133	149
Prior Schooling Not Reported	13	13

Prior Schooling

January 31, 2020



Prior Schooling

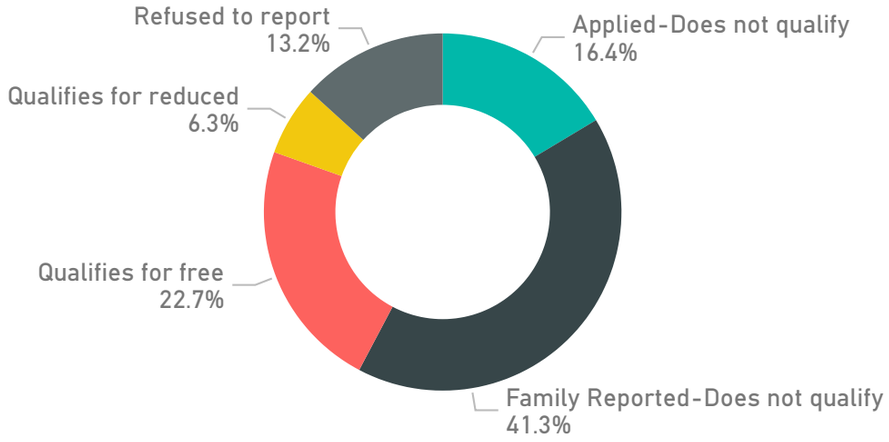
January 31, 2019

California Connections Academy Monterey Bay

January 31, 2020

FARM Eligibility

January 31, 2020

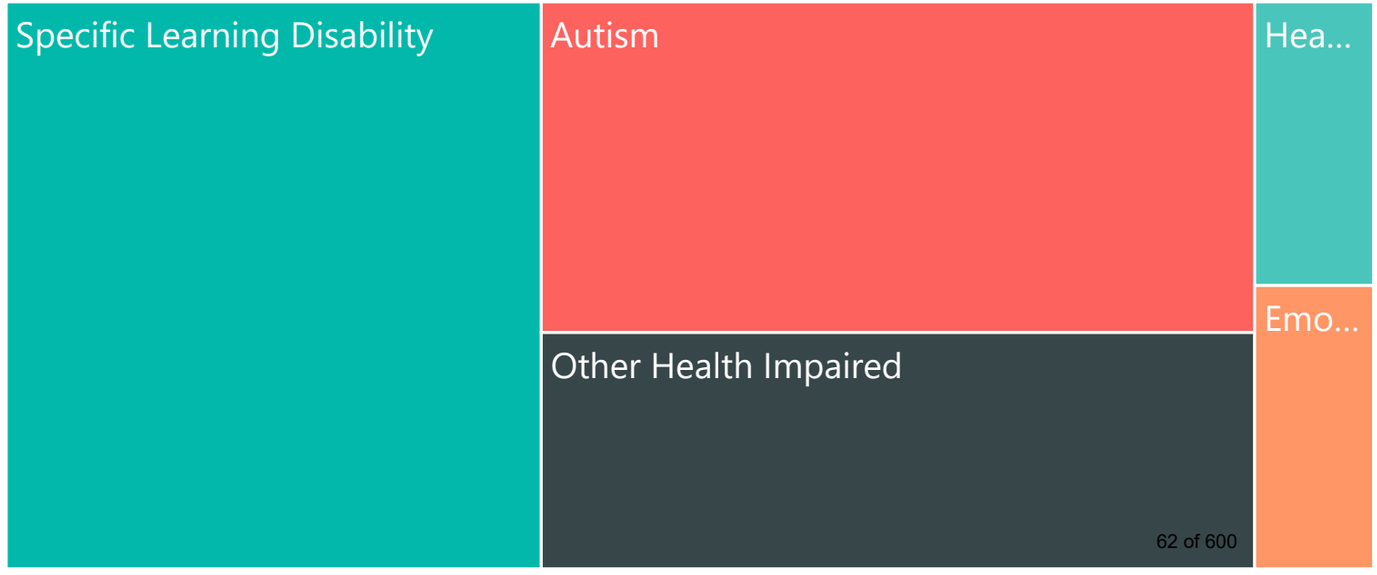


Disability

Disability	LastMonth	CurrentMonth
Autism	8	7
Emotionally Impaired		1
Hearing Impaired	1	1
Other Health Impaired	5	5
Specific Learning Disability	9	9

FARM Eligibility

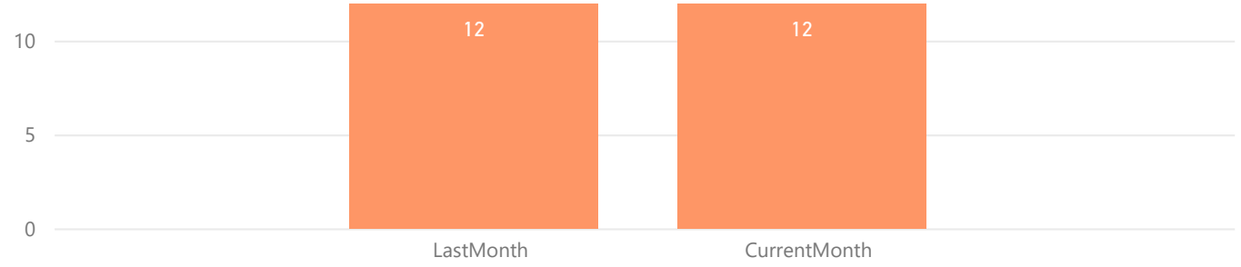
January 31, 2019



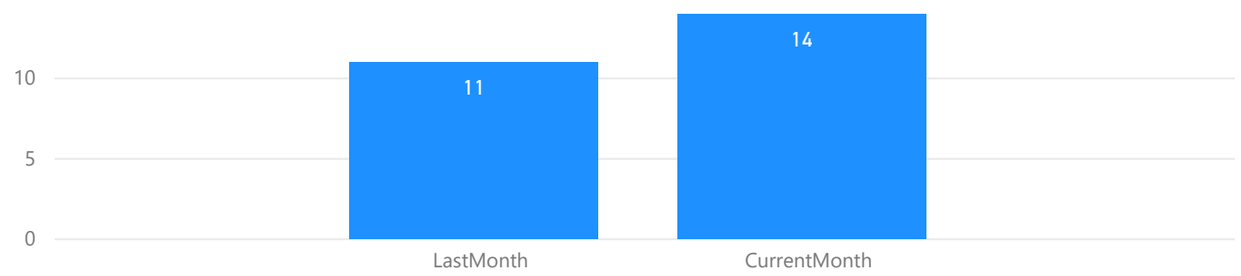
California Connections Academy Monterey Bay

January 31, 2020

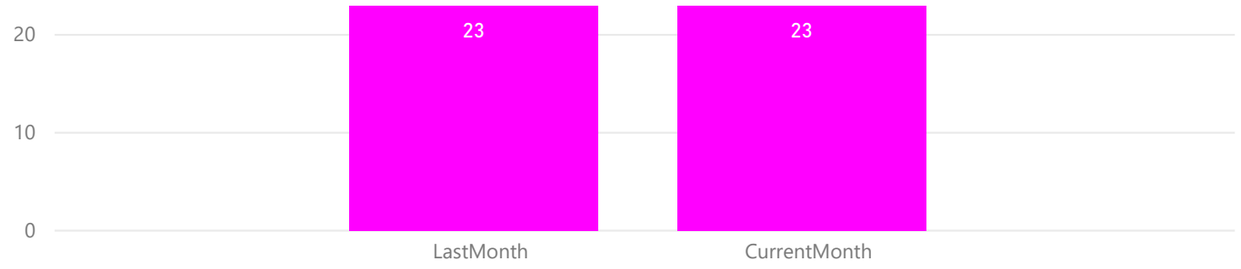
Gifted



Plan504



IEP



Currently Enrolled

317

Gifted

4%

Plan504

4%

IEP

7%

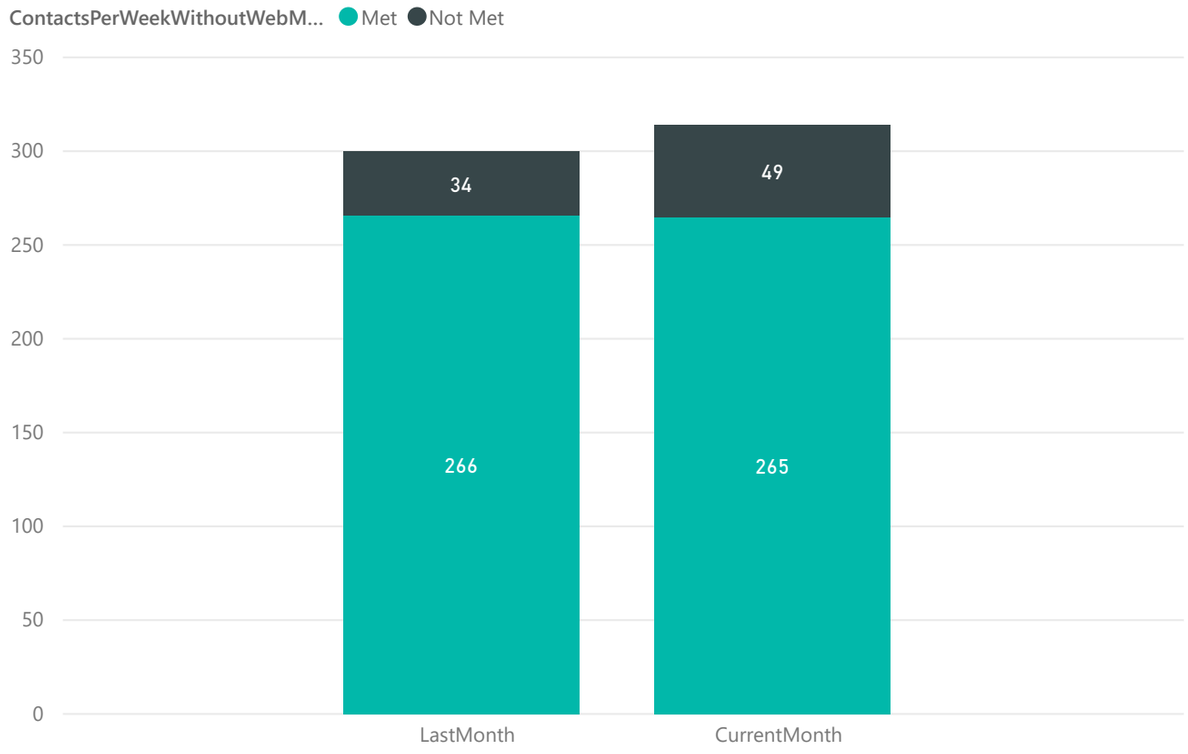
Not in Special Population

85%

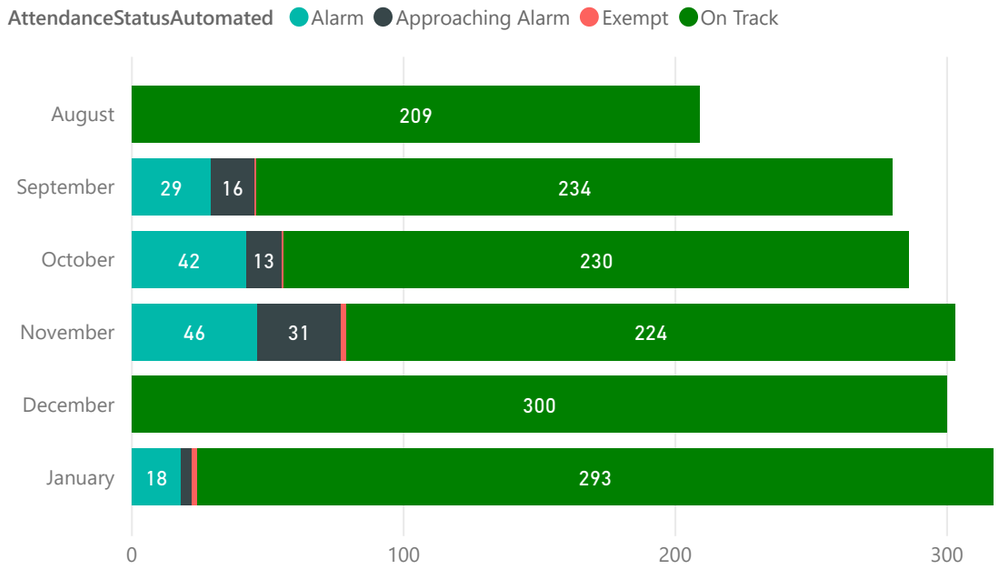
California Connections Academy Monterey Bay

January 31, 2020

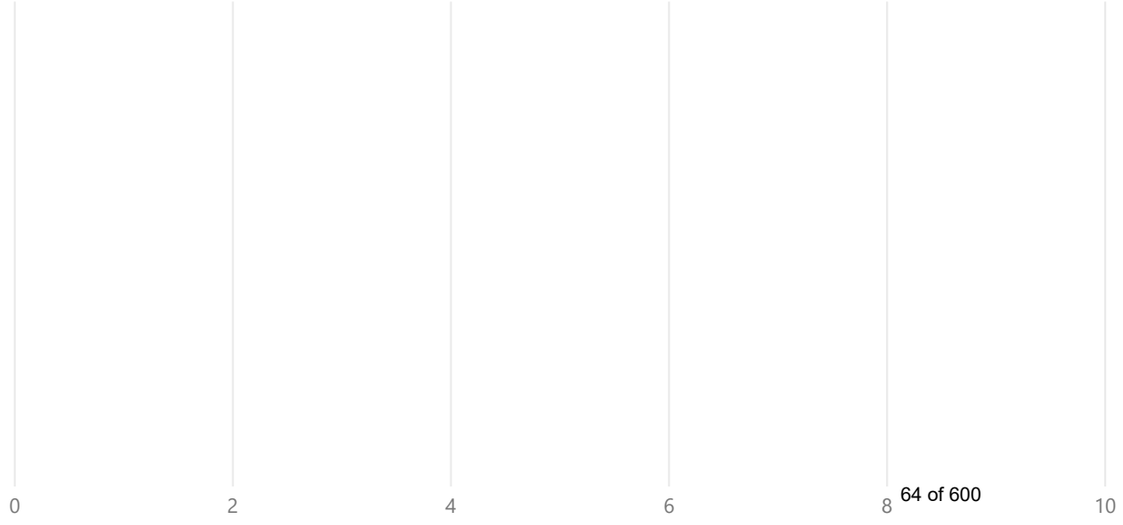
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

317

California Connections Academy Monterey Bay

January 31, 2020

Average Participation

GradeDistribution	LastMonth	CurrentMonth
PK-2	100%	106%
3-5	103%	110%
6-8	104%	124%
9-12	86%	95%
Total	**94%**	**113%**

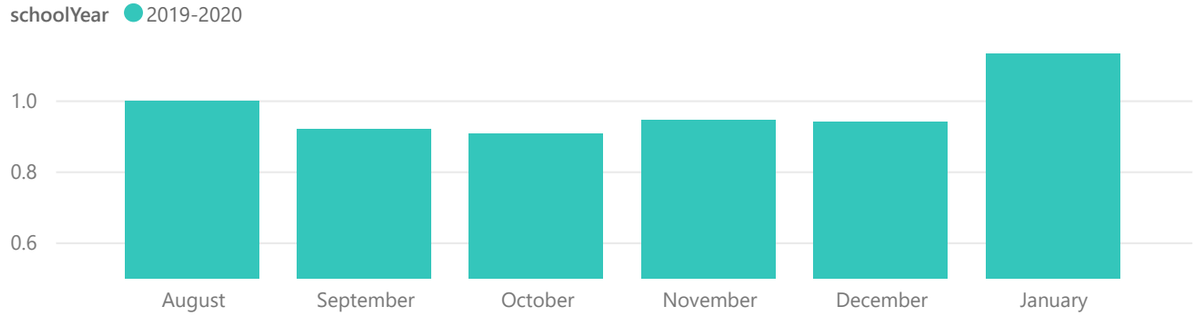
Average Performance

GradeDistribution	LastMonth	CurrentMonth
PK-2	96%	95%
3-5	81%	82%
6-8	74%	82%
9-12	64%	70%
Total	**71%**	**77%**

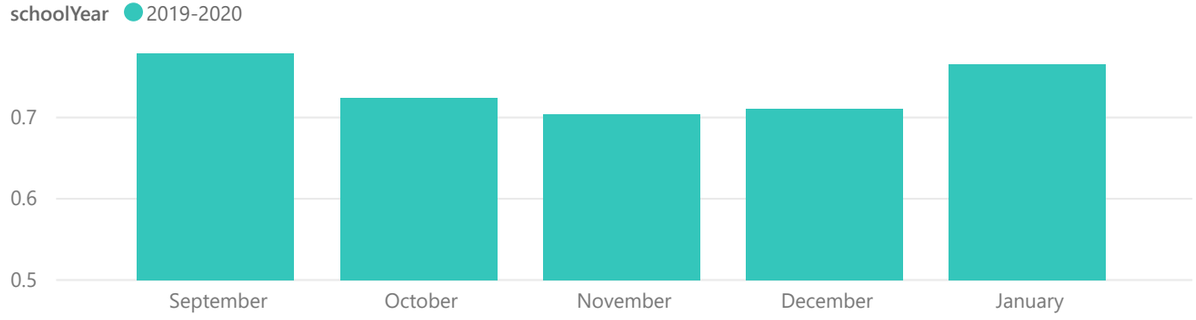
Average Attendance

GradeDistribution	LastMonth	CurrentMonth
PK-2	93%	97%
3-5	91%	97%
6-8	91%	98%
9-12	78%	87%
Total	**84%**	**92%**

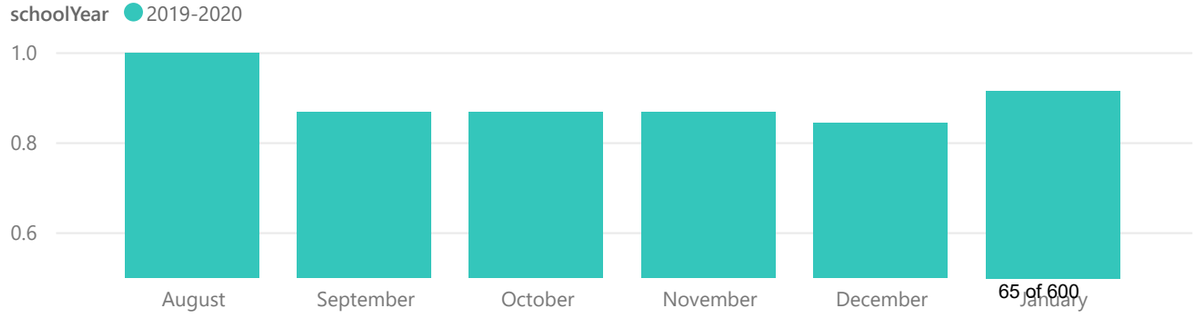
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
317	378

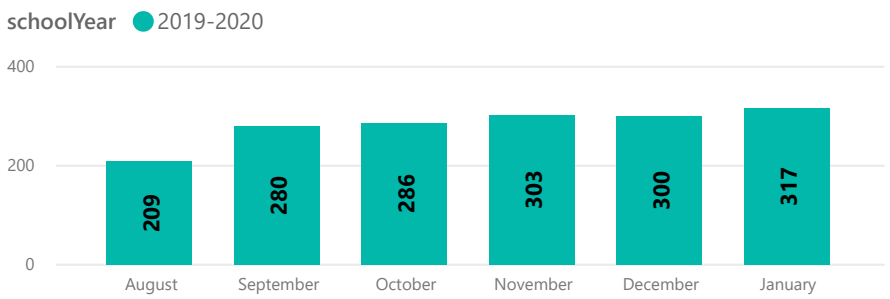
Enrollment Services Complete (Stage 4)
379

California Connections Academy Monterey Bay
January 31, 2020

Current Enrollment Month-Over-Month Change
6%

Current Enrollment Year-Over-Year Change
N/A

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	317	84%
Prior To Engagement	17	4%
Withdrawal During School Year	44	12%
Total	**378**	**100%**

New & Returning

ReportPeriod / New or Returning	CurrentMonth Students	CurrentMonth %CT Students
New	317	100.00%

Household Data

Household Data	CurrentMonth
Active	275
WD During School Year	39
WD Prior To Engagement	16

Students Per Active Household

CurrentMonth
1.15

Grade Distribution

ReportPeriod / GradeDistribution	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**23**	**7%**
PK	2	1%
KG	8	3%
1	7	2%
2	6	2%
3-5	**35**	**11%**
3	12	4%
4	9	3%
5	14	4%
6-8	**89**	**28%**
6	21	7%
7	18	6%
8	50	16%
9-12	**170**	**54%**
9	35	11%
10	48	15%
11	66	21%
12	21	7%
Total	**317**	**100%**

Withdrawal Reason

Withdrawal Reason	CurrentMo
Inactivity/Lack of Attendance	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the student's time.	
The transition to virtual school was too difficult.	
Violation of state regulations	
We are moving.	
We are not satisfied with the school leadership.	

California Connections Academy Monterey Bay
January 31, 2020

Gender

Gender	CurrentMonth
F	187
M	130

Primary Language

Home Language	CurrentMonth
English	265
Spanish	21
Russian	4
Arabic	1
Another Language	26

Disability

Disability	CurrentMonth
Autism	7
Emotionally Impaired	1
Hearing Impaired	1
Other Health Impaired	5
Specific Learning Disability	9

Gifted

Gifted	CurrentMonth
Yes	12

Plan 504

Plan504	CurrentMonth
504	14

IEP

IEP	CurrentMonth
IEP	23

Gifted	Plan504
4%	4%

IEP	Not in Special Population
7%	85%

Ethnicity

Ethnicity	CurrentMonth
Hispanic or Latino	114
Not Hispanic or Latino	203

Race

Race	CurrentMonth
American Indian or Alaskan Native	35
Asian	67
Black/African American	26
Native Hawaiian or Other Pacific Islander	20
White	219

Household FARM Eligibility

HouseholdFARMEligibility	CurrentMonth
Applied-Does not qualify	46
Family Reported-Does not qualify	122
Qualifies for free	66
Qualifies for reduced	19
Refused to report	41

Distinct Race/Ethnicity

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

Prior Schooling

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

California Connections Academy Monterey Bay
January 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	CurrentMonth
Met	265
Not Met	49

Attendance Status

AttendanceStatusAutomated	CurrentMonth
Alarm	18
Approaching Alarm	4
Exempt	2
On Track	293

Average Participation

GradeDistribution	CurrentMonth
PK-2	106%
3-5	110%
6-8	124%
9-12	95%
Total	**113%**

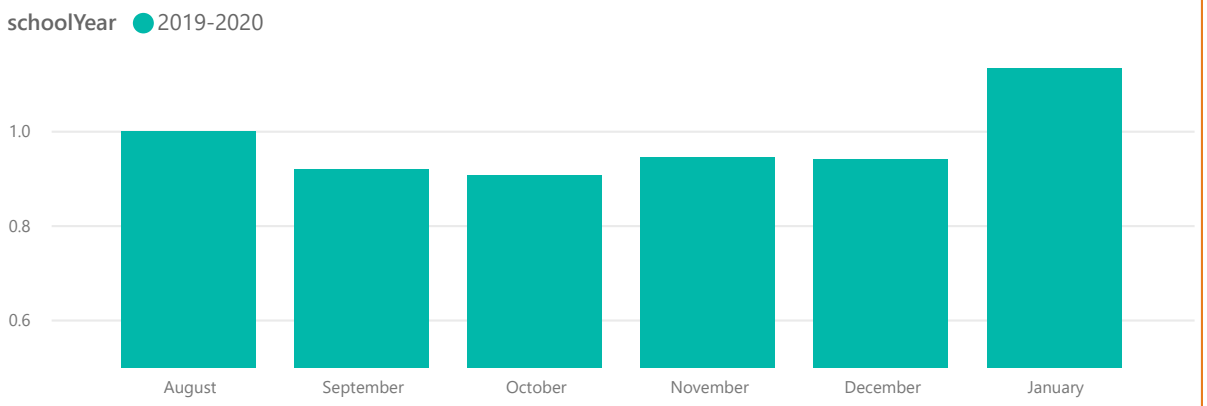
Average Performance

GradeDistribution	CurrentMonth
PK-2	95%
3-5	82%
6-8	82%
9-12	70%
Total	**77%**

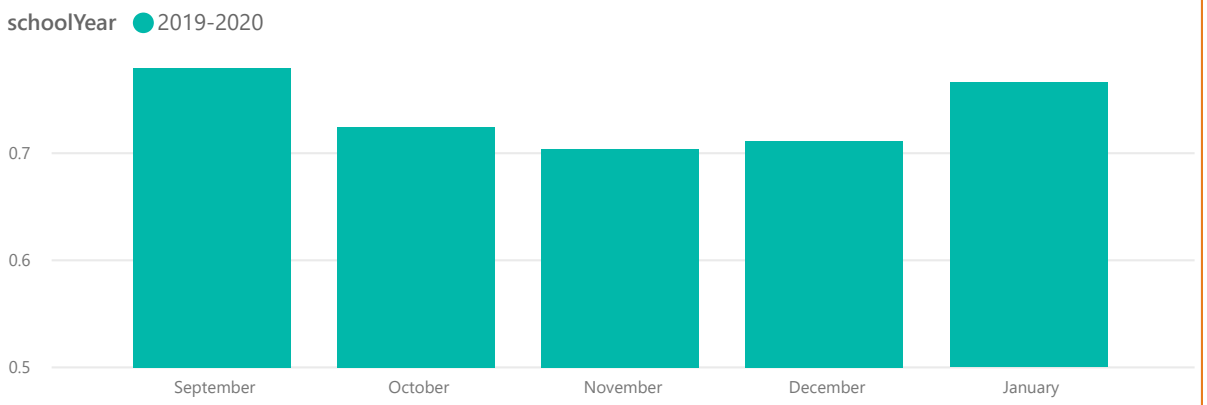
Average Attendance

GradeDistribution	CurrentMonth
PK-2	97%
3-5	97%
6-8	98%
9-12	87%
Total	**92%**

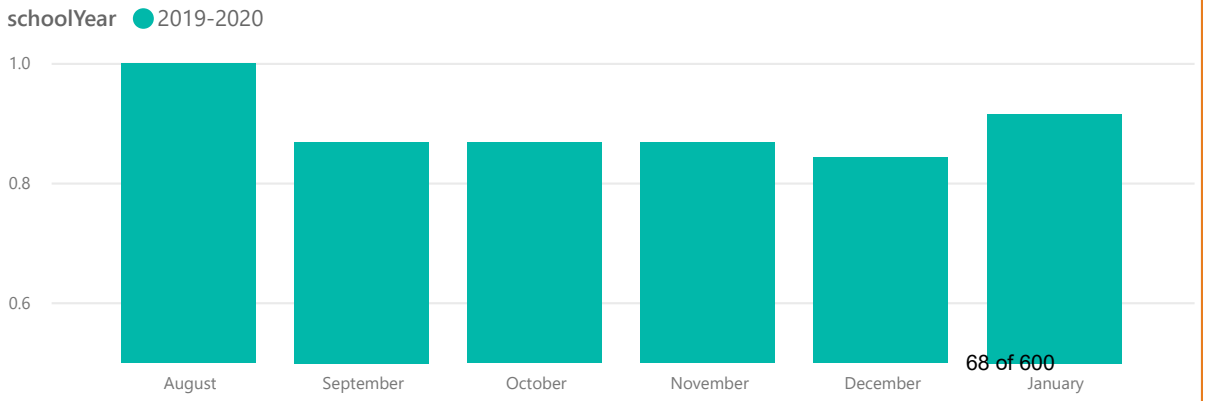
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

January 31, 2020

Currently Enrolled

1410

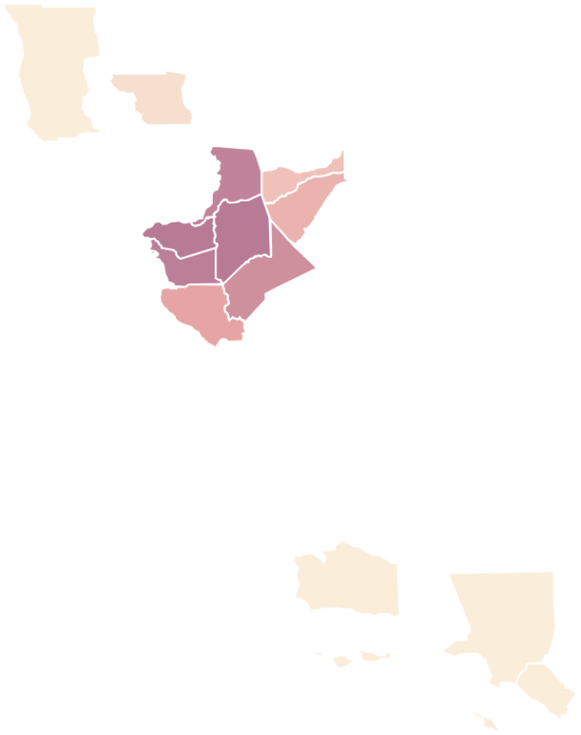
Total YTD Enrolled

1689

Enrollment Services Complete (Stage 4)

1754

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

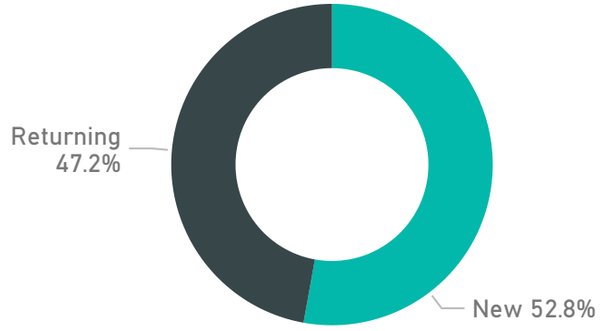
California Connections Academy at Ripon

January 31, 2020

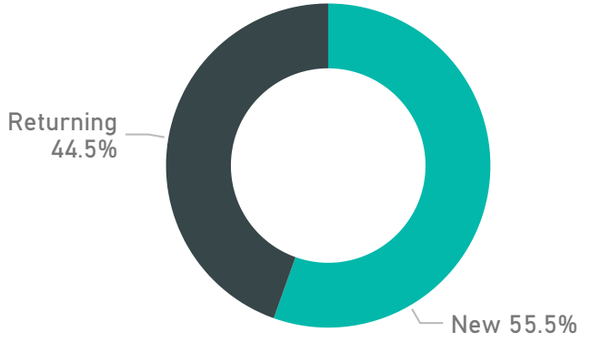
Current Enrollment Month-Over-Month Change
3%

Current Enrollment Year-Over-Year Change
-3%

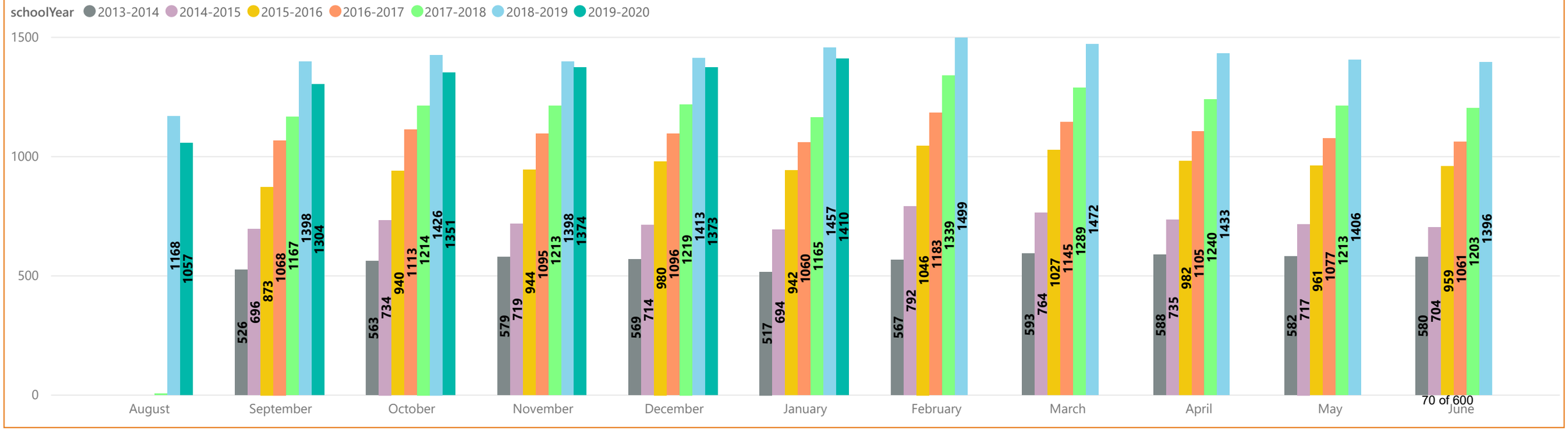
New and Returning



New and Returning Prior Year



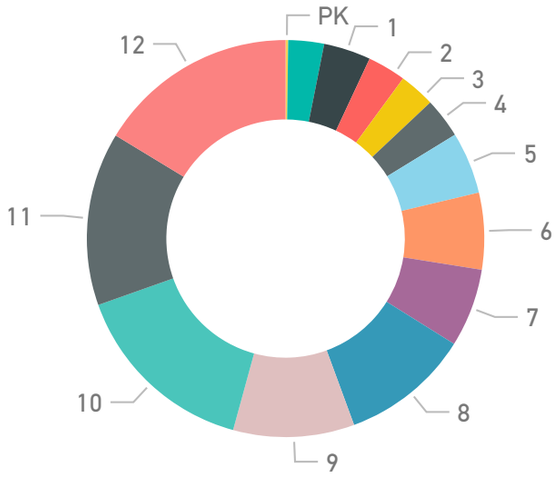
Monthly Student Current Enrollment Comparison



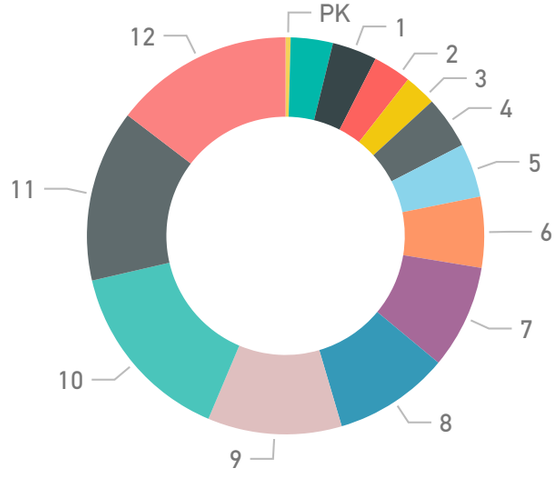
California Connections Academy at Ripon

January 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



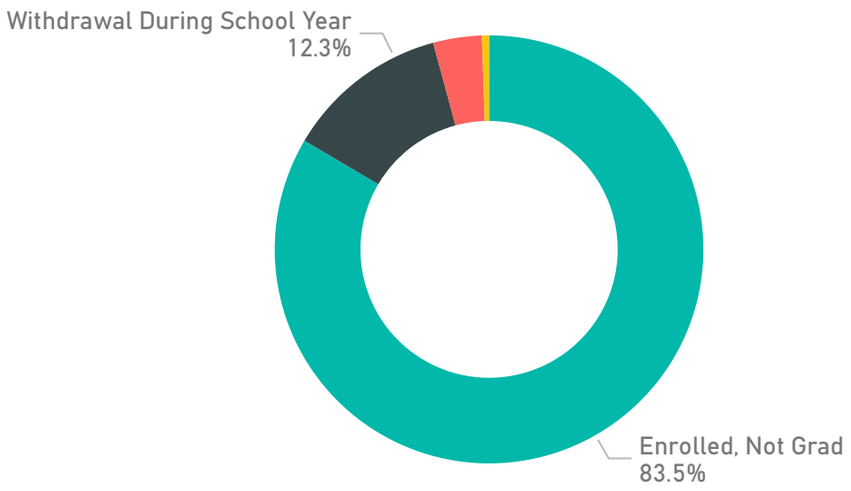
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**154**	**11%**	**147**	**11%**	**145**	**11%**	**142**	**10%**
PK	6	0%	5	0%	3	0%	3	0%
KG	50	3%	50	4%	44	3%	41	3%
1	53	4%	51	4%	54	4%	54	4%
2	45	3%	41	3%	44	3%	44	3%
3-5	**164**	**11%**	**164**	**12%**	**148**	**11%**	**158**	**11%**
3	38	3%	36	3%	38	3%	41	3%
4	62	4%	64	5%	44	3%	46	3%
5	64	4%	64	5%	66	5%	71	5%
6-8	**344**	**24%**	**323**	**23%**	**307**	**22%**	**326**	**23%**
6	84	6%	71	5%	79	6%	88	6%
7	123	8%	117	8%	88	6%	90	6%
8	137	9%	135	10%	140	10%	148	10%
9-12	**795**	**55%**	**762**	**55%**	**773**	**56%**	**784**	**56%**
9	159	11%	162	12%	129	9%	139	10%
10	219	15%	212	15%	202	15%	216	15%
11	204	14%	198	14%	206	15%	199	14%
12	213	15%	190	14%	236	17%	230	16%
Total	**1457**	**100%**	**1396**	**100%**	**1373**	**100%**	**1410**	**100%**

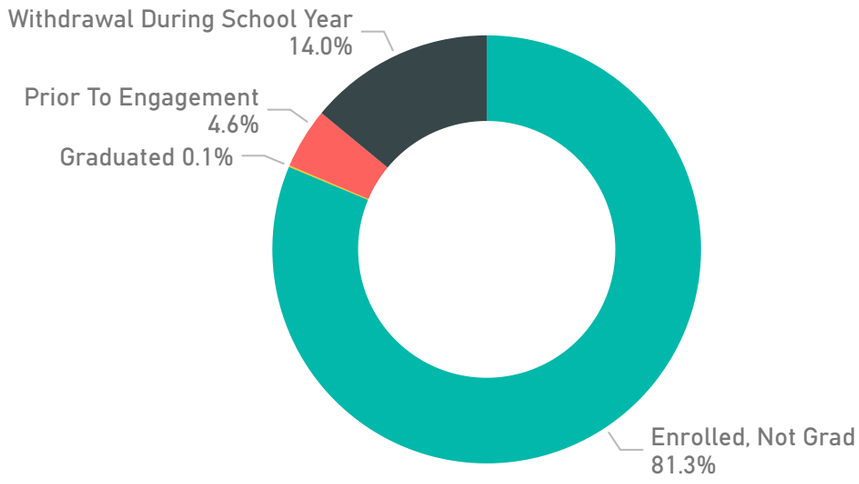
California Connections Academy at Ripon

January 31, 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	1457	81%	1396	73%	1373	87%	1410	83%
Graduated	2	0%	17	1%	7	0%	9	1%
Prior To Engagement	82	5%	96	5%	56	4%	62	4%
Withdrawal During School Year	251	14%	411	21%	144	9%	208	12%
Total	**1792**	**100%**	**1920**	**100%**	**1580**	**100%**	**1689**	**100%**

Enrollment Services Complete (Stage 4)

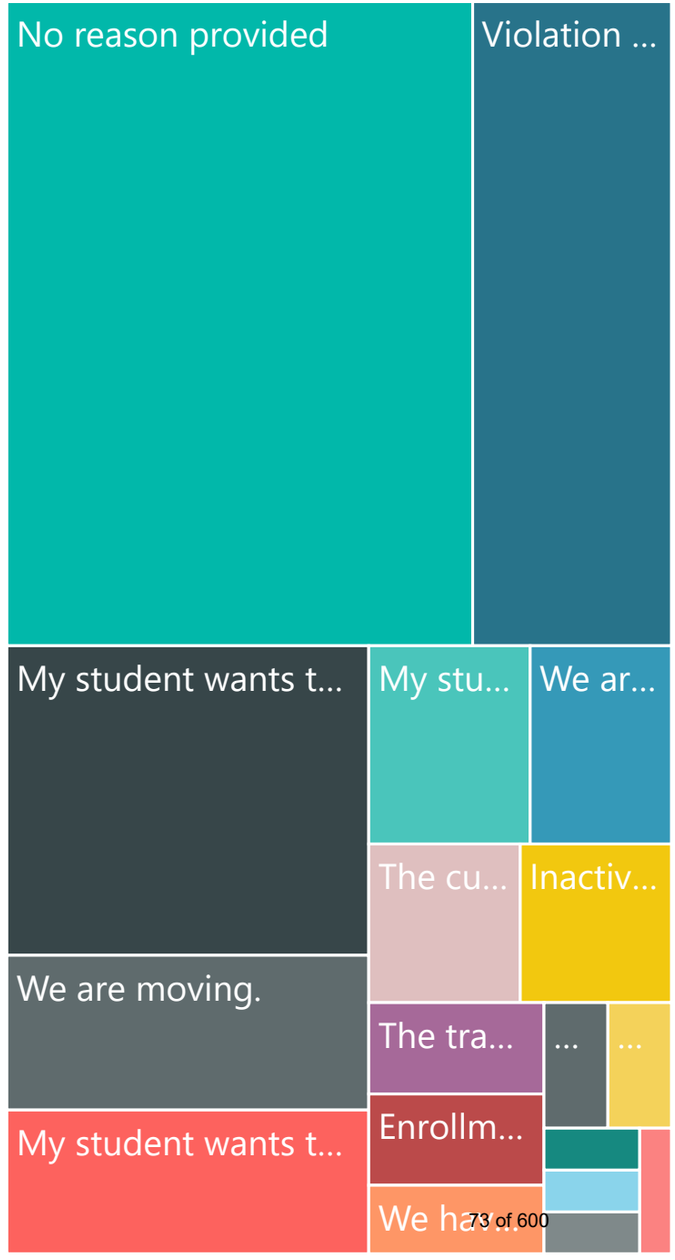
1754

California Connections Academy at Ripon

January 31, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			19	33
Another Reason			3	4
Different/Better Schooling Option (Not related to socialization)	146	222	17	28
Generally dissatisfied with curriculum/course options			1	1
Getting started with the school was too difficult		1		
Inactivity	1	1	6	6
Life change	30	53		
Mismatch Academic	14	18		
Mismatch Family Schedule	2	2		
No longer able to provide a Learning Coach			7	7
No Reason Given			49	75
Program not flexible enough			2	2
Program takes too much of Learning Coach's time			1	1
Program takes too much of student's time			1	2
Pursuing GED			6	8
Regulation	52	104		
Student wants more socialization	6	10	9	13
Technical Difficulties			1	1
The curriculum is too hard			3	6
Transition to virtual school too difficult			4	4
We are moving			12	14
We have chosen to home school			3	3



California Connections Academy at Ripon

January 31, 2020

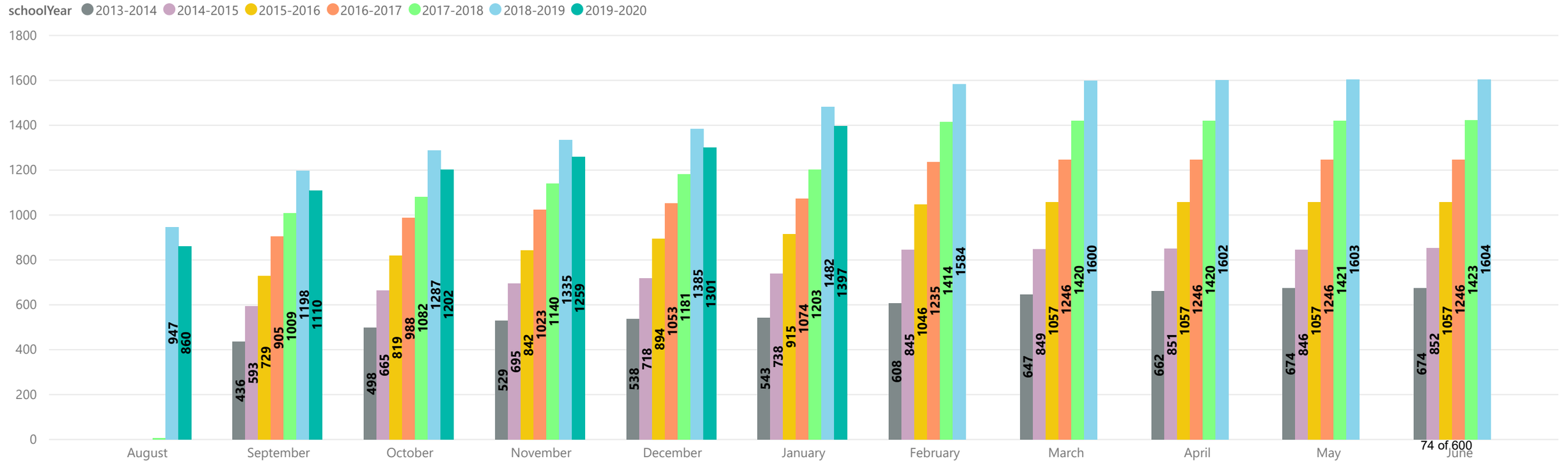
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1220	1182	1138	1173
Graduated	2	17	7	9
WD During School Year	214	352	119	178
WD Prior To Engagement	72	86	54	60

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.19	1.18	1.21	1.20

Monthly Total Households



California Connections Academy at Ripon

January 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	462	416	429	431
Not Hispanic or Latino	995	980	944	979

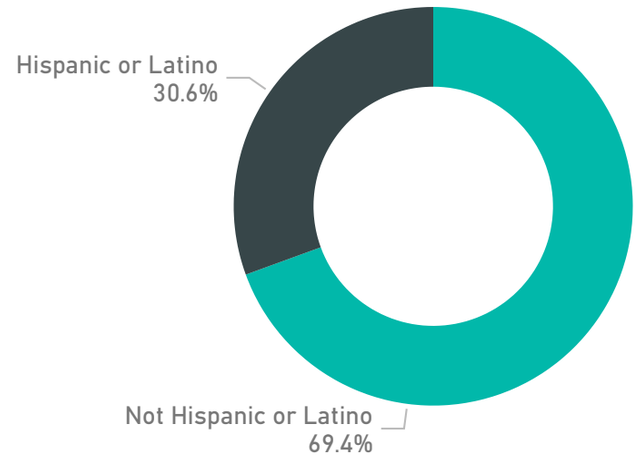
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	151	144	149	152
Asian	228	219	210	208
Black/African American	274	264	292	300
Native Hawaiian or Other Pacific Islander	66	57	54	62
White	993	952	931	954

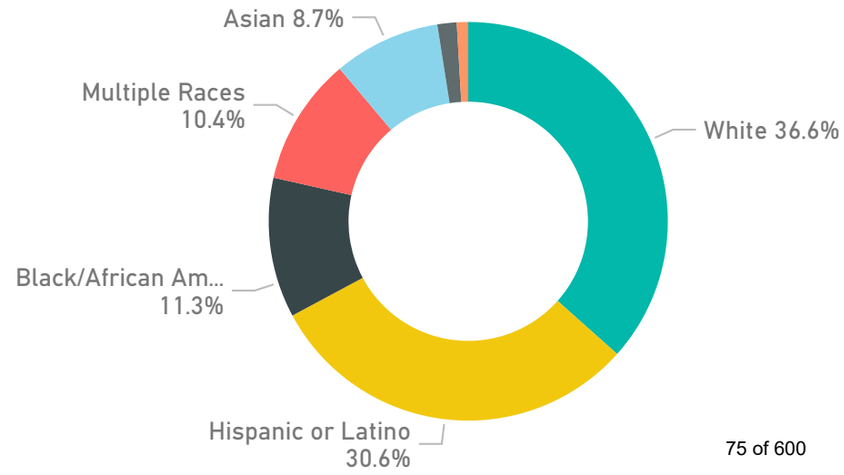
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	20	17	18	22
Asian	137	132	122	122
Black/African American	155	150	159	160
Hispanic or Latino	462	416	429	431
Multiple Races	145	143	143	146
Native Hawaiian or Other Pacific Islander	22	19	7	13
White	516	519	495	516

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

January 31, 2020

Gender

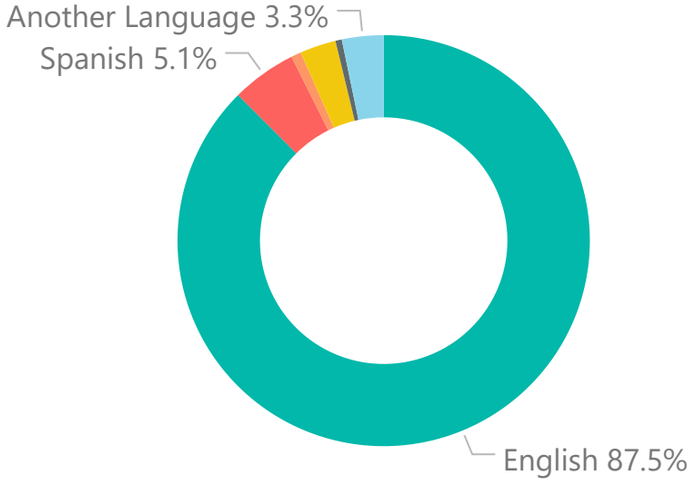
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	813	788	763	781
M	644	608	610	629

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1268	1212	1195	1234
Spanish	78	75	71	72
Russian	9	11	11	11
Arabic	29	27	40	40
Urdu	4	4	7	7
Another Language	69	67	49	46

Enrolled Students by Gender

Enrolled Students by Language

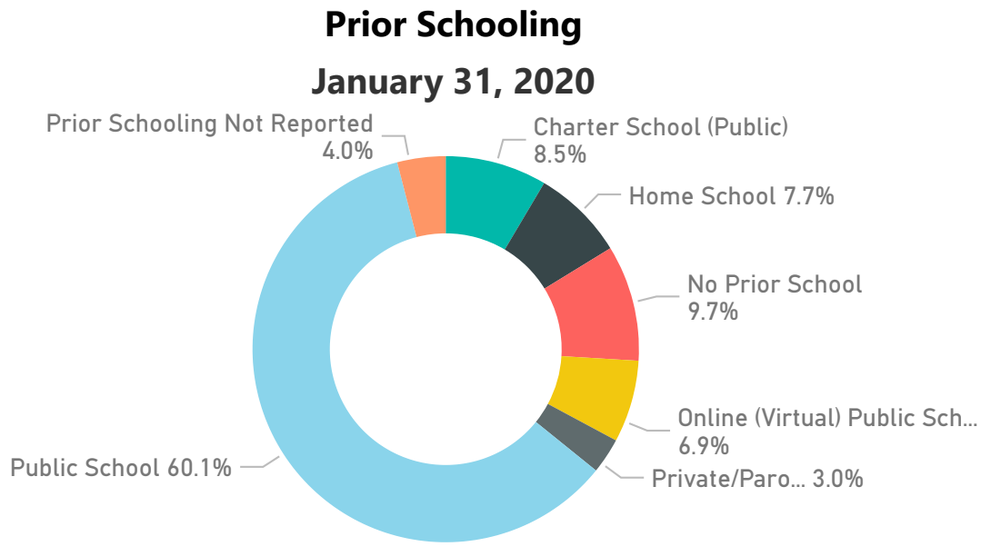


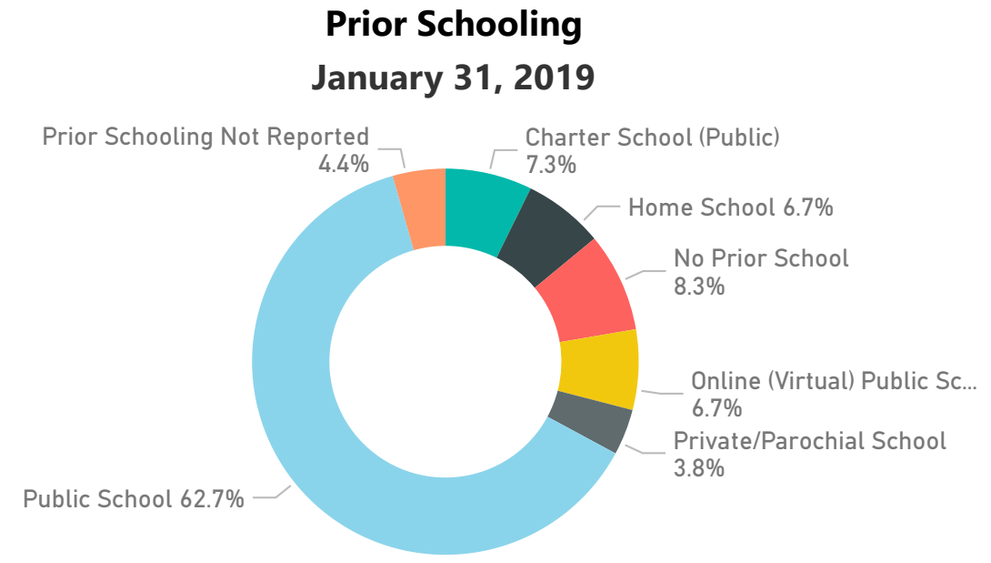
California Connections Academy at Ripon

January 31, 2020

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	106	103	109	120
Home School	98	91	101	109
No Prior School	121	112	139	137
Online (Virtual) Public School	98	96	94	97
Private/Parochial School	56	56	39	42
Public School	914	875	830	848
Prior Schooling Not Reported	64	63	61	57



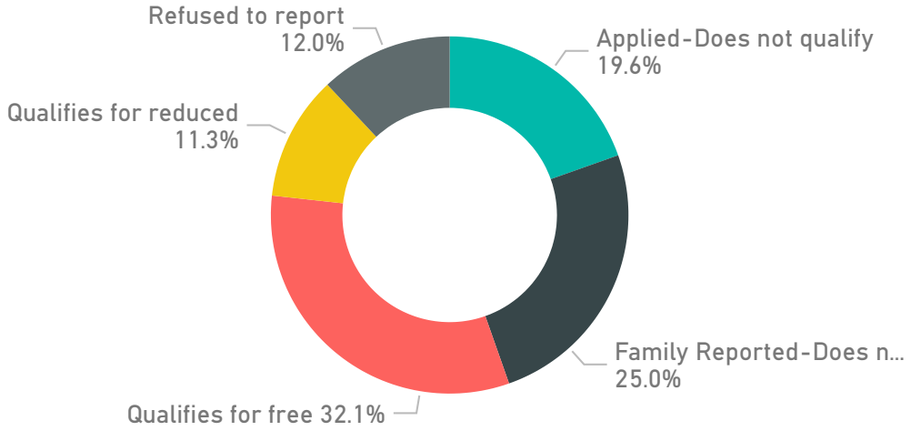


California Connections Academy at Ripon

January 31, 2020

FARM Eligibility

January 31, 2020

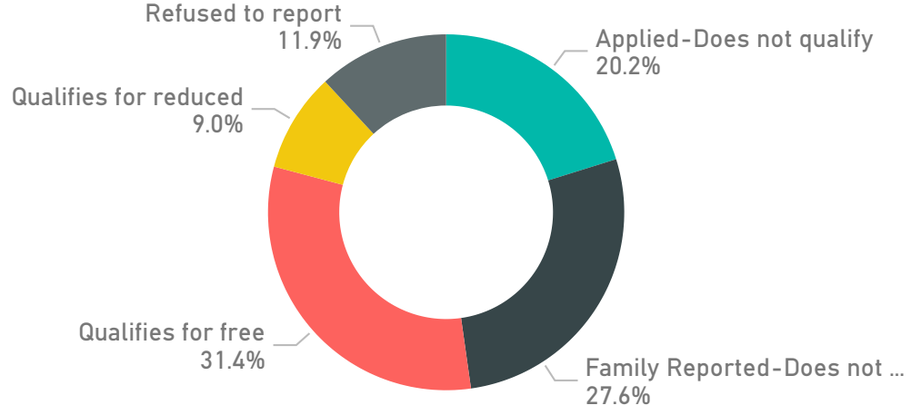


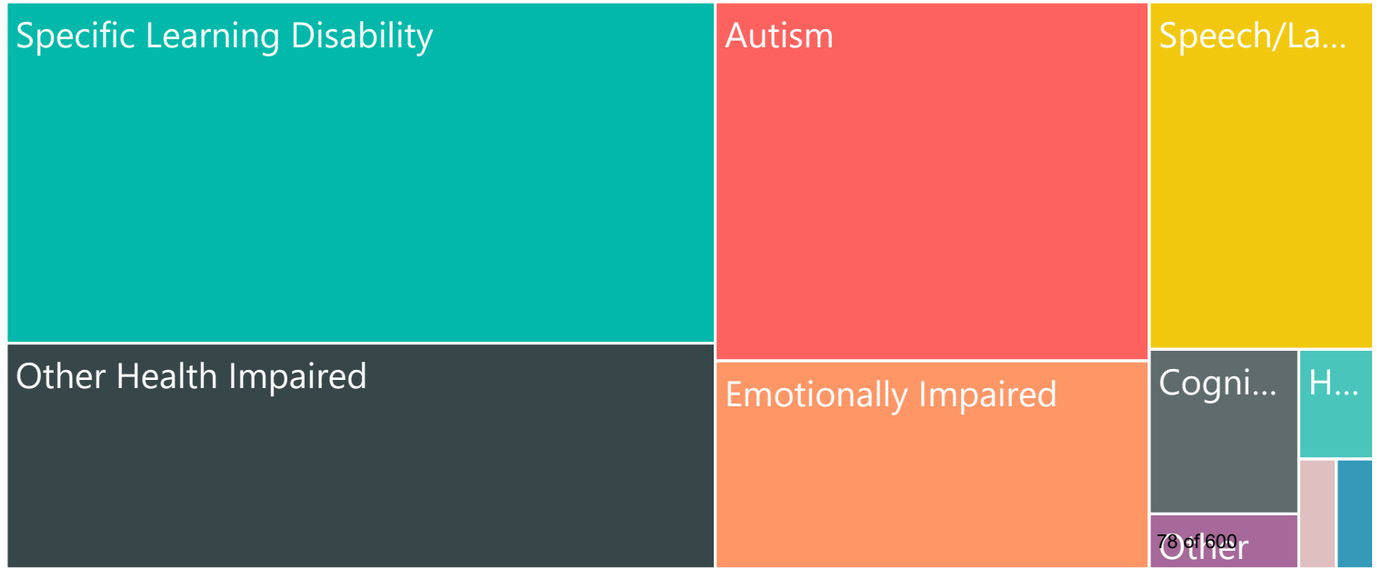
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	34	35	37	38
Cognitive Disability	6	5	5	6
Emotionally Impaired	18	18	19	22
Hearing Impaired	2	2	2	2
Other	1	1	2	2
Other Health Impaired	39	47	40	39
Specific Learning Disability	54	50	57	59
Speech/Language Impaired	19	16	22	19
Traumatic Brain Injury	1	1	1	1
Visually Impaired	1	1	1	1

FARM Eligibility

January 31, 2019

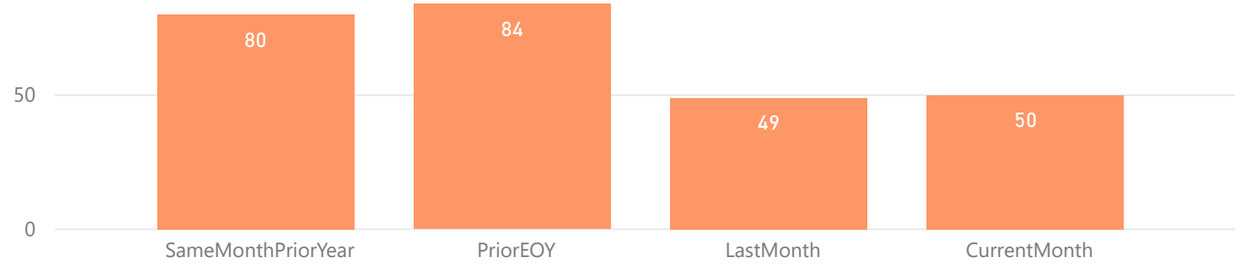




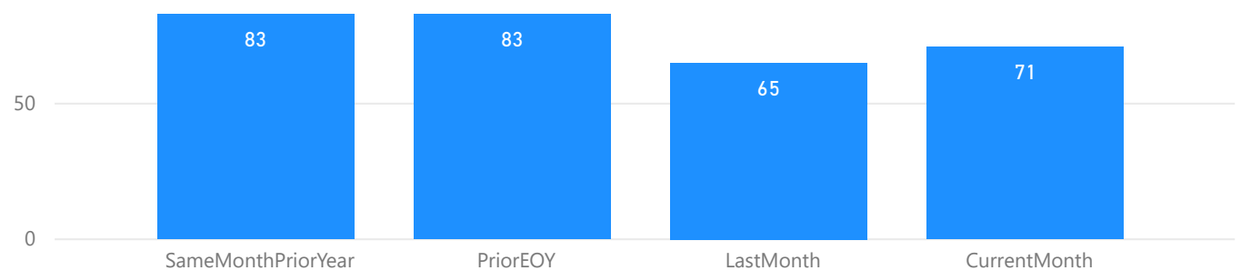
California Connections Academy at Ripon

January 31, 2020

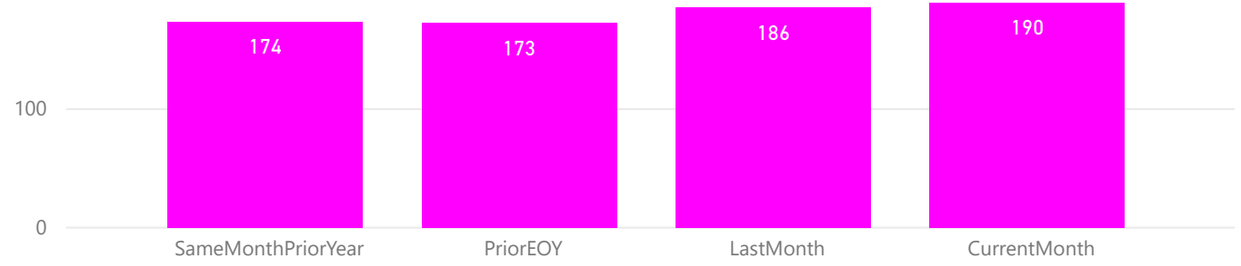
Gifted



Plan504



IEP



Currently Enrolled

1410

Gifted

4%

Plan504

5%

IEP

13%

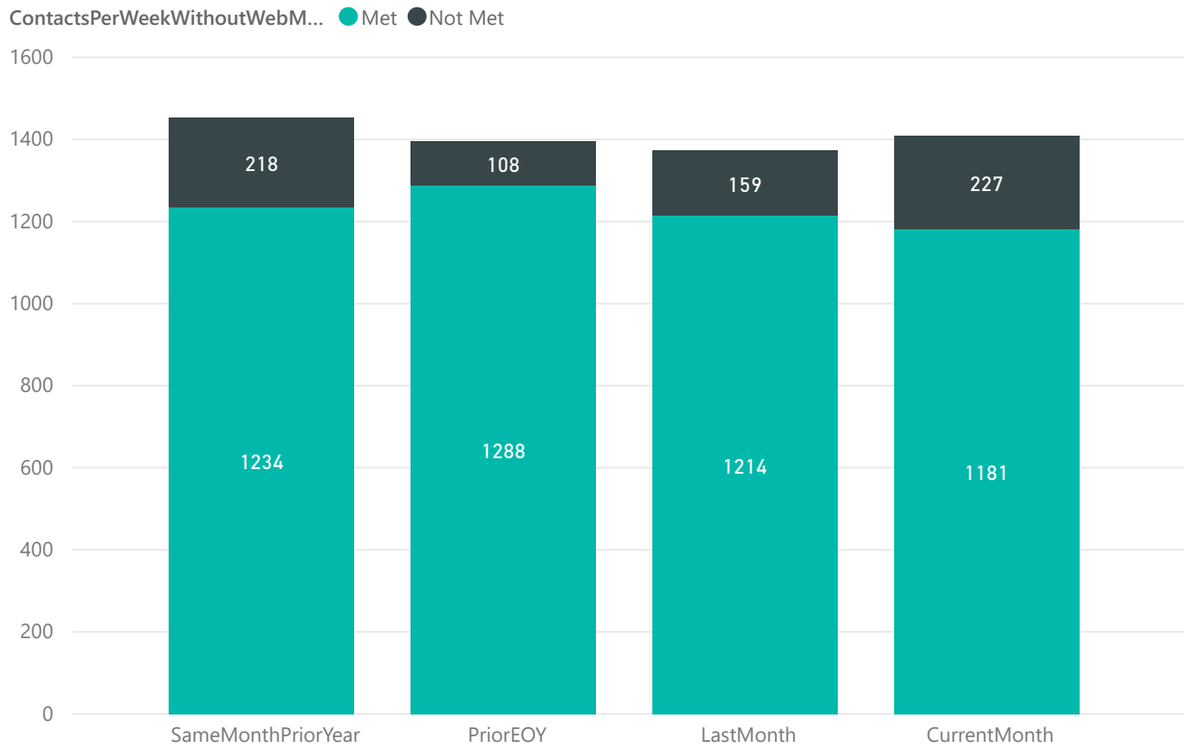
Not in Special Population

78%

California Connections Academy at Ripon

January 31, 2020

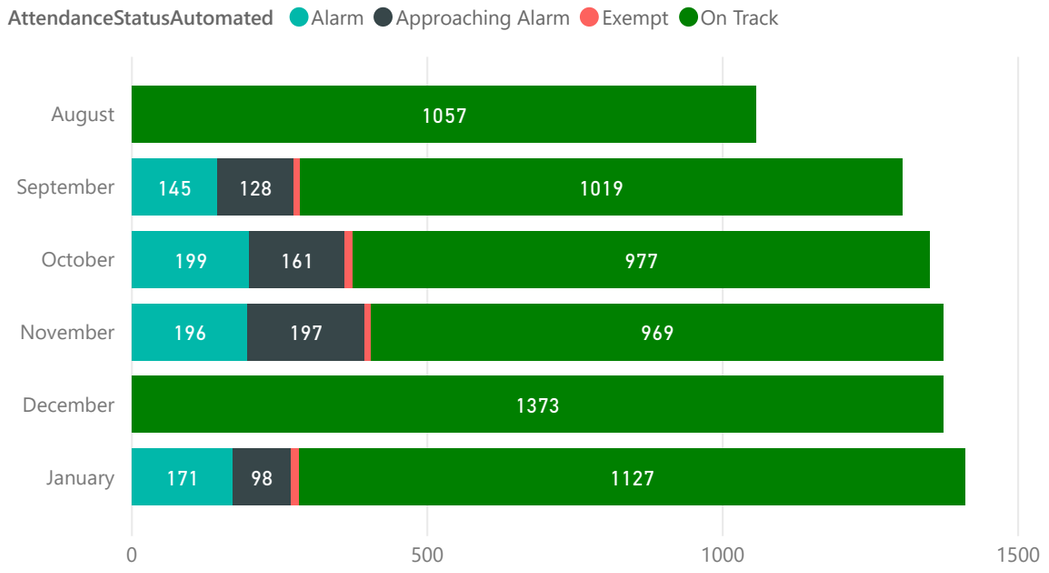
Contacts Per Week



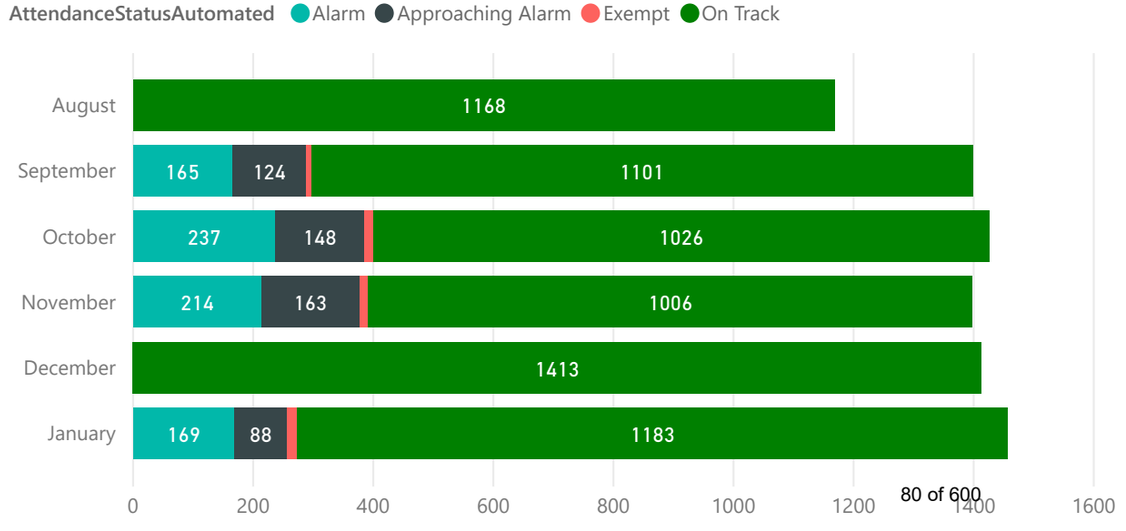
Currently Enrolled

1410

School Year: 2019-2020



School Year: 2018-2019



California Connections Academy at Ripon

January 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	100%	94%	105%
3-5	100%	103%	98%	108%
6-8	100%	99%	100%	117%
9-12	100%	91%	90%	97%
Total	**100%**	**96%**	**94%**	**107%**

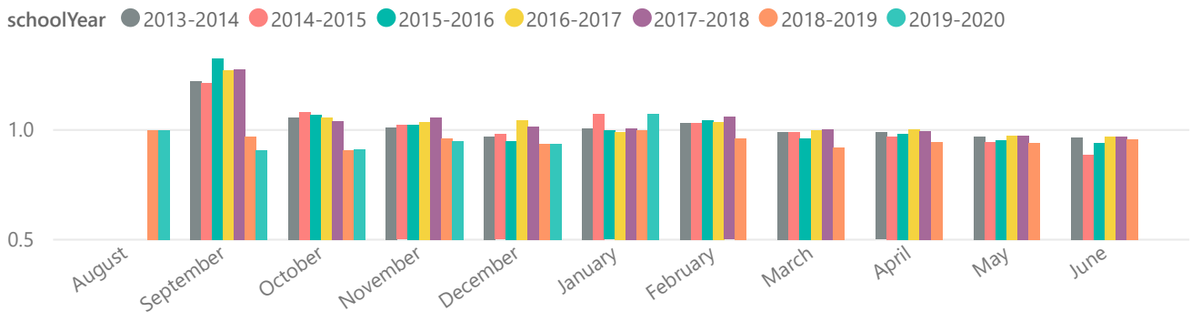
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	90%	92%	89%
3-5	83%	79%	75%	76%
6-8	75%	75%	71%	77%
9-12	70%	72%	65%	71%
Total	**75%**	**76%**	**70%**	**75%**

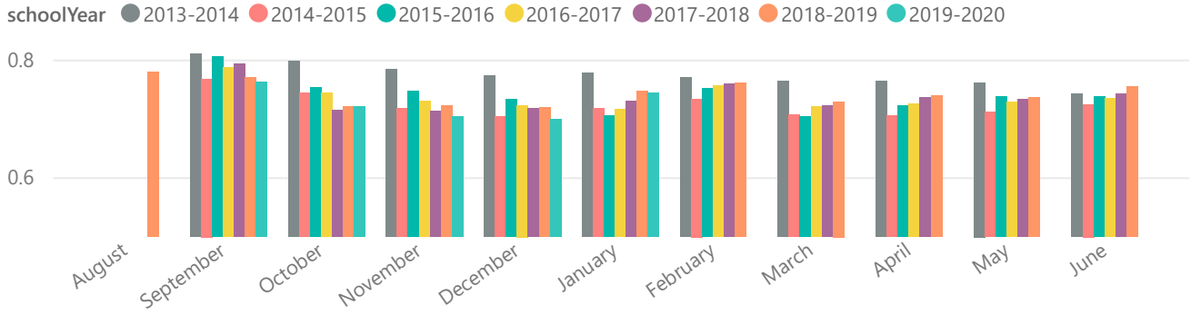
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	95%	90%	97%
3-5	94%	93%	91%	95%
6-8	94%	93%	91%	96%
9-12	87%	85%	83%	88%
Total	**90%**	**89%**	**86%**	**91%**

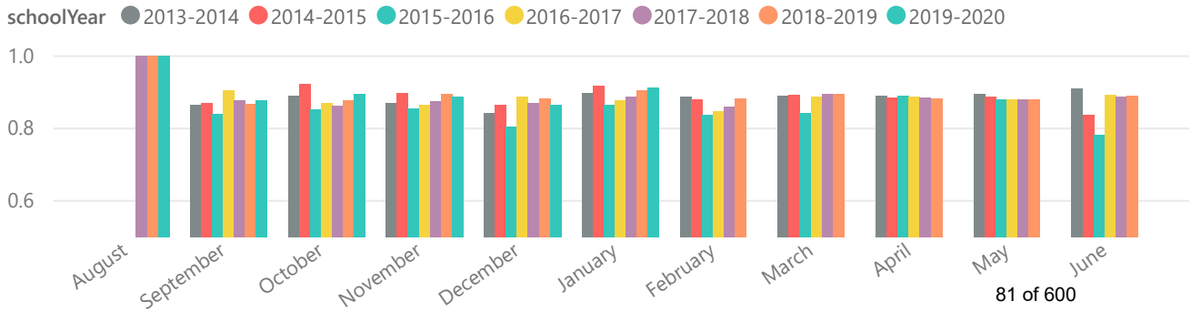
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
1410	1689

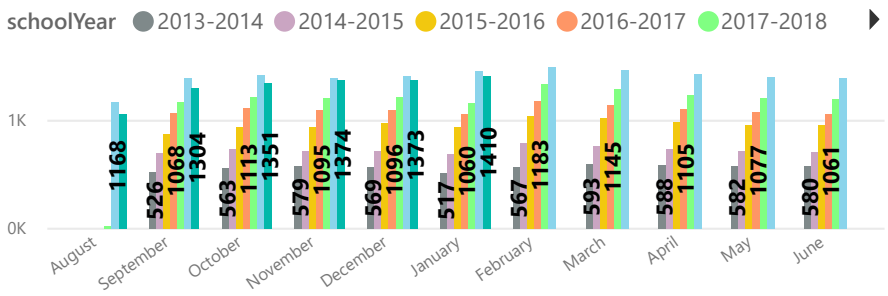
California Connections Academy at Ripon
January 31, 2020

Current Enrollment Month-Over-Month Change
3%

Enrollment Services Complete (Stage 4)
1754

Current Enrollment Year-Over-Year Change
-3%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1457	81%	1410	83%
Graduated	2	0%	9	1%
Prior To Engagement	82	5%	62	4%
Withdrawal During School Year	251	14%	208	12%
Total	**1792**	**100%**	**1689**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	808	55.46%	745	52.84%
Returning	649	44.54%	665	47.16%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	1220	1173
Graduated	2	9
WD During School Year	214	178
WD Prior To Engagement	72	60

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.19	1.20

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**154**	**11%**	**142**	**10%**
PK	6	0%	3	0%
KG	50	3%	41	3%
1	53	4%	54	4%
2	45	3%	44	3%
3-5	**164**	**11%**	**158**	**11%**
3	38	3%	41	3%
4	62	4%	46	3%
5	64	4%	71	5%
6-8	**344**	**24%**	**326**	**23%**
6	84	6%	88	6%
7	123	8%	90	6%
8	137	9%	148	10%
9-12	**795**	**55%**	**784**	**56%**
9	159	11%	139	10%
10	219	15%	216	15%
11	204	14%	199	14%
12	213	15%	230	16%
Total	**1457**	**100%**	**1410**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMor
Different/Better Schooling Option (Not related to socialization)	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity	
Inactivity/Lack of Attendance	
Life change	
Mismatch Academic	
Mismatch Family Schedule	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Regulation	
Student wants more socialization	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	

82 of 600

California Connections Academy at Ripon
January 31, 2020

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	813	781
M	644	629

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1268	1234
Spanish	78	72
Russian	9	11
Arabic	29	40
Urdu	4	7
Another Language	69	46

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	34	38
Cognitive Disability	6	6
Emotionally Impaired	18	22
Hearing Impaired	2	2
Other	1	2
Other Health Impaired	39	39
Specific Learning Disability	54	59
Speech/Language Impaired	19	19
Traumatic Brain Injury	1	1
Visually Impaired	1	1

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	80	50

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	83	71

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	174	190

Gifted	Plan504
4%	5%

IEP	Not in Special Population
13%	78%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	462	431
Not Hispanic or Latino	995	979

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	151	152
Asian	228	208
Black/African American	274	300
Native Hawaiian or Other Pacific Islander	66	62
White	993	954

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	259	234
Family Reported-Does not qualify	351	315
Qualifies for free	399	380
Qualifies for reduced	116	142
Refused to report	157	150

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	20	22
Asian	137	122
Black/African American	155	160
Hispanic or Latino	462	431
Multiple Races	145	146
Native Hawaiian or Other Pacific Islander	22	13
White	516	516

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	106	120
Home School	98	109
No Prior School	121	137
Online (Virtual) Public School	98	97
Private/Parochial School	56	42
Public School	914	848
Prior Schooling Not Reported	64	57

California Connections Academy at Ripon
January 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1234	1181
Not Met	218	227

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	169	171
Approaching Alarm	88	98
Exempt	17	14
On Track	1183	1127

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	105%
3-5	100%	108%
6-8	100%	117%
9-12	100%	97%
Total	**100%**	**107%**

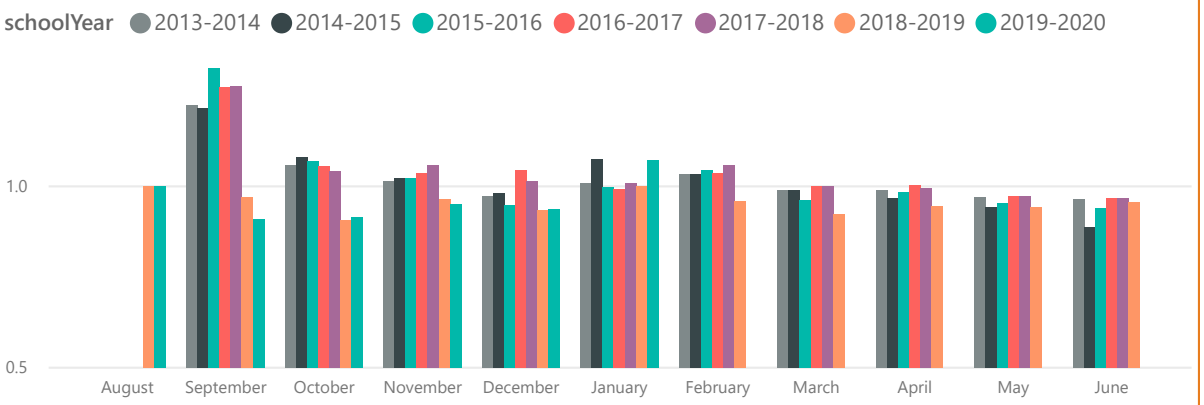
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	89%
3-5	83%	76%
6-8	75%	77%
9-12	70%	71%
Total	**75%**	**75%**

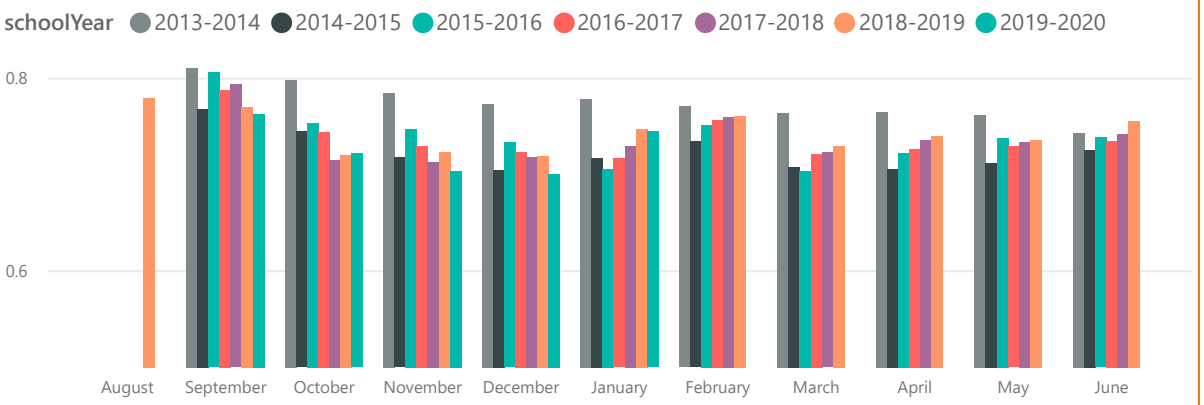
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	97%
3-5	94%	95%
6-8	94%	96%
9-12	87%	88%
Total	**90%**	**91%**

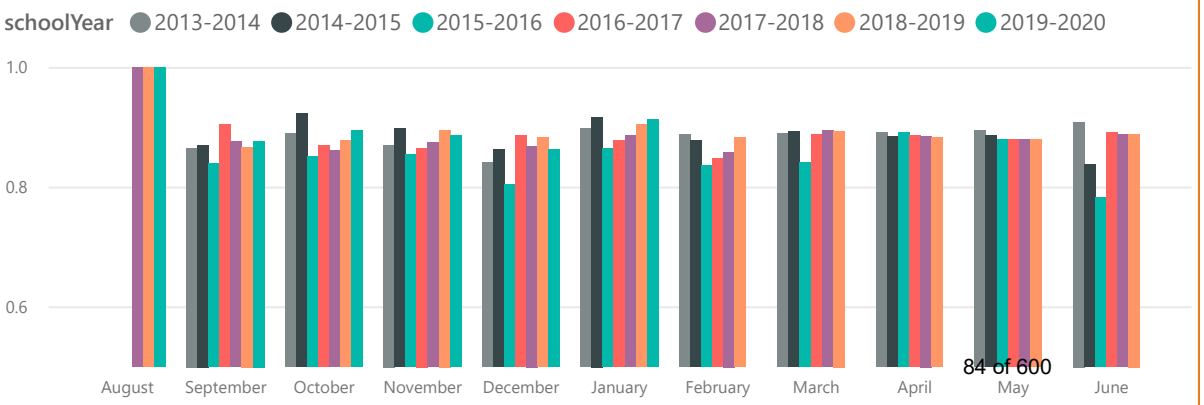
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano

Report Date

January 31, 2020

Currently Enrolled

4385

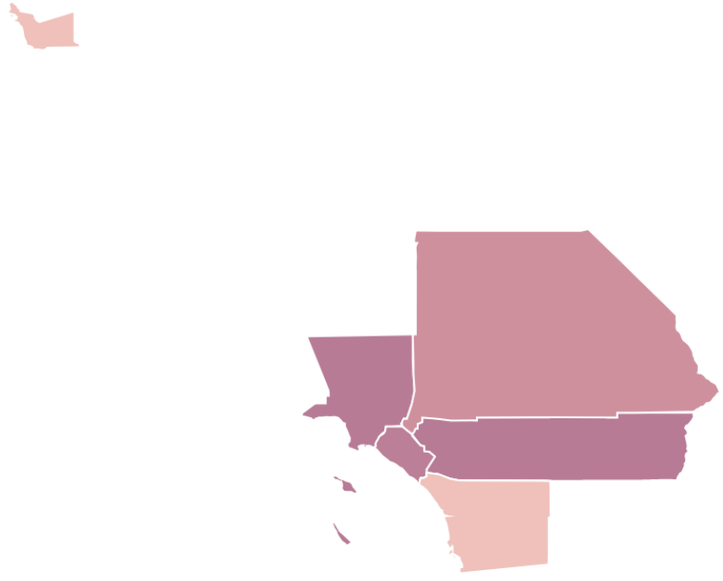
Total YTD Enrolled

5176

Enrollment Services Complete (Stage 4)

5283

Enrolled Students by County



Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...

Capistrano Connections Academy

January 31, 2020

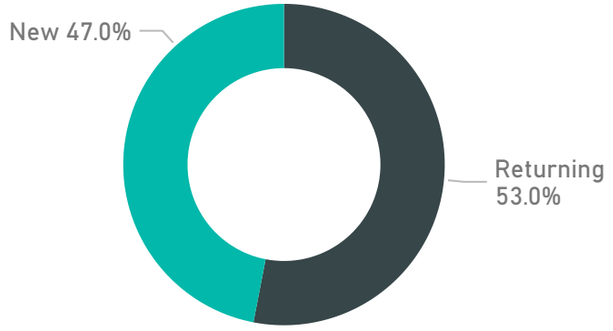
Current Enrollment Month-Over-Month Change

3%

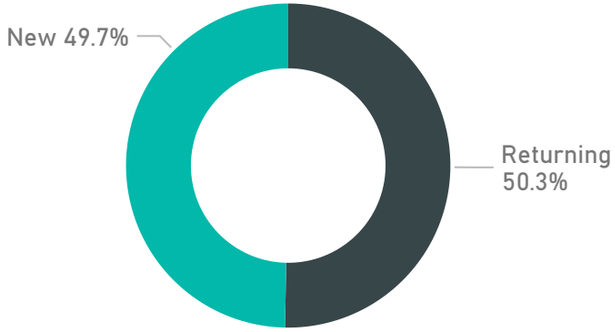
Current Enrollment Year-Over-Year Change

3%

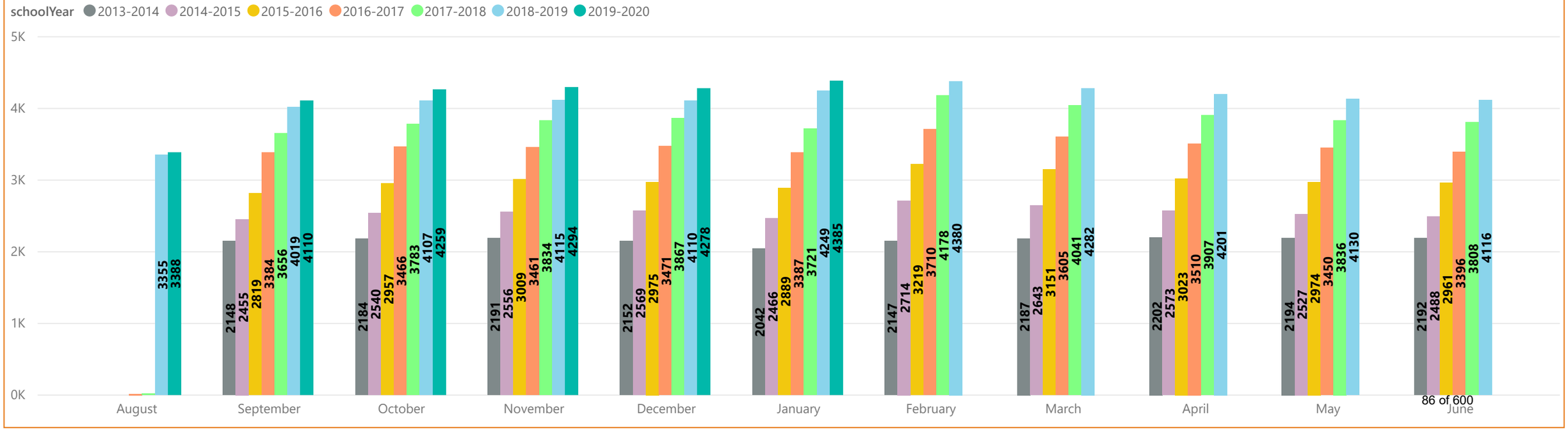
New and Returning



New and Returning Prior Year



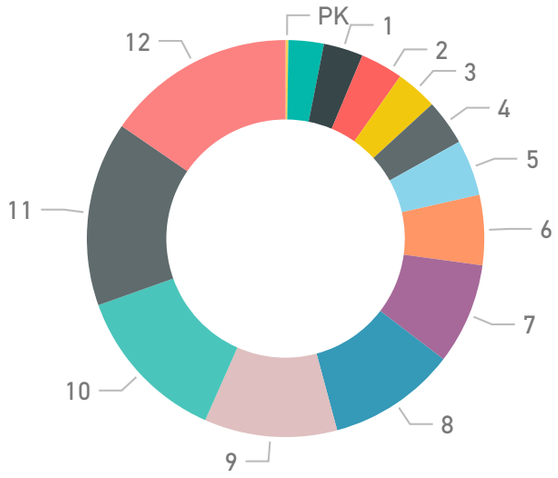
Monthly Student Current Enrollment Comparison



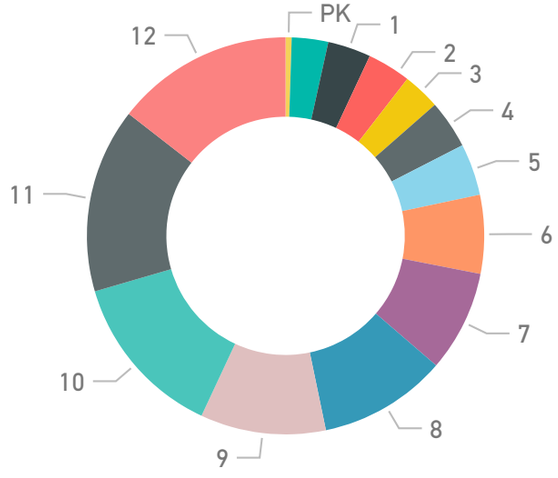
Capistrano Connections Academy

January 31, 2020

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



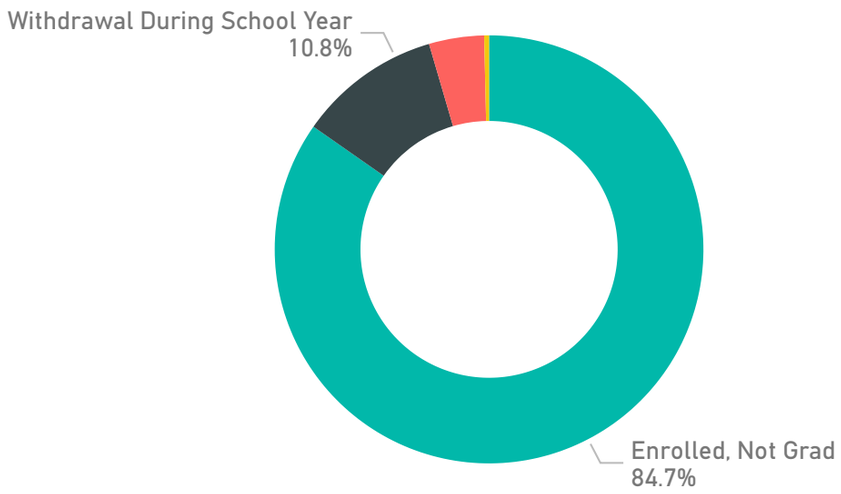
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**446**	**10%**	**431**	**10%**	**419**	**10%**	**429**	**10%**
PK	21	0%	20	0%	11	0%	10	0%
KG	126	3%	122	3%	122	3%	126	3%
1	149	4%	141	3%	137	3%	141	3%
2	150	4%	148	4%	149	3%	152	3%
3-5	**475**	**11%**	**467**	**11%**	**503**	**12%**	**512**	**12%**
3	129	3%	129	3%	147	3%	149	3%
4	167	4%	157	4%	164	4%	163	4%
5	179	4%	181	4%	192	4%	200	5%
6-8	**1065**	**25%**	**1027**	**25%**	**1026**	**24%**	**1068**	**24%**
6	272	6%	254	6%	243	6%	250	6%
7	350	8%	340	8%	340	8%	361	8%
8	443	10%	433	11%	443	10%	457	10%
9-12	**2263**	**53%**	**2191**	**53%**	**2330**	**54%**	**2376**	**54%**
9	434	10%	449	11%	457	11%	474	11%
10	575	14%	571	14%	559	13%	567	13%
11	639	15%	620	15%	640	15%	659	15%
12	615	14%	551	13%	674	16%	676	15%
Total	**4249**	**100%**	**4116**	**100%**	**4278**	**100%**	**4385**	**100%**

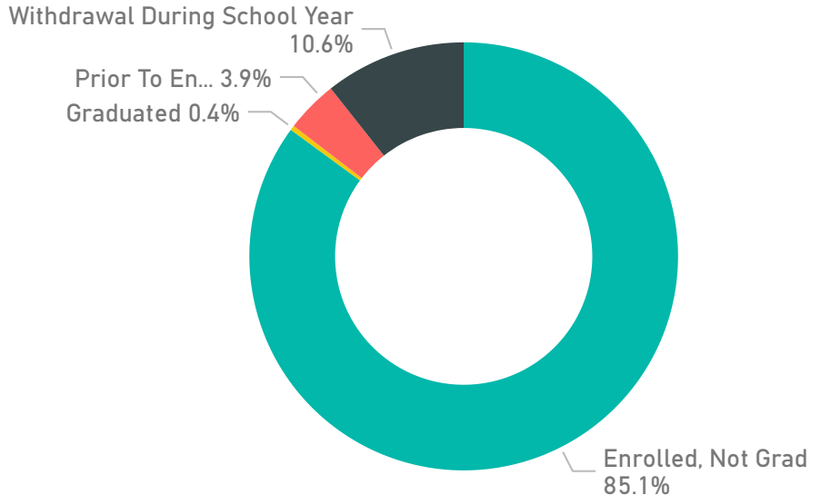
Capistrano Connections Academy

January 31, 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	4249	85%	4116	77%	4278	88%	4385	85%
Graduated	18	0%	57	1%	12	0%	19	0%
Prior To Engagement	196	4%	230	4%	204	4%	215	4%
Withdrawal During School Year	532	11%	952	18%	384	8%	557	11%
Total	**4995**	**100%**	**5355**	**100%**	**4878**	**100%**	**5176**	**100%**

Enrollment Services Complete (Stage 4)

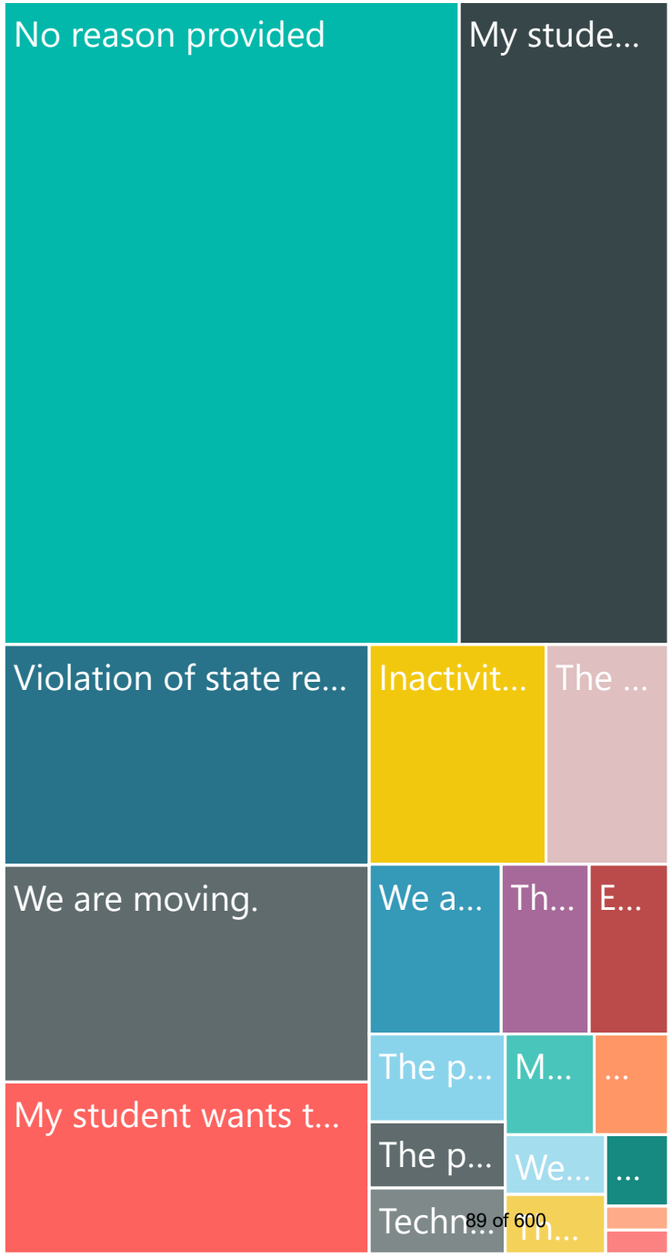
5283

Capistrano Connections Academy

January 31, 2020

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			30	57
Another Reason			8	10
Deceased		1		
Different/Better Schooling Option (Not related to socialization)	330	537	74	90
Generally dissatisfied with curriculum/course options			1	1
Getting started with the school was too difficult	3	5		
Inactivity		1	26	26
Life change	60	131		
Mismatch Academic	31	44		
Mismatch Family Schedule	5	6		
No longer able to provide a Learning Coach			9	15
No Reason Given			124	196
Program not flexible enough				6
Program takes too much of Learning Coach's time			5	8
Program takes too much of student's time			3	4
Pursuing GED			5	6
Regulation	76	186		
Student wants more socialization	25	34	28	42
Technical Difficulties			6	6
The curriculum is too hard			14	18
Transition to virtual school too difficult			10	10
Unhappy with the school	2	7	4	4
We are moving			33	53
We have chosen to home school			4	5



Capistrano Connections Academy

January 31, 2020

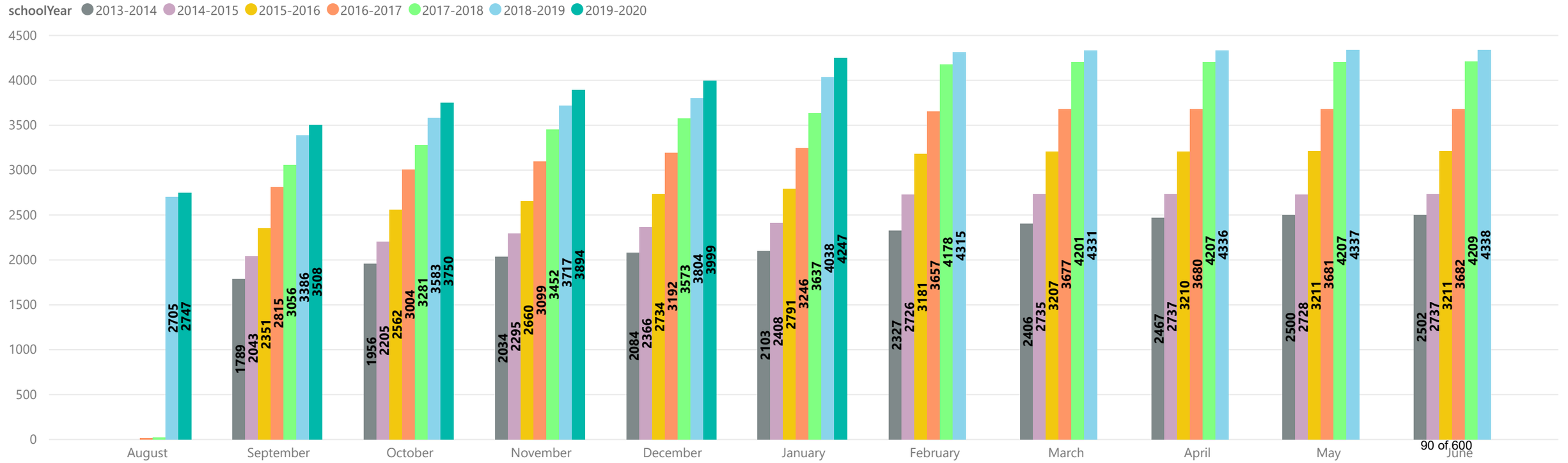
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3455	3360	3517	3611
Graduated	18	57	12	19
WD During School Year	441	792	329	479
WD Prior To Engagement	181	216	191	203

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.23	1.23	1.22	1.21

Monthly Total Households



Capistrano Connections Academy

January 31, 2020

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1524	1446	1609	1654
Not Hispanic or Latino	2725	2670	2668	2730

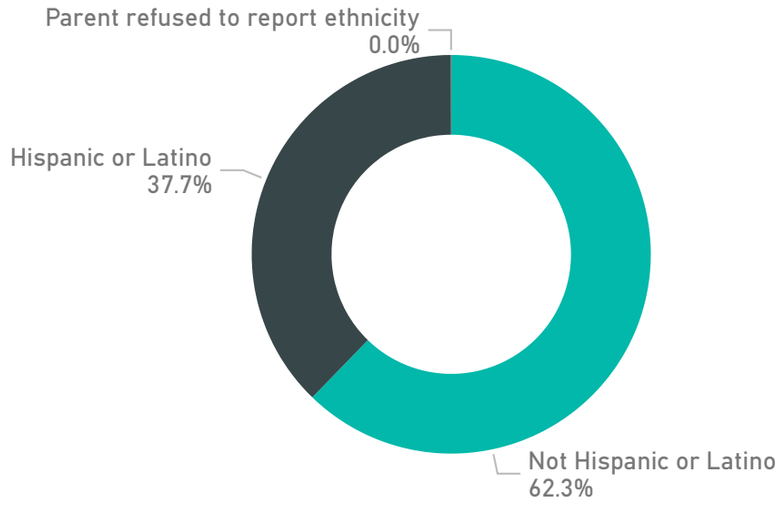
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	313	283	329	332
Asian	483	468	492	508
Black/African American	846	839	827	845
Native Hawaiian or Other Pacific Islander	125	124	122	127
White	3014	2932	3012	3095

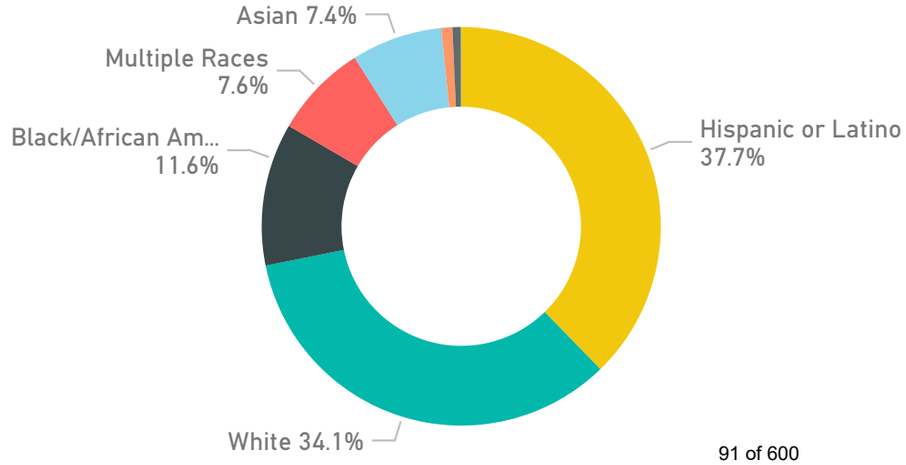
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	26	20	28	29
Asian	292	280	313	323
Black/African American	516	511	507	507
Hispanic or Latino	1524	1446	1609	1654
Multiple Races	343	340	321	335
Native Hawaiian or Other Pacific Islander	37	31	38	39
Not Indicated	1	1	1	1
Parent refused to report race			1	1
White	1510	1487	1460	1496

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

January 31, 2020

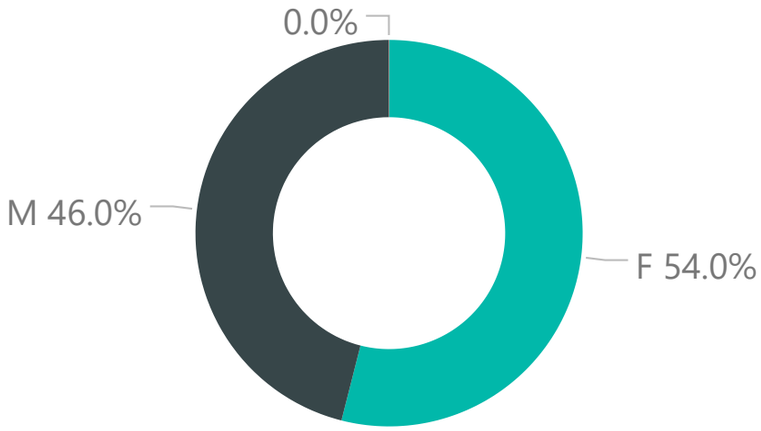
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	2311	2255	2303	2366
M	1937	1860	1974	2018

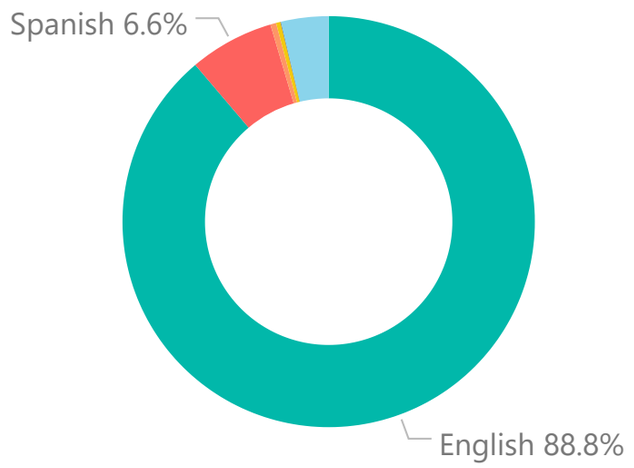
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3801	3689	3813	3894
Spanish	281	266	281	291
Russian	10	8	20	20
Arabic	15	16	14	15
Urdu	2	2	1	2
Another Language	139	134	149	163
No Language Reported	1	1		

Enrolled Students by Gender



Enrolled Students by Language

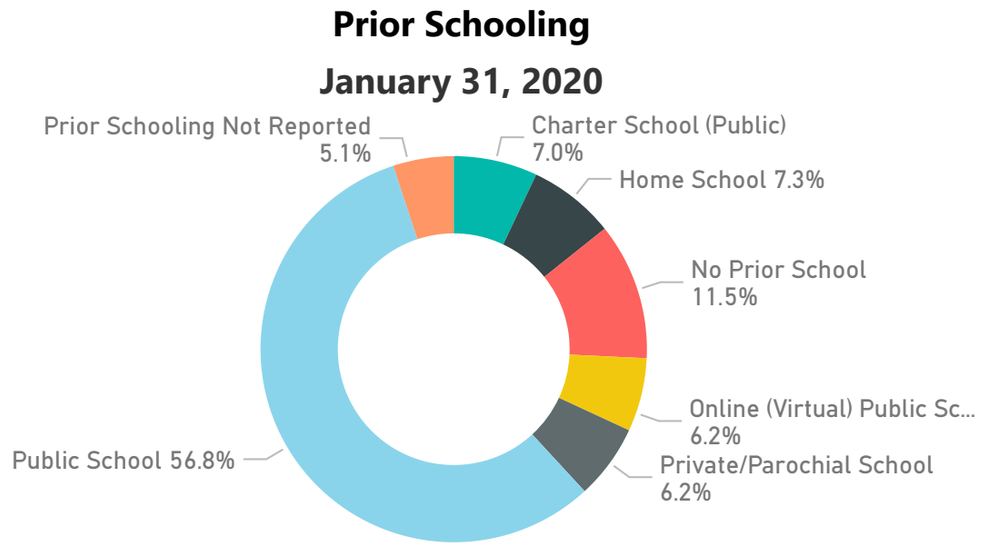


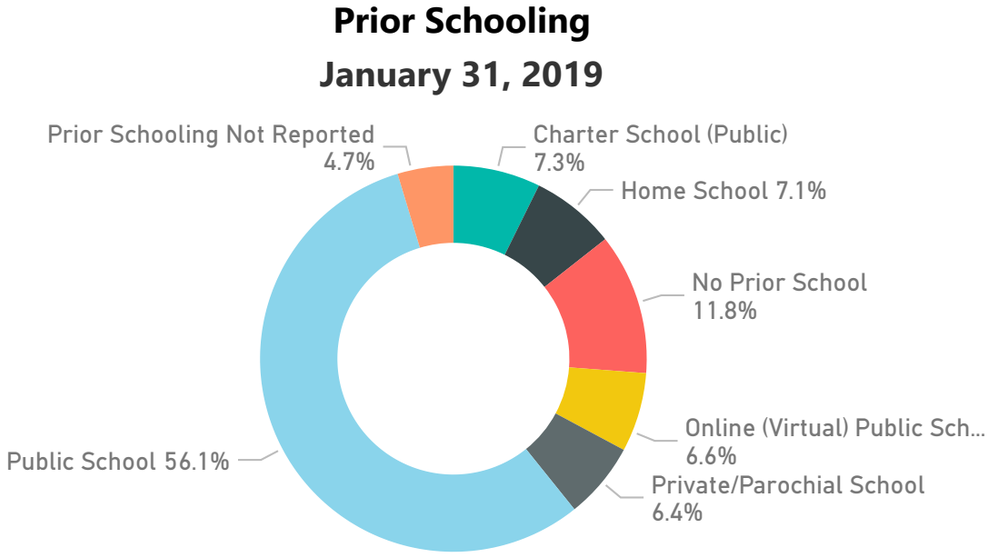
Capistrano Connections Academy

January 31, 2020

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	310	302	310	308
Home School	301	280	313	318
No Prior School	502	461	508	503
Online (Virtual) Public School	282	274	266	270
Private/Parochial School	272	274	267	274
Public School	2384	2335	2392	2490
Prior Schooling Not Reported	198	190	222	222



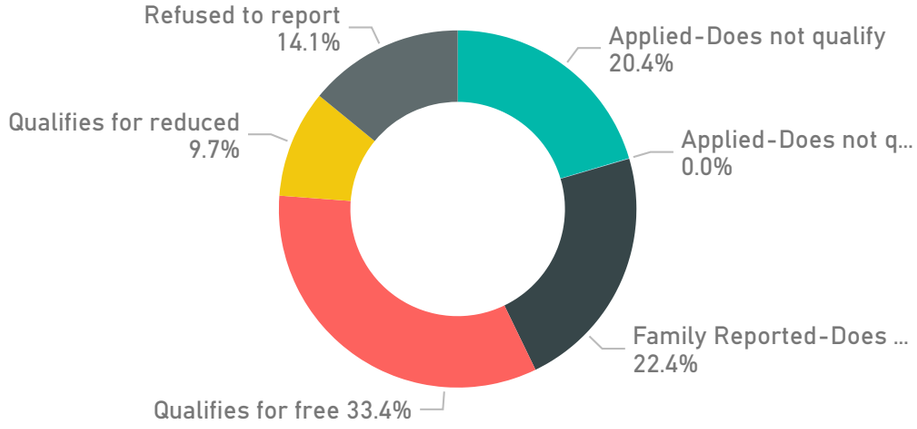


Capistrano Connections Academy

January 31, 2020

FARM Eligibility

January 31, 2020

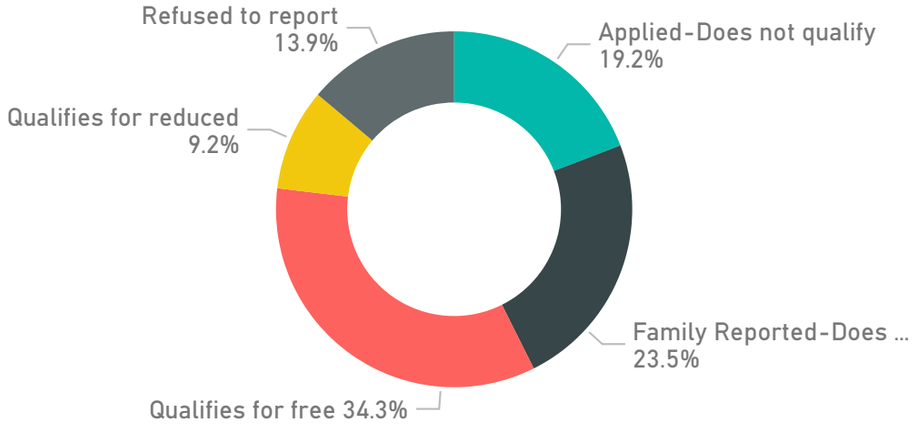


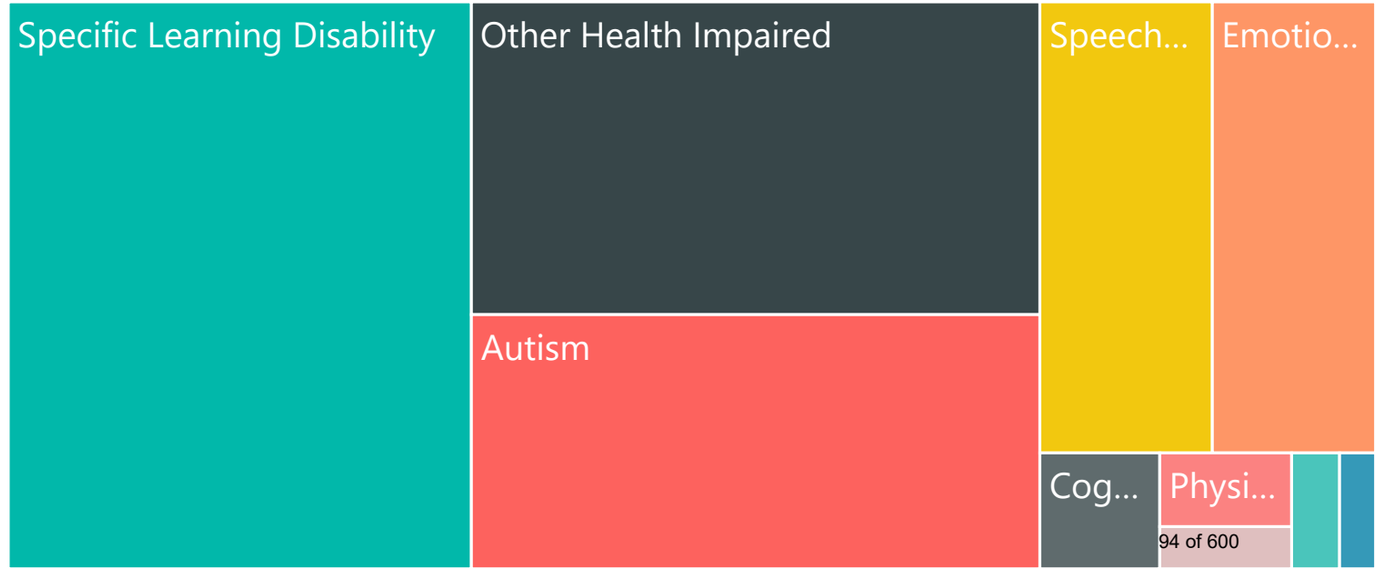
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	91	100	102	104
Cognitive Disability	7	8	10	10
Emotionally Impaired	47	48	54	53
Hearing Impaired	3	3	4	4
Multiple Disabilities	2	2		
Other Health Impaired	101	100	115	128
Physical Disability	6	5	7	7
Specific Learning Disability	150	162	182	189
Speech/Language Impaired	52	52	54	56
Traumatic Brain Injury	3	3	3	3
Visually Impaired	2	4	4	4

FARM Eligibility

January 31, 2019

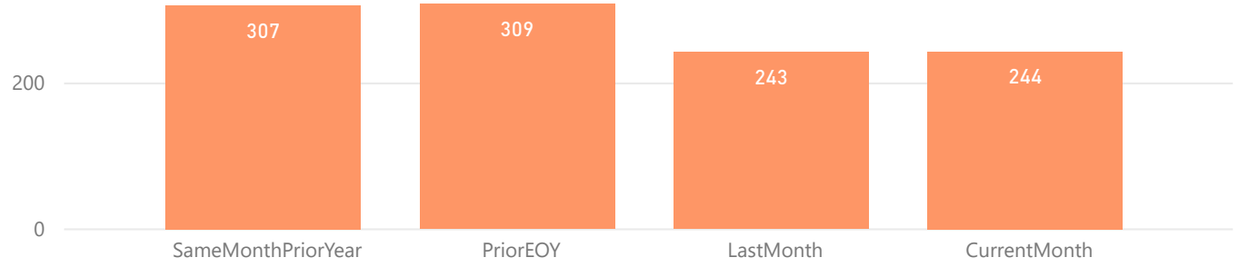




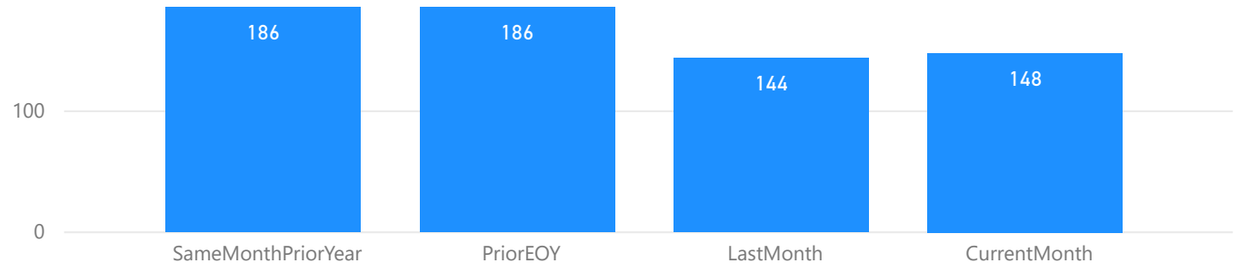
Capistrano Connections Academy

January 31, 2020

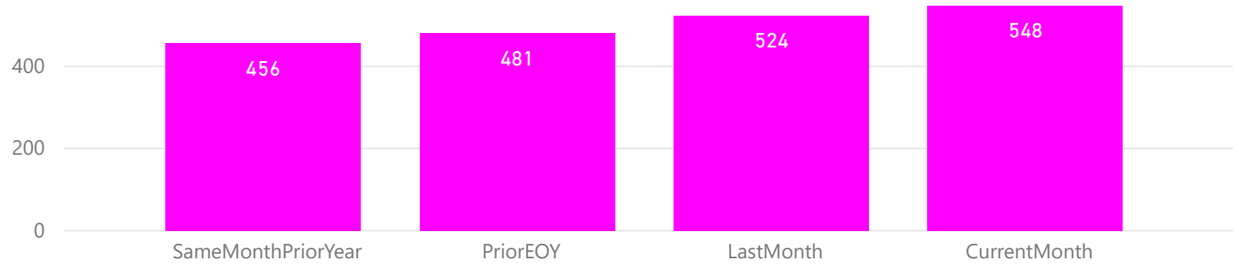
Gifted



Plan504



IEP



Currently Enrolled

4385

Gifted

6%

Plan504

3%

IEP

12%

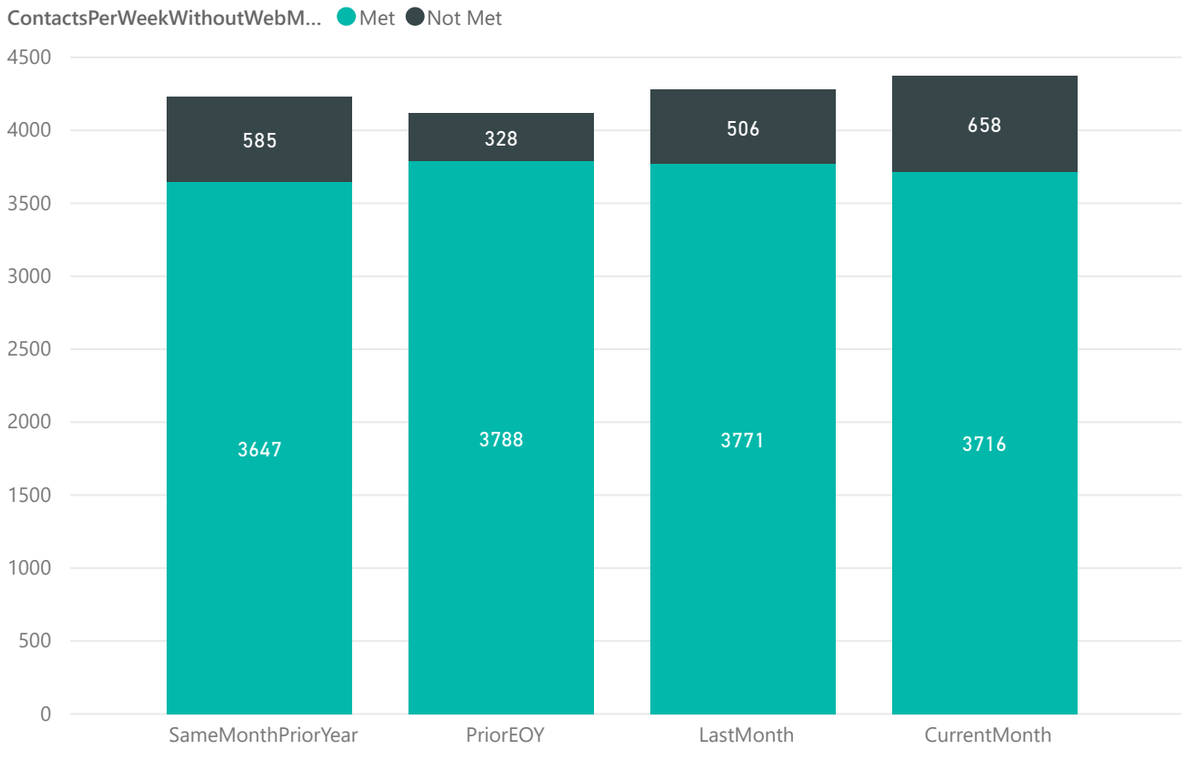
Not in Special Population

79%

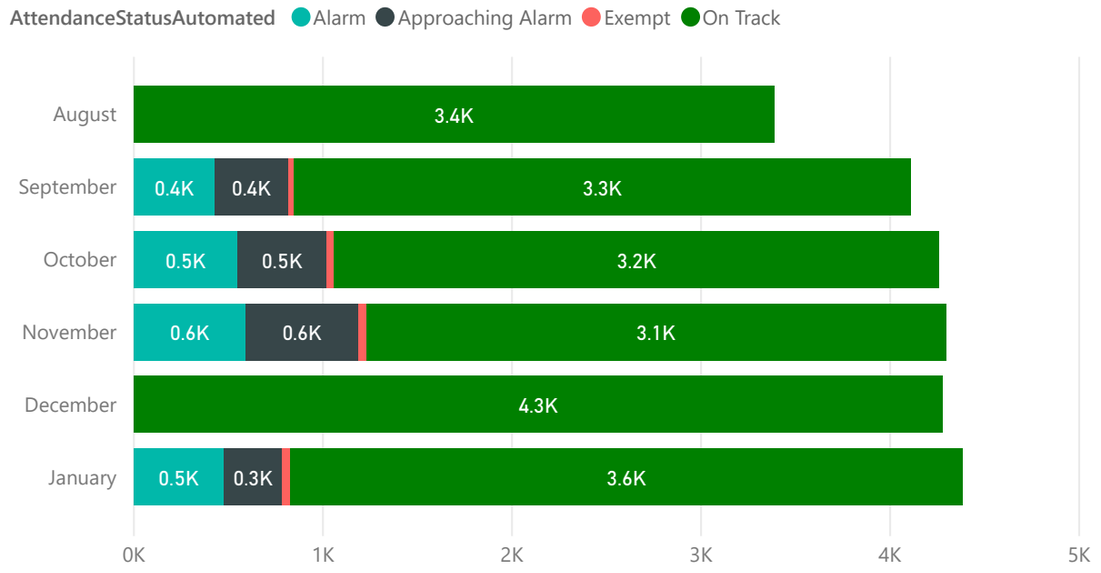
Capistrano Connections Academy

January 31, 2020

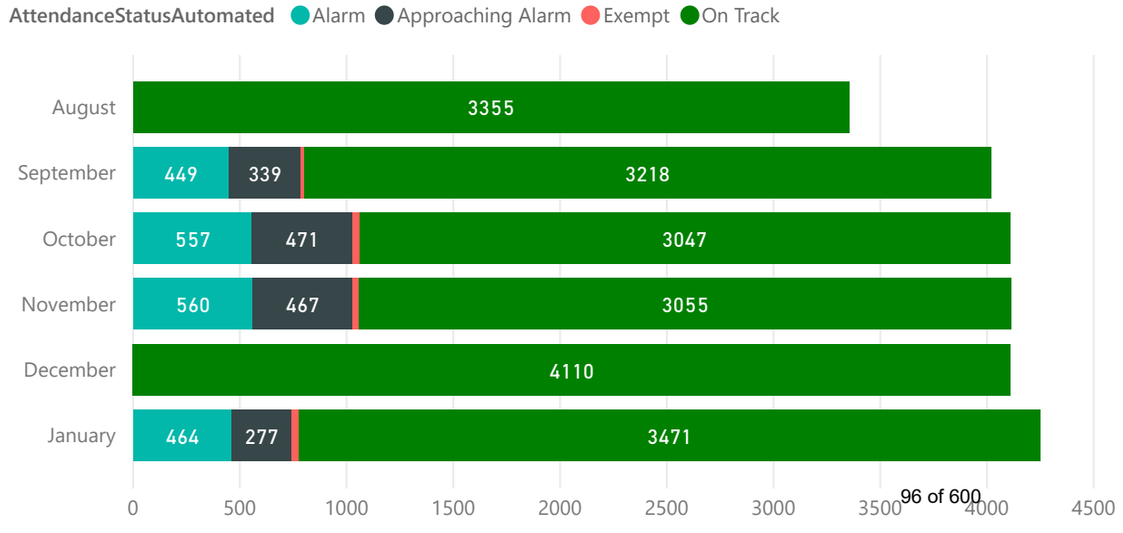
Contacts Per Week



School Year: 2019-2020



School Year: 2018-2019



Currently Enrolled

4385

Capistrano Connections Academy

January 31, 2020

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	99%	98%	105%
3-5	100%	99%	99%	106%
6-8	100%	99%	101%	117%
9-12	100%	94%	93%	95%
Total	**100%**	**96%**	**96%**	**107%**

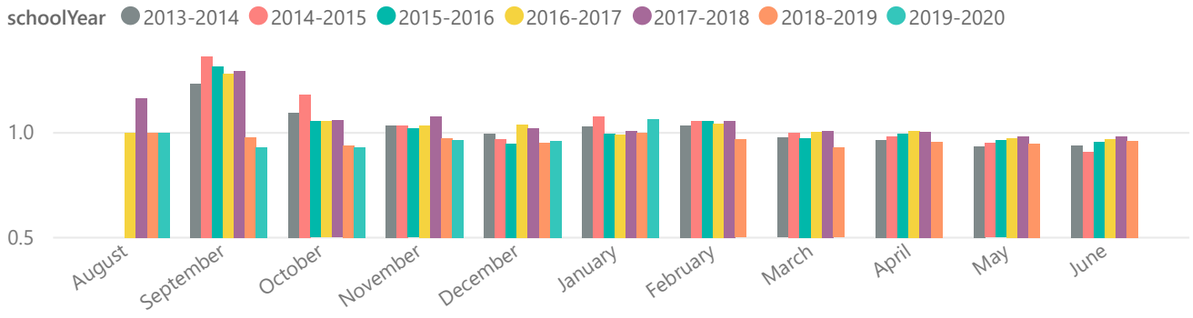
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	88%	91%	89%
3-5	78%	77%	77%	76%
6-8	77%	77%	73%	78%
9-12	74%	75%	69%	74%
Total	**77%**	**77%**	**73%**	**77%**

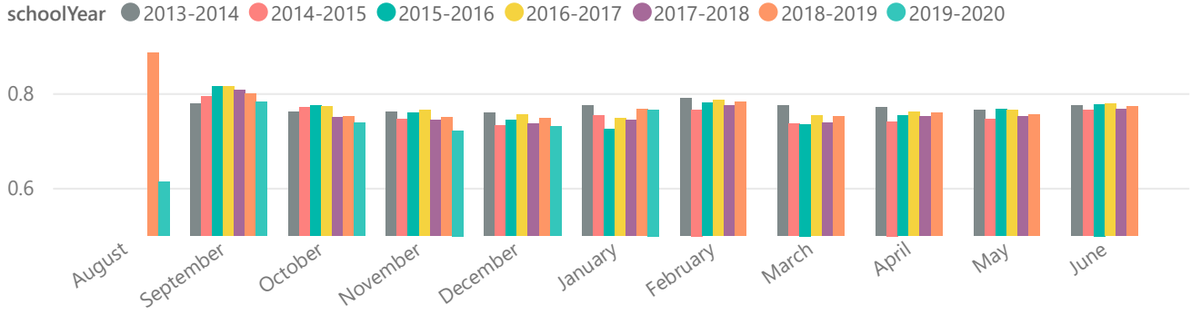
Average Attendance

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

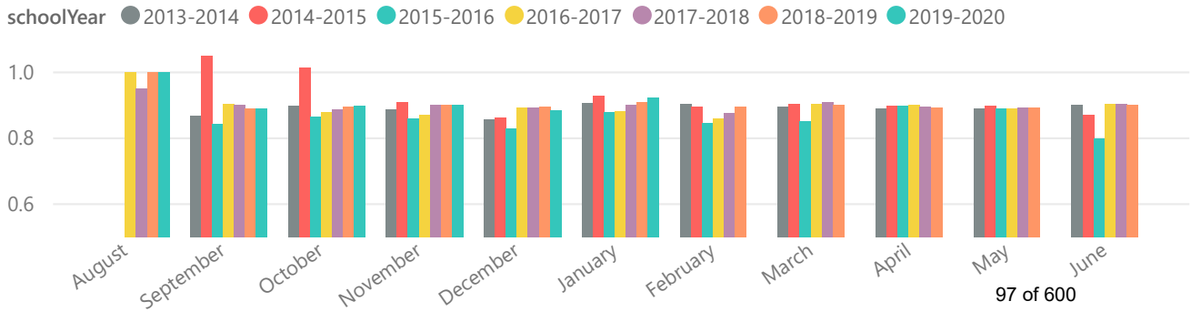
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
4385	5176

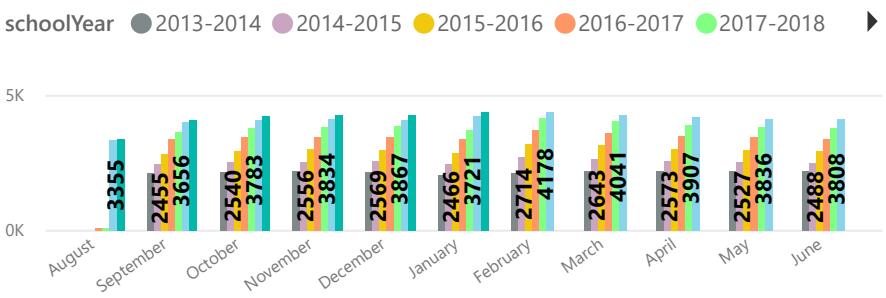
Capistrano Connections Academy
January 31, 2020

Current Enrollment Month-Over-Month Change
3%

Enrollment Services Complete (Stage 4)
5283

Current Enrollment Year-Over-Year Change
3%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4249	85%	4385	85%
Graduated	18	0%	19	0%
Prior To Engagement	196	4%	215	4%
Withdrawal During School Year	532	11%	557	11%
Total	**4995**	**100%**	**5176**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	2111	49.68%	2059	46.96%
Returning	2138	50.32%	2326	53.04%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	3455	3611
Graduated	18	19
WD During School Year	441	479
WD Prior To Engagement	181	203

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.23	1.21

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**446**	**10%**	**429**	**10%**
PK	21	0%	10	0%
KG	126	3%	126	3%
1	149	4%	141	3%
2	150	4%	152	3%
3-5	**475**	**11%**	**512**	**12%**
3	129	3%	149	3%
4	167	4%	163	4%
5	179	4%	200	5%
6-8	**1065**	**25%**	**1068**	**24%**
6	272	6%	250	6%
7	350	8%	361	8%
8	443	10%	457	10%
9-12	**2263**	**53%**	**2376**	**54%**
9	434	10%	474	11%
10	575	14%	567	13%
11	639	15%	659	15%
12	615	14%	676	15%
Total	**4249**	**100%**	**4385**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMor
Different/Better Schooling Option (Not related to socialization)	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Getting started with the school was too difficult	
Inactivity/Lack of Attendance	
Life change	
Mismatch Academic	
Mismatch Family Schedule	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Regulation	
Student wants more socialization	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	

Capistrano Connections Academy
January 31, 2020

Gender

Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	2311	2366
M	1937	2018

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	3801	3894
Spanish	281	291
Russian	10	20
Arabic	15	15
Urdu	2	2
Another Language	139	163
No Language Reported	1	

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	91	104
Cognitive Disability	7	10
Emotionally Impaired	47	53
Hearing Impaired	3	4
Multiple Disabilities	2	
Other Health Impaired	101	128
Physical Disability	6	7
Specific Learning Disability	150	189
Speech/Language Impaired	52	56
Traumatic Brain Injury	3	3
Visually Impaired	2	4

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	307	244

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	186	148

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	456	548

Gifted	Plan504
6%	3%

IEP	Not in Special Population
12%	79%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1524	1654
Not Hispanic or Latino	2725	2730

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	313	332
Asian	483	508
Black/African American	846	845
Native Hawaiian or Other Pacific Islander	125	127
White	3014	3095

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	722	775
Applied-Does not qualify,Refused to report		2
Family Reported-Does not qualify	921	867
Qualifies for free	1254	1247
Qualifies for reduced	336	370
Refused to report	552	566

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	26	29
Asian	292	323
Black/African American	516	507
Hispanic or Latino	1524	1654
Multiple Races	343	335
Native Hawaiian or Other Pacific Islander	37	39
Not Indicated	1	1
Parent refused to report race		1
White	1510	1496

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	310	308
Home School	301	318
No Prior School	502	503
Online (Virtual) Public School	282	270
Private/Parochial School	272	274
Public School	2384	2490
Prior Schooling Not Reported	198	222

Capistrano Connections Academy
January 31, 2020

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3647	3716
Not Met	585	658

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	464	475
Approaching Alarm	277	311
Exempt	37	41
On Track	3471	3558

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	105%
3-5	100%	106%
6-8	100%	117%
9-12	100%	95%
Total	**100%**	**107%**

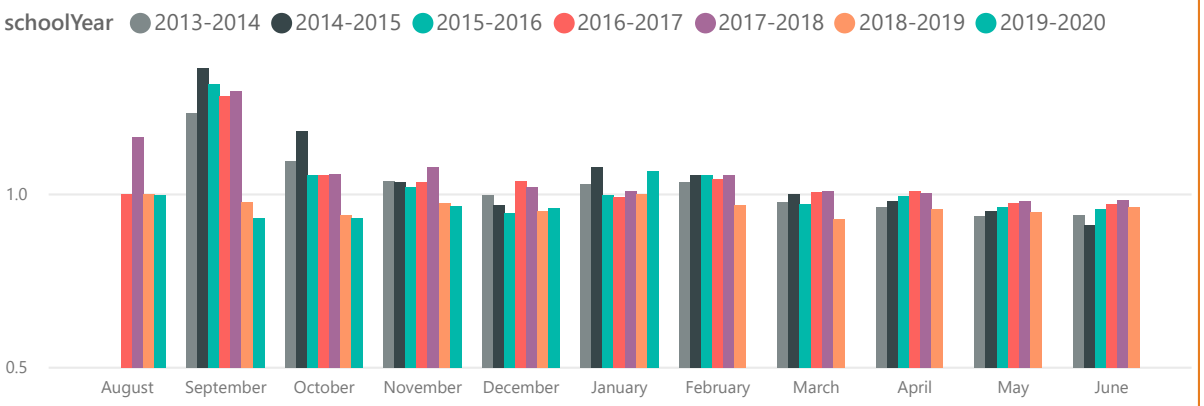
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	89%
3-5	78%	76%
6-8	77%	78%
9-12	74%	74%
Total	**77%**	**77%**

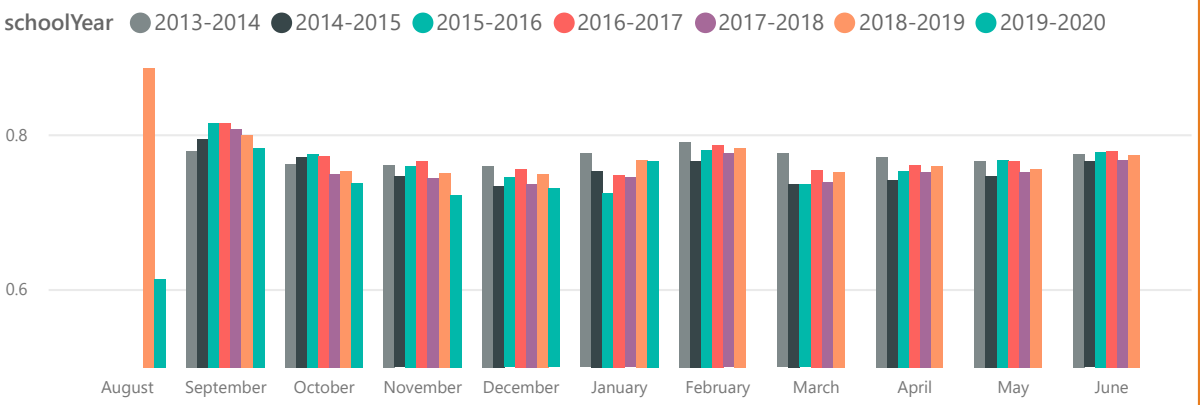
Average Attendance

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

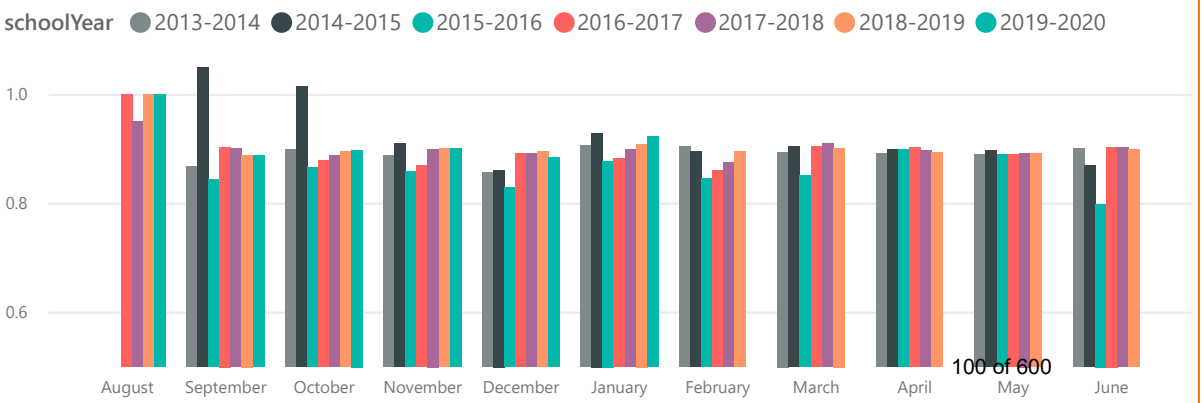
Average Total Participation



Average Total Performance



Average Total Attendance



Principals' Report
California Connections Academy Schools
2019-20

Month for Report: February

Enrollment Update

DATA as of February 10, 2020							
	SoCal	Ripon	Central	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	4456	1437	602	226	49	324	7094
Approved	25	20	7	2	2	4	60
Pre-Approved	636	264	147	35	27	67	1176
Applicant	663	281	155	49	33	100	1282

Field Trip Update

Total Attendance* for Recent Field Trips
***Includes students, staff, adults, and non-CA students**

Upcoming Field Trips

Northern Region - Monterey Bay, North Bay, and Ripon

- 2/13: Blue Heron Trail
- 2/20: Mid-Year Festival
- 2/21: San Jose Tech Museum
- 2/28: Redwood Empire Food Bank
- 3/5: Tilden Regional Park Little Farm

- 3/6: Exploratorium
- 3/10: Crocker Art Museum Homeschool Day, Sculpture
- 3/20: Train Town Sonoma
- 3/25: Sac State Planetarium

Central Region - Central and Central Coast

- 2/13: College of Sequoias (tour of the campus)
- 2/18: Mid-Year Festival - Bowlero Visalia
- 2/27: Tulare County Museum
- 3/6: CALM (California Living Museum)
- 3/13: Wind Wolves Preserve- Nature hike

Southern Region - Southern California

- 2/8: Pacific Marine Mammal Center
- 2/10: Nickelodeon Studio Tour
- 2/13: Chapman University Tour
- 2/13: RAAB Helitack Base Tour
- 2/14: Irvine Regional Park Hike
- 2/19: Mid-Year Festivals (Irvine and San Bernardino)
- 2/20: Fleet Science Center
- 2/22: Riverside Dickens Festival
- 2/24: UCLA Cub Tours
- 2/25: Corona Heritage Museum - Historic Museum
- 2/28: Lyon Air Museum

Virtual

- 3/4: Eric Carle Makes a Book
- 3/10: Butterflies in our Backyard
- 3/12: Marie Curie: The Most Famous Female Scientist
- 3/16: Could you be president?

Recent Field Trips

Northern Region - Monterey Bay, North Bay, and Ripon

- 1/21: Sac State Planetarium: 19
- 1/27: WOW Science Museum: 11
- 2/5: Oakland Museum of CA: 11

Central Region - Central and Central Coast

- 1/20: Children's Museum Visalia: 15
- 1/31: The Cat House: 17

Southern Region - Southern California

- 1/16: Superpower Dogs IMAX & Endeavour: 25
- 1/23: Cabrillo Marine Aquarium: 14
- 1/23: Discovery Cube Santa Ana: 22
- 1/24: Bolsa Chica Conservancy Wetlands Tour: 12
- 1/28: Saddleback Community College: 2
- 1/30: Marine Mammal Care Center: 47
- 2/8: Pacific Marine Mammal Center: 5

Virtual

- 1/15: Science Below Zero: 33
- 1/23: Secrets of the Lost Quarry: 4

Outreach Update

- Marketing team will host three webinars for prospective families in February.
- Annual website audit has been completed; updates to take place throughout the school year as needed.
- Spring and summer in-person information session venues are being booked starting this month; we will have approximately 13 sessions state-wide April through July and will align with state testing cities.
- In process of finding standout students to use for open enrollment press releases next month.
- Learning Coach Mentors: will support new families as needed at all winter festivals this month.
- Seeking to contact the flood of new parents who have joined our school for Second Semester. Team will host another LC Social on Friday, March 13th.

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Ripon

We have successfully wrapped up the Fall semester and are very happy to see some great outcomes- for example, twelfth grade Economics and Government classes are celebrating their highest pass rates ever with over 90% of students passing their courses! We are now settling in to the Spring semester and enjoying a brief “calm before the storm” before our many Spring activities start. We will be in Sacramento February 20 for our Northern Regional Festival and are excited to see everyone bowl. Right after that we will start meeting with families for Physical Fitness testing, followed quickly by state academic testing, and then on to end of year events. Spring is a busy time, but provides wonderful opportunities for families and staff to connect.

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Greetings from Central! Second semester is in full swing. We are excited about all of our new students who have enrolled with us. We have been working hard to get them onboarded and make sure they are finding success in our program. We are super excited about our Mid-Year Festival on Tuesday, February 18th. This year we will be at Bowlero in Visalia. It will be a fun day of socializing, bowling, and of course pizza.

Southern Region:

Heather Tamayo, Middle School Principal

Site Administrator of Southern California

The second semester has arrived, and the very distinct ‘full speed ahead’ energy is definitely in the air. We kickoff the second half of the year with our mid-year picnic. Our staff will welcome families at two sites, Irvine and San Bernardino, and soak in some much-needed in-person time together. These events truly serve to fuel the passion that we have for our students in this

unique setting, and we know that our families embrace this time with their California Connections Academy family.

State testing season is officially underway! The Physical Fitness Testing (PFT) begins on Tuesday, March 3, with multiple dates and venues being offered throughout the counties that we serve. Shortly after that, CAASPP testing begins, and our staff will be out of their home-offices and facilitating testing. We have such an amazing group of teachers who go above and beyond to complete this necessary series of assessments, as well as remain present for their students. Happy, busy times ahead!

California Online Public Schools
Revenue and Expense Statement
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Forecasted Enrollment					
Forecasted ADM			6,668	6,632	36
Forecasted Total Enrollment			9,107	9,247	(140)
Forecasted Funded Enrollment			5,962	5,879	83
Revenue					
State Funding	3,378,883.88	15,829,228.28	30,921,092.83	29,929,580	991,513
Federal & Other Program Funding	281,312.00	556,341.00	1,853,301.00	1,873,700	(20,399)
Local Aid	3,001,610.31	15,141,624.91	30,283,249.81	29,305,178	978,072
Other Funding Sources	32,370.42	172,380.61	220,903.89	226,830	(5,926)
Total Revenue	**6,694,176.61**	**31,699,574.80**	**63,278,547.53**	**61,335,289**	**1,943,259**
Program Expenses					
Compensation Expense					
Administration Staff	546,612.27	2,686,546.63	4,543,118.21	4,344,056	(199,062)
Instructional Staff	2,022,645.05	11,577,189.92	24,785,109.22	24,819,122	34,013
Total Compensation Expense	**2,569,257.32**	**14,263,736.55**	**29,328,227.43**	**29,163,178**	**(165,050)**
Fee Based Expenses					
Enrollment/Unit Based Fees	1,966,967.49	13,029,677.28	22,779,871.72	22,568,203	(211,669)
Revenue Based Fees	486,159.95	2,989,218.12	5,205,522.63	5,008,249	(197,273)
Total Fee Based Expenses	**2,453,127.44**	**16,018,895.40**	**27,985,394.35**	**27,576,452**	**(408,942)**
Other School Expenses					
Assessment	35,307.66	223,920.57	672,456.00	672,466	10
Authorizer Oversight	53,564.51	369,661.50	637,484.09	620,724	(16,760)
Employee Related	26,801.37	372,327.60	794,829.99	794,734	(96)
Facilities	53,864.75	498,164.43	1,004,122.02	929,247	(74,875)
Governance	3,828.78	90,356.61	154,404.01	148,742	(5,662)
Internet Service Provider	-	97,290.53	319,000.00	321,500	2,500
Instructional	-	184,539.82	304,573.80	339,124	34,550
Professional Services	15,576.68	55,352.22	252,415.29	264,110	11,694
Student Related	335,630.76	1,180,202.20	2,136,849.98	2,359,909	223,059
Taxes	35,254.10	254,184.34	408,517.12	435,141	26,624
Pending Allocation	(8,452.97)	63,599.20	-	0	0
Total Other School Expenses	**551,375.64**	**3,389,599.02**	**6,684,652.31**	**6,885,697**	**201,044**
Adjustments and Credits					
Discretionary Service Credit	-	-	(750,000.00)	(1,410,000)	(660,000)
Total Adjustments and Credits	**-**	**-**	**(750,000.00)**	**(1,410,000)**	**(660,000)**
Total Program Expenses	**5,573,760.40**	**33,672,230.97**	**63,248,274.08**	**62,215,326**	**(1,032,948)**
Net Increase (Decrease)	**1,120,416.21**	**(1,972,656.17)**	**30,273.45**	**(880,037.92)**	
Beginning fund balance	(1,830,003.05)	1,263,069.33	1,263,069.33		
Ending fund balance	**(709,586.84)**	**(709,586.84)**	**1,293,342.78**		

California Online Public Schools
Balance Sheet
January 31, 2020

ASSETS		
Cash and Short Term Investments:		
Checking	$	230,403.92
Payroll		1,948,664.66
Checking - CALOPS		6,803,228.37
Savings - CALOPS		1,428,256.97
OCDE Cash Account		1,658,055.75
Petty Cash		583.00
Total Cash and Short Term Investments		***12,069,192.67***
Other Current Assets:		
Pupil Funding		2,831,465.10
SPED Funding State		296,311.63
Other State Receivables		107,791.18
Federal Programs		7,754.00
Prepaid Expenses		85,157.64
Total Other Current Assets		***3,328,479.54***
Total Current Assets		***15,397,672.21***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(3,071.56)
Net Fixed Assets		***29,449.94***
Other Assets:		
Ripon Unified School District - Science Lab Deposit		300.00
Rent Deposit InterPres Corporation		20,287.30
Utilities Deposit		100.00
Total Other Assets		***20,687.30***
Total Assets	***$***	***15,447,809.45***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	14,854,547.75
CalOPS Payroll Liability		4,638.64
Pension Payable		411,943.18
Accrued Expenses		30,014.16
Deferred Revenue		469,084.50
Accounts Payable		387,168.06
Total Current Liabilities		***16,157,396.29***
Total Liabilities		***16,157,396.29***
FUND BALANCE		
Beginning Fund Balance		1,263,069.33
Change in Fund Balance		(1,972,656.17)
Ending Fund Balance		***(709,586.84)***
Total Liabilities and Fund Balance	***$***	***15,447,809.45***

California Connections Academy @ North Bay
Revenue and Expense Statement
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			210	206	4	1.89%
Forecasted Total Enrollment			294	291	3	1.03%
Forecasted Funded Enrollment			185	181	3	1.89%
Revenue						
State Funding	141,419.35	653,087.35	1,289,888.15	1,291,706.15	(1,818.00)	-0.14%
Federal & Other Program Funding	2,146.00	10,496.00	65,682.00	74,300.00	(8,618.00)	-11.60%
Local Aid	59,168.95	296,013.17	592,026.35	523,485.36	68,540.99	13.09%
Other Funding Sources	14,594.01	17,178.24	18,908.77	6,683.97	12,224.80	182.90%
Total Revenue	**217,328.31**	**976,774.76**	**1,966,505.26**	**1,896,175.48**	**70,329.78**	**3.71%**
Program Expenses						
Compensation Expense						
Administration Staff	20,333.98	102,045.36	171,109.82	162,167.20	(8,942.63)	-5.51%
Instructional Staff	61,099.79	392,611.37	805,963.33	931,318.42	125,355.09	13.46%
Total Compensation Expense	**81,433.77**	**494,656.73**	**977,073.15**	**1,093,485.62**	**116,412.46**	10.65%
Fee Based Expenses						
Enrollment/Unit Based Fees	66,868.81	400,974.18	720,890.34	690,991.11	(29,899.23)	-4.33%
Revenue Based Fees	17,049.53	92,368.59	160,630.75	155,234.78	(5,395.98)	-3.48%
Total Fee Based Expenses	**83,918.34**	**493,342.77**	**881,521.09**	**846,225.89**	**(35,295.21)**	**-4.17%**
Other School Expenses						
Assessment	(575.00)	5,399.58	25,703.70	25,686.30	(17.40)	-0.07%
Authorizer Oversight	1,571.28	11,288.87	19,145.26	18,544.67	(600.58)	-3.24%
Employee Related	809.59	13,282.61	25,117.98	26,382.47	1,264.49	4.79%
Facilities	1,884.04	12,891.32	27,985.30	27,985.30	-	0.00%
Governance	99.78	2,764.93	6,403.51	6,403.51	-	0.00%
Internet Service Provider	-	2,316.09	8,500.00	11,000.00	2,500.00	22.73%
Instructional	-	4,077.42	10,965.84	11,765.84	800.00	6.80%
Professional Services	510.51	2,772.69	15,389.25	16,389.25	1,000.00	6.10%
Student Related	5,124.70	19,629.90	107,468.02	56,468.02	(51,000.00)	-90.32%
Taxes	1,134.33	7,909.41	13,636.81	13,474.75	(162.07)	-1.20%
Pending Allocation	(314.45)	2,495.93	-	-	-	0.00%
Total Other School Expenses	**10,244.78**	**84,828.75**	**260,315.66**	**214,100.10**	**(46,215.56)**	**-21.59%**
Adjustments and Credits						
Discretionary Service Credit	-	-	(8,500.00)	(115,000.00)	(106,500.00)	-92.61%
Total Adjustments and Credits	**-**	**-**	**(8,500.00)**	**(115,000.00)**	**72,500.00**	**-92.61%**
Total Program Expenses	**175,596.89**	**1,072,828.25**	**2,110,409.91**	**2,038,811.60**	**107,401.70**	**-3.51%**
Net Increase (Decrease)	**41,731.42**	**(96,053.49)**	**(143,904.64)**	**(142,636.12)**	**(1,268.52)**	
Beginning fund balance	16,477.93	154,262.84	154,262.84			
Ending fund balance	**58,209.35**	**58,209.35**	**10,358.20**			

California Connections Academy @ North Bay
Balance Sheet
January 31, 2020

ASSETS		
Cash and Short Term Investments:		
Checking	$	96,892.87
Savings		315,719.75
Total Cash and Short Term Investments		***412,612.62***
Other Current Assets:		
Pupil Funding		303,762.03
SPED Funding State		3,785.46
Other State Receivables		18,980.97
Federal Programs		897.00
Due from CalOPS Schools		(7,907.20)
Prepaid Expenses		1,501.09
Total Other Current Assets		***321,019.35***
Total Current Assets		***733,631.97***
Total Assets	***$***	***733,631.97***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	381,786.97
CalOPS Payroll Liability		279,371.75
Accrued Expenses		523.90
Accounts Payable		13,740.00
Total Current Liabilities		***675,422.62***
Total Liabilities		***675,422.62***
FUND BALANCE		
Beginning Fund Balance		154,262.84
Change in Fund Balance		(96,053.49)
Ending Fund Balance		***58,209.35***
Total Liabilities and Fund Balance	***$***	***733,631.97***

California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	116,622.57	583,444.80	1,166,889.60	1,178,998.16	(12,108.56)
LCFF / General Purpose Block Grant - State EPA	3,686.93	18,467.00	36,934.00	33,308.12	3,625.88
Star Testing Reimbursement	-	-	364.44	362.47	1.97
Lottery	3,815.57	19,113.09	38,226.19	36,972.22	1,253.96
Special Education Pass through funds - State	3,076.61	15,411.46	30,822.92	36,200.00	(5,377.08)
Mandated Cost Reimbursement	3,689.67	6,123.00	6,123.00	5,865.17	257.83
Low Performing Student Block Grant	10,528.00	10,528.00	10,528.00		10,528.00
Total State Funding	**141,419.35**	**653,087.35**	**1,289,888.15**	**1,291,706.15**	**(1,818.00)**
Federal & Other Programs Funding					
Title I	-	5,787.00	23,148.00	29,000.00	(5,852.0)
Title II	2,146.00	2,209.00	5,234.00	5,000.00	234.0
Title IV	-	2,500.00	10,000.00	13,000.00	(3,000.0)
IDEA	-	-	27,000.00	27,000.00	-
E-Rate	-	-	300.00	300.00	-
Total Federal & Other Programs Funding	**2,146.00**	**10,496.00**	**65,682.00**	**74,300.00**	**(8,618.00)**
Local Funding					
LCFF / General Purpose Block Grant - Local	59,168.95	296,013.17	592,026.35	523,485.36	68,540.99
Total Local Funding	**59,168.95**	**296,013.17**	**592,026.35**	**523,485.36**	**68,540.99**
Other Funding					
Interest	13,972.80	14,090.14	14,090.14	500.00	13,590.14
OBL Grant	621.21	3,088.10	4,818.63	6,183.97	(1,365.34)
Total Other Funding	**14,594.01**	**17,178.24**	**18,908.77**	**6,683.97**	**12,224.80**
Total Revenue	**217,328.31**	**976,774.76**	**1,966,505.26**	**1,896,175.48**	**70,329.78**

California Connections Academy @ North Bay
Schedule of Fees
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	1,046.50	6,041.00	10,495.00	10,300.00	(195.00)
Connexus Annual License (EMS)	12,558.00	72,492.00	125,940.00	123,600.00	(2,340.00)
Curriculum Postage	935.00	5,621.00	9,702.00	9,603.00	(99.00)
Direct Course Instruction Support	508.30	2,603.60	5,207.20	5,382.00	174.80
Educational Resource Center	2,637.18	15,223.32	26,447.40	25,956.00	(491.40)
Enrollment and Records Management	1,133.33	6,813.33	11,760.00	11,640.00	(120.00)
Facility Support Services	72.50	507.50	1,116.46	1,116.46	-
Hardware/Software - Employees	584.00	3,542.00	6,373.40	7,323.96	950.55
Human Resources Support	1,216.67	7,379.17	13,277.92	15,258.24	1,980.32
ISP Processing Fee	239.58	2,027.08	6,282.05	3,578.35	(2,703.70)
School Curriculum Supplies	432.50	2,607.50	4,684.48	5,377.60	693.12
Short-Term Sub Teaching Services	1,674.00	10,828.39	10,828.39	354.00	(10,474.39)
Special Populations Consultative Services	6,148.00	22,684.00	61,692.00	50,880.00	(10,812.00)
Student Technology Assistance- Laptops	5,510.42	46,622.92	85,100.00	82,302.13	(2,797.87)
Tangible/Intangible Instr. Materials	29,033.33	177,858.33	306,675.00	303,025.00	(3,650.00)
Technical Support and Repairs	3,139.50	18,123.04	31,485.00	30,900.00	(585.00)
Voice Over IP Services	-	-	3,824.04	4,394.37	570.33
Total Enrollment/Unit Based Fees	**66,868.81**	**400,974.18**	**720,890.34**	**690,991.11**	**(29,899.23)**
Revenue-Based Fees					
Marketing Services	2,005.82	10,866.89	18,897.74	18,262.92	(634.82)
School Administration	12,034.97	65,201.36	113,386.41	109,577.49	(3,808.92)
Treasury Services	3,008.74	16,300.34	28,346.60	27,394.37	(952.23)
Total Revenue Based Fees	**17,049.53**	**92,368.59**	**160,630.75**	**155,234.78**	**(5,395.98)**
Total Fee-Based Expenses	**83,918.34**	**493,342.77**	**881,521.09**	**846,225.89**	**(35,295.21)**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	14,320.62	74,441.37	123,978.29	117,559.62	(6,418.67)
Benefits	3,508.55	18,238.14	30,374.68	28,802.11	(1,572.57)
Pension	1,743.85	6,475.62	11,440.84	10,417.87	(1,022.97)
Taxes	760.96	2,890.23	5,316.01	5,387.60	71.58
Total Administrative Compensation	**20,333.98**	**102,045.36**	**171,109.82**	**162,167.20**	**(8,942.63)**
Instructional Compensation					
Salaries	41,224.27	279,427.15	571,013.47	656,148.20	85,134.73
Benefits	10,099.95	68,459.65	139,898.30	160,756.31	20,858.01
Pension	7,866.13	39,413.31	83,908.57	101,849.37	17,940.80
Taxes	1,909.44	5,311.26	11,142.99	12,564.55	1,421.56
Total Instructional Compensation	**61,099.79**	**392,611.37**	**805,963.33**	**931,318.42**	**125,355.09**
Total Compensation	**81,433.77**	**494,656.73**	**977,073.15**	**1,093,485.62**	**116,412.46**
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(8,500.00)	(115,000.00)	(106,500.00)
Total Adjustments and Credits	**-**	**-**	**(8,500.00)**	**(115,000.00)**	**(106,500.00)**

California Connections Academy @ North Bay
Schedule Other Expenses
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	(575.00)	5,321.18	6,900.00	10,966.20	**4,066.20**
Student Testing & Assessment Travel	-	78.40	8,453.70	8,453.70	**-**
Student Testing Technology	-	-	10,350.00	6,266.40	**(4,083.60)**
Total Assessment	**(575.00)**	**5,399.58**	**25,703.70**	**25,686.30**	**(17.40)**
Authorizer Oversight					
District Oversight	1,472.38	10,596.57	17,958.50	17,357.92	(600.58)
STRS Reporting	98.90	692.30	1,186.76	1,186.76	-
Total Authorizer Oversight	**1,571.28**	**11,288.87**	**19,145.26**	**18,544.67**	**(600.58)**
Employee Related					
Staff Recruiting/Background Checks	16.56	161.55	1,433.25	1,433.25	-
Staff Training/Prof. Dvlpmt	668.69	12,439.38	15,939.38	14,703.87	(1,235.51)
Team Building	1.85	128.19	1,029.55	1,529.55	500.00
Travel and Conferences - Administration	121.47	426.70	4,373.88	5,373.88	1,000.00
Travel and Conferences - Teachers	1.02	126.79	2,341.93	3,341.93	1,000.00
Total Employee Related	**809.59**	**13,282.61**	**25,117.98**	**26,382.47**	**1,264.49**
Facilities					
Copiers/ Reproduction	38.38	267.32	1,084.84	1,084.84	-
Expensed Furniture and Equipment	-	-	1,878.04	1,878.04	-
Internet	96.77	281.10	1,678.41	1,678.41	-
Maintenance & Repairs	190.55	760.35	2,255.24	2,255.24	-
Office Postage	1.67	508.13	1,395.82	1,395.82	-
Office Rent	1,176.12	8,226.75	13,813.03	13,813.03	-
Office Supplies	57.86	842.28	1,882.44	1,882.44	-
Rent Operating Expense	177.59	886.49	1,797.50	1,797.50	-
Rent Storage Unit	31.17	155.86	450.00	450.00	-
Telephone	25.19	344.54	750.00	750.00	-
Utilities	88.74	618.50	1,000.00	1,000.00	-
Total Facilities	**1,884.04**	**12,891.32**	**27,985.30**	**27,985.30**	**-**
Governance					
Accreditation	-	-	1,000.00	1,000.00	-
Banking Fees	-	-	400.00	400.00	-
Board-Related Expenses	0.87	82.69	1,424.18	1,424.18	-
Dues - Staff	98.91	127.67	650.71	650.71	-
Dues - School	-	2,225.95	2,600.00	2,600.00	-
Insurance Expenses	-	328.62	328.62	328.62	-
Total Governance	**99.78**	**2,764.93**	**6,403.51**	**6,403.51**	**-**
Internet Service Provider					
ISP Payment Reimbursement	-	2,316.09	8,500.00	11,000.00	2,500.00
Total Internet Service Provider	**-**	**2,316.09**	**8,500.00**	**11,000.00**	**2,500.00**

Instructional					
LiveSpeech	-	-	-	800.00	800.00
Math Time to Talk	-	-	2,694.38	2,694.38	-
Other Curriculum	-	825.42	3,519.46	3,519.46	-
Summer School	-	3,252.00	3,252.00	3,252.00	-
Title I - SES Tutoring	-	-	1,500.00	1,500.00	-
Total Instructional	**-**	**4,077.42**	**10,965.84**	**11,765.84**	**800.00**
Professional Services					
Accounting Services/Audit	391.50	996.59	9,000.00	9,000.00	-
AERIES	-	-	1,900.00	1,900.00	-
Legal Services	-	577.37	1,791.14	2,791.14	1,000.00
Other School Contracted Services	111.12	1,190.84	2,474.81	2,474.81	-
Other School Expense	7.89	7.89	223.29	223.29	-
Total Professional Services	**510.51**	**2,772.69**	**15,389.25**	**16,389.25**	**1,000.00**
Student Related					
College and Career Grant	-	-	56,000.00		(56,000.00)
Graduation Expense	-	35.59	2,916.50	3,916.50	1,000.00
SPED Related Services	5,104.23	19,175.76	42,815.10	42,815.10	-
Student Activities	20.47	418.55	5,736.42	9,736.42	4,000.00
Total Student Related	**5,124.70**	**19,629.90**	**107,468.02**	**56,468.02**	**(51,000.00)**
Taxes					
Sales Tax and Use	1,134.33	7,909.41	13,636.81	13,474.75	(162.07)
Total Taxes	**1,134.33**	**7,909.41**	**13,636.81**	**13,474.75**	**(162.07)**
Pending Allocation					
Expenses Pending Allocation	(314.45)	2,495.93	-	-	-
Total Pending Allocation	**(314.45)**	**2,495.93**	**-**		**-**
Total Other Expenses	**10,244.78**	**84,828.75**	**260,315.66**	**214,100.10**	**(46,215.56)**

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			569	572	(3)	-0.46%
Forecasted Total Enrollment			825	821	4	0.49%
Forecasted Funded Enrollment			502	502	0	0.08%
Revenue						
State Funding	530,028.11	2,526,963.03	5,014,129.97	4,862,518.56	151,611.41	3.12%
Federal & Other Program Funding	-	35,405.00	186,084.00	194,900.00	(8,816.00)	-4.52%
Local Aid	27,796.59	138,153.40	276,306.80	243,673.54	32,633.26	13.39%
Other Funding Sources	1,400.53	8,050.93	11,716.70	14,678.00	(2,961.30)	-20.18%
Total Revenue	**559,225.23**	**2,708,572.36**	**5,488,237.47**	**5,315,770.10**	**172,467.37**	**3.24%**
Program Expenses						
Compensation Expense						
Administration Staff	44,384.92	219,651.19	370,404.80	353,977.86	(16,426.94)	-4.64%
Instructional Staff	174,830.09	970,170.24	2,089,307.85	2,013,110.01	(76,197.84)	-3.79%
Total Compensation Expense	**219,215.01**	**1,189,821.43**	**2,459,712.65**	**2,367,087.87**	**(92,624.78)**	**-3.91%**
Fee Based Expenses						
Enrollment/Unit Based Fees	177,517.93	1,128,640.63	2,051,499.05	2,002,706.97	(48,792.07)	-2.44%
Revenue Based Fees	45,109.30	260,481.32	453,646.54	434,728.43	(18,918.11)	-4.35%
Total Fee Based Expenses	**222,627.23**	**1,389,121.95**	**2,505,145.59**	**2,437,435.40**	**(67,710.19)**	**-2.78%**
Other School Expenses						
Assessment	805.00	11,743.39	48,554.55	48,554.55	-	0.00%
Authorizer Oversight	5,601.21	36,945.36	64,951.41	62,915.47	(2,035.94)	-3.24%
Employee Related	2,316.62	30,682.77	73,540.00	73,540.00	-	0.00%
Facilities	4,261.61	27,990.51	61,775.84	61,775.84	-	0.00%
Governance	364.93	8,250.62	13,383.60	12,545.60	(838.00)	-6.68%
Internet Service Provider	-	9,333.86	29,000.00	29,000.00	-	0.00%
Instructional	-	8,699.23	25,444.76	30,194.76	4,750.00	15.73%
Professional Services	1,298.83	4,176.60	24,990.00	24,990.00	-	0.00%
Student Related	54,528.62	169,634.57	279,389.54	238,400.00	(40,989.54)	-17.19%
Taxes	3,466.67	23,678.07	43,101.24	43,802.82	701.58	1.60%
Pending Allocation	(686.38)	5,120.17	-	-	-	0.00%
Total Other School Expenses	**71,957.11**	**336,255.15**	**664,130.94**	**625,719.04**	**(38,411.90)**	**-6.14%**
Adjustments and Credits						
Discretionary Service Credit		-	(3,000.00)	-	3,000.00	100.00%
Total Adjustments and Credits	**-**	**-**	**(3,000.00)**	**-**	**3,000.00**	**0.00%**
Total Program Expenses	**513,799.35**	**2,915,198.54**	**5,625,989.18**	**5,430,242.31**	**(195,746.87)**	**-3.60%**
Net Increase (Decrease)	**45,425.88**	**(206,626.17)**	**(137,751.70)**	**(114,472.21)**	**(23,279.50)**	
Beginning fund balance	(103,868.74)	148,183.31	148,183.31	148,183.31		
Ending fund balance	**(58,442.86)**	**(58,442.86)**	**10,431.61**	**33,711.10**		

California Connections Academy @ Central
Balance Sheet
January 31, 2020

ASSETS		
Cash and Short Term Investments:		
Checking	$	72,354.67
Savings		1,112,537.22
Total Cash and Short Term Investments		***1,184,891.89***
Other Current Assets:		
Pupil Funding		791,641.43
SPED Funding State		5,886.94
Other State Receivables		24,806.58
Federal Programs		6,857.00
Due from CalOPS Schools		(58,467.84)
Prepaid Expenses		8,190.18
Total Other Current Assets		***778,914.28***
Total Current Assets		***1,963,806.17***
Other Assets:		
Utilities Deposit		100.00
Total Other Assets		***100.00***
Total Assets	***$***	***1,963,906.17***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	1,159,880.01
CalOPS Payroll Liability		715,677.43
Accrued Expenses		2,860.88
Deferred Revenue		43,111.00
Accounts Payable		100,819.71
Total Current Liabilities		***2,022,349.03***
Total Liabilities		***2,022,349.03***
FUND BALANCE		
Beginning Fund Balance		148,183.31
Change in Fund Balance		(206,626.17)
Ending Fund Balance		***(58,442.86)***
Total Liabilities and Fund Balance	***$***	***1,963,906.17***

California Connections Academy @ Central
Schedule of Revenue
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	397,334.96	1,974,816.62	3,949,633.24	3,995,701.84	(46,068.60)
LCFF / General Purpose Block Grant - State EPA	80,296.77	425,100.53	850,201.05	633,171.67	217,029.38
Star Testing Reimbursement		10.00	1,004.90	1,004.06	0.84
Lottery	10,426.14	52,003.57	104,007.15	102,414.33	1,592.82
Special Education Pass through funds - State	6,867.02	34,251.31	68,502.63	115,640.00	(47,137.37)
Mandated Cost Reimbursement	8,031.22	13,709.00	13,709.00	14,586.66	(877.66)
Low Performing Student Block Grant	27,072.00	27,072.00	27,072.00		27,072.00
Total State Funding	**530,028.11**	**2,526,963.03**	**5,014,129.97**	**4,862,518.56**	**151,611.41**
Federal & Other Programs Funding					
Title I	-	21,974.00	87,896.00	98,000.00	(10,104.0)
Title II	-	6,857.00	16,288.00	14,000.00	2,288.0
Title IV	-	6,574.00	10,000.00	11,000.00	(1,000.0)
IDEA	-	-	71,000.00	71,000.00	-
E-Rate	-	-	900.00	900.00	-
Total Federal & Other Programs Funding	**-**	**35,405.00**	**186,084.00**	**194,900.00**	**(8,816.00)**
Local Funding					
LCFF / General Purpose Block Grant - Local	27,796.59	138,153.40	276,306.80	243,673.54	32,633.26
Total Local Funding	**27,796.59**	**138,153.40**	**276,306.80**	**243,673.54**	**32,633.26**
Other Funding					
Interest	44.55	1,310.25	1,200.00	1,200.00	-
OBL Grant	1,355.98	6,740.68	10,516.70	13,478.00	(2,961.30)
Total Other Funding	**1,400.53**	**8,050.93**	**11,716.70**	**14,678.00**	**(2,961.30)**
Total Revenue	**559,225.23**	**2,708,572.36**	**5,488,237.47**	**5,315,770.10**	**172,467.37**

California Connections Academy @ Central
Schedule of Fees
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	2,258.21	16,458.46	28,467.50	28,600.00	132.50
Community Outreach	2,083.33	14,583.33	25,000.00	25,000.00	-
Connexus Annual License (EMS)	27,098.50	197,501.50	341,610.00	343,200.00	1,590.00
Curriculum Postage	2,406.25	15,804.25	27,225.00	27,093.00	(132.00)
Direct Course Instruction Support	938.40	5,432.60	10,865.20	11,592.00	726.80
Educational Resource Center	5,690.69	41,475.32	71,738.10	72,072.00	333.90
Enrollment and Records Management	2,916.67	19,156.67	33,000.00	32,840.00	(160.00)
Facility Support Services	197.50	1,382.50	2,436.68	2,436.68	-
Hardware/Software - Employees	1,622.00	10,136.00	17,199.04	15,984.60	(1,214.44)
Human Resources Support	3,379.17	21,116.67	35,831.33	33,301.26	(2,530.07)
ISP Processing Fee	916.67	6,241.67	15,988.37	11,748.96	(4,239.41)
School Curriculum Supplies	1,206.25	7,463.75	12,641.38	11,736.66	(904.72)
Short-Term Sub Teaching Services	4,560.00	30,200.53	30,200.53	10,000.00	(20,200.53)
Special Populations Consultative Services	19,928.00	59,395.34	201,824.00	175,960.00	(25,864.00)
Student Technology Assistance- Laptops	21,083.33	143,558.33	257,600.00	270,226.06	12,626.06
Tangible/Intangible Instr. Materials	74,458.33	489,358.33	844,150.00	835,525.00	(8,625.00)
Technical Support and Repairs	6,774.63	49,375.38	85,402.50	85,800.00	397.50
Voice Over IP Services	-	-	10,319.42	9,590.76	(728.66)
Total Enrollment/Unit Based Fees	**177,517.93**	**1,128,640.63**	**2,051,499.05**	**2,002,706.97**	**(48,792.07)**
Revenue-Based Fees					
Marketing Services	5,306.97	30,644.85	53,370.18	51,144.52	(2,225.66)
School Administration	31,841.87	183,869.18	320,221.09	306,867.13	(13,353.96)
Treasury Services	7,960.46	45,967.29	80,055.27	76,716.78	(3,338.49)
Total Revenue Based Fees	**45,109.30**	**260,481.32**	**453,646.54**	**434,728.43**	**(18,918.11)**
Total Fee-Based Expenses	**222,627.23**	**1,389,121.95**	**2,505,145.59**	**2,437,435.40**	**(67,710.19)**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	31,258.98	160,380.08	268,509.06	256,608.64	(11,900.42)
Benefits	7,658.45	39,293.13	65,784.73	62,869.11	(2,915.61)
Pension	3,806.47	13,768.75	24,606.80	22,740.08	(1,866.72)
Taxes	1,661.01	6,209.23	11,504.21	11,760.02	255.81
Total Administrative Compensation	**44,384.92**	**219,651.19**	**370,404.80**	**353,977.86**	**(16,426.94)**
Instructional Compensation					
Salaries	117,958.57	687,193.14	1,476,620.79	1,418,393.37	(58,227.42)
Benefits	28,899.85	168,362.31	361,772.09	347,506.37	(14,265.72)
Pension	22,508.04	101,118.54	221,630.18	220,061.37	(1,568.81)
Taxes	5,463.64	13,496.24	29,284.80	27,148.90	(2,135.89)
Total Instructional Compensation	**174,830.09**	**970,170.24**	**2,089,307.85**	**2,013,110.01**	**(76,197.84)**
Total Compensation	**219,215.01**	**1,189,821.43**	**2,459,712.65**	**2,367,087.87**	**(92,624.78)**
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(3,000.00)	-	3,000.00
Total Adjustments and Credits	**-**	**-**	**(3,000.00)**	**-**	**3,000.00**

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	805.00	11,369.25	15,000.00	19,000.00	4,000.00
Student Testing & Assessment Travel	-	194.14	13,554.55	23,554.55	10,000.00
Student Testing Technology	-	180.00	20,000.00	6,000.00	(14,000.00)
Total Assessment	**805.00**	**11,743.39**	**48,554.55**	**48,554.55**	**-**
Authorizer Oversight					
District Administrative Fees	966.67	6,766.69	11,600.00	11,600.00	-
District Oversight	4,418.71	28,667.86	50,761.41	48,725.47	(2,035.94)
STRS Reporting	215.83	1,510.81	2,590.00	2,590.00	-
Total Authorizer Oversight	**5,601.21**	**36,945.36**	**64,951.41**	**62,915.47**	**(2,035.94)**
Employee Related					
Staff Recruiting/Background Checks	47.43	406.76	2,000.00	2,000.00	-
Staff Training/Prof. Dvlpmt	1,913.41	28,588.82	49,179.00	49,179.00	-
Team Building	5.30	284.00	3,338.00	3,338.00	-
Travel and Conferences - Administration	347.57	1,113.40	11,729.00	11,729.00	-
Travel and Conferences - Teachers	2.91	289.79	7,294.00	7,294.00	-
Total Employee Related	**2,316.62**	**30,682.77**	**73,540.00**	**73,540.00**	**-**
Facilities					
Copiers/ Reproduction	109.83	646.93	2,367.66	2,367.66	-
Internet	276.89	680.17	4,098.83	4,098.83	-
Maintenance & Repairs	415.89	1,659.54	3,663.14	3,663.14	-
Office Postage	4.77	470.21	4,922.09	4,922.09	-
Office Rent	2,635.27	18,025.31	30,147.06	30,147.06	-
Office Supplies	165.57	2,014.24	7,154.00	7,154.00	-
Rent Operating Expense	387.63	1,934.97	3,923.05	3,923.05	-
Rent Storage Unit	-	272.18	1,500.00	1,500.00	-
Telephone	72.07	937.03	1,500.00	1,500.00	-
Utilities	193.69	1,349.93	2,500.00	2,500.00	-
Total Facilities	**4,261.61**	**27,990.51**	**61,775.84**	**61,775.84**	**-**
Governance					
Accreditation	-	-	1,000.00	1,000.00	-
Banking Fees	80.00	285.00	600.00	600.00	-
Board-Related Expenses	1.90	180.47	3,108.28	3,108.28	-
Dues - Staff	283.03	529.83	1,420.00	1,420.00	-
Dues - School	-	6,538.00	6,538.00	5,700.00	(838.00)
Insurance Expenses	-	717.32	717.32	717.32	-
Total Governance	**364.93**	**8,250.62**	**13,383.60**	**12,545.60**	**(838.00)**
Internet Service Provider					
ISP Payment Reimbursement	-	9,333.86	29,000.00	29,000.00	-
Total Internet Service Provider	**-**	**9,333.86**	**29,000.00**	**29,000.00**	**-**

Instructional					
LiveSpeech	-	-	-	4,750.00	4,750.00
Math Time to Talk	-	-	5,880.52	5,880.52	-
Other Curriculum	-	1,816.23	7,681.24	7,681.24	-
Summer School	-	6,883.00	6,883.00	6,883.00	-
Title I - SES Tutoring	-	-	5,000.00	5,000.00	-
Total Instructional	**-**	**8,699.23**	**25,444.76**	**30,194.76**	**4,750.00**
Professional Services					
Accounting Services/Audit	958.30	2,394.98	9,000.00	9,000.00	-
AERIES	-	-	4,010.00	4,010.00	-
Legal Services	-	1,413.13	6,091.69	6,091.69	-
Other School Contracted Services	317.96	345.92	5,401.30	5,401.30	-
Other School Expense	22.57	22.57	487.00	487.00	-
Total Professional Services	**1,298.83**	**4,176.60**	**24,990.00**	**24,990.00**	**-**
Student Related					
College and Career Grant	-	-	40,000.00	63,000.00	23,000.00
Graduation Expense	-	87.64	5,800.00	5,800.00	-
SPED Related Services	55,156.76	166,989.54	216,989.54	153,000.00	(63,989.54)
Student Activities	(628.14)	2,557.39	16,600.00	16,600.00	-
Total Student Related	**54,528.62**	**169,634.57**	**279,389.54**	**238,400.00**	**(40,989.54)**
Taxes					
Sales Tax and Use	3,466.67	23,678.07	43,101.24	43,802.82	701.58
Total Taxes	**3,466.67**	**23,678.07**	**43,101.24**	**43,802.82**	701.58
Pending Allocation					
Expenses Pending Allocation	(686.38)	5,120.17	-	-	-
Total Pending Allocation	**(686.38)**	**5,120.17**	**-**	**-**	**-**
Total Other Expenses	**71,957.11**	**336,255.15**	**664,130.94**	**625,719.04**	**(38,411.90)**

California Connections Academy @ Central Coast
Revenue and Expense Statement
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			46	41	5	13.22%
Forecasted Total Enrollment			68	59	9	15.25%
Forecasted Funded Enrollment			41	36	5	13.22%
Revenue						
State Funding	33,253.70	151,073.24	302,146.47	275,140.04	27,006.43	9.82%
Federal & Other Program Funding	-	-	200.00	200.00	-	0.00%
Local Aid	11,819.24	54,642.15	109,284.30	99,463.08	9,821.22	9.87%
Other Funding Sources	389.10	1,934.21	3,523.09	4,464.00	(940.91)	-21.08%
Total Revenue	**45,462.04**	**207,649.60**	**415,153.86**	**379,267.13**	**35,886.74**	**9.46%**
Program Expenses						
Compensation Expense						
Administration Staff	12,736.07	62,762.25	106,020.37	86,295.00	(19,725.37)	-22.86%
Instructional Staff	12,098.97	195,483.45	284,175.96	630,304.86	346,128.90	54.91%
Total Compensation Expense	**24,835.03**	**258,245.70**	**390,196.33**	**716,599.86**	**326,403.53**	**45.55%**
Fee Based Expenses						
Enrollment/Unit Based Fees	18,835.93	84,624.10	156,254.37	152,602.61	(3,651.76)	-2.39%
Revenue Based Fees	3,564.68	18,807.95	33,365.25	30,635.35	(2,729.89)	-8.91%
Total Fee Based Expenses	**22,400.61**	**103,432.05**	**189,619.61**	**183,237.96**	**(6,381.65)**	**-3.48%**
Other School Expenses						
Assessment	-	38.73	5,682.57	5,698.23	15.66	0.27%
Authorizer Oversight	218.85	3,459.09	4,553.31	4,210.73	(342.58)	-8.14%
Employee Related	160.33	7,268.66	14,304.56	14,273.58	(30.98)	-0.22%
Facilities	1,086.10	7,583.52	18,626.88	18,626.88	-	0.00%
Governance	20.14	339.76	4,712.57	4,712.57	-	0.00%
Internet Service Provider	-	495.00	5,775.00	5,775.00	-	0.00%
Instructional	-	508.60	3,898.42	4,398.42	500.00	11.37%
Professional Services	23.56	397.68	4,743.89	11,038.82	6,294.93	57.03%
Student Related	(30.81)	3,566.15	10,561.25	16,455.00	5,893.75	35.82%
Taxes	433.13	1,689.17	3,293.28	3,208.91	(84.37)	-2.63%
Pending Allocation	(196.95)	2,337.81	-	-	-	0.00%
Total Other School Expenses	**1,714.35**	**27,684.17**	**76,151.72**	**88,398.14**	**12,246.42**	**13.85%**
Adjustments and Credits						
Discretionary Service Credit	-	-	(251,000.00)	(619,000.00)	(368,000.00)	-59.45%
Total Adjustments and Credits	**-**	**-**	**(251,000.00)**	**(619,000.00)**	**(368,000.00)**	**-59.45%**
Total Program Expenses	**48,949.99**	**389,361.92**	**404,967.66**	**369,235.96**	**(35,731.70)**	**-9.68%**
Net Increase (Decrease)	**(3,487.95)**	**(181,712.32)**	**10,186.20**	**10,031.17**	**155.03**	**1.55%**
Beginning fund balance	(178,224.36)	-	-			
Ending fund balance	**(181,712.32)**	**(181,712.32)**	**10,186.20**			

California Connections Academy @ Central Coast
Balance Sheet
January 31, 2020

ASSETS		
Cash and Short Term Investments:		
Operating Account	$	-
Total Cash and Short Term Investments		**-**
Other Current Assets:		
Pupil Funding		190,438.07
SPED Funding State		11,060.78
Other State Receivables		4,216.54
Due from CalOPS Schools		(5,190.63)
Total Other Current Assets		***200,524.76***
Total Current Assets		***200,524.76***
Total Assets	***$***	***200,524.76***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	183,789.50
CalOPS Payroll Liability		196,407.90
Accrued Expenses		(1,195.83)
Accounts Payable		3,235.51
Total Current Liabilities		***382,237.08***
Total Liabilities		***382,237.08***
FUND BALANCE		
Beginning Fund Balance		-
Change in Fund Balance		(181,712.32)
Ending Fund Balance		***(181,712.32)***
Total Liabilities and Fund Balance	***$***	***200,524.76***

California Connections Academy @ Central Coast
Schedule of Revenue
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	28,491.80	131,721.92	263,443.83	238,725.40	24,718.43
LCFF / General Purpose Block Grant - State EPA	892.01	4,074.00	8,148.00	8,429.76	(281.76)
Star Testing Reimbursement		-	-	-	-
Lottery	923.18	4,216.54	8,433.08	7,340.49	1,092.59
Special Education Pass through funds - State	2,946.71	11,060.78	22,121.56	18,351.22	3,770.34
Mandated Cost Reimbursement	-	-	-	2,293.18	(2,293.18)
Total State Funding	**33,253.70**	**151,073.24**	**302,146.47**	**275,140.04**	**27,006.43**
Federal & Other Programs Funding					
E-Rate	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	**-**	**-**	**200.00**	**200.00**	**-**
Local Funding					
LCFF / General Purpose Block Grant - Local	11,819.24	54,642.15	109,284.30	99,463.08	9,821.22
Donations/Tax Credits	-	-	-	-	-
Total Local Funding	**11,819.24**	**54,642.15**	**109,284.30**	**99,463.08**	**9,821.22**
Other Funding					
Interest	-	-	500.00	500.00	-
OBL Grant	389.10	1,934.21	3,023.09	3,964.00	(940.91)
Total Other Funding	**389.10**	**1,934.21**	**3,523.09**	**4,464.00**	**(940.91)**
Total Revenue	**45,462.04**	**207,649.60**	**415,153.86**	**379,267.13**	**35,886.74**

California Connections Academy @ Central Coast
Schedule of Fees
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	263.75	1,303.75	2,321.00	2,050.00	(271.00)
Community Outreach	-	-	-		-
Connexus Annual License (EMS)	3,165.00	15,645.00	27,852.00	24,600.00	(3,252.00)
Curriculum Postage	291.50	1,232.00	2,244.00	1,947.00	(297.00)
Direct Course Instruction Support	78.20	414.00	-	828.00	828.00
Educational Resource Center	664.65	3,285.45	5,848.92	5,166.00	(682.92)
Enrollment and Records Management	353.33	1,493.33	2,720.00	2,360.00	(360.00)
Facility Support Services	197.50	1,382.50	700.44	700.44	-
Hardware/Software - Employees	25.00	700.00	1,372.26	4,594.88	3,222.61
Human Resources Support	52.08	1,458.33	2,858.88	9,572.66	6,713.78
ISP Processing Fee	131.25	481.25	1,428.57	769.29	(659.28)
School Curriculum Supplies	21.25	516.25	1,008.62	3,373.78	2,365.16
Short-Term Sub Teaching Services	360.00	2,152.32	2,152.32	-	(2,152.32)
Special Populations Consultative Services	212.00	1,007.00	5,936.00	9,540.00	3,604.00
Student Technology Assistance	3,018.75	11,068.75	21,850.00	17,693.64	(4,156.36)
Tangible/Intangible Instr. Materials	9,210.42	38,572.92	70,175.00	60,500.00	(9,675.00)
Technical Support and Repairs	791.25	3,911.25	6,963.00	6,150.00	(813.00)
Voice Over IP Services	-	-	823.36	2,756.93	1,933.57
Total Enrollment/Unit Based Fees	**18,835.93**	**84,624.10**	**156,254.37**	**152,602.61**	**(3,651.76)**
Revenue-Based Fees					
Marketing Services	419.37	2,212.70	3,925.32	3,604.16	(321.16)
School Administration	2,516.25	13,276.20	23,551.94	21,624.95	(1,926.98)
Treasury Services	629.06	3,319.05	5,887.98	5,406.24	(481.75)
Total Revenue Based Fees	**3,564.68**	**18,807.95**	**33,365.25**	**30,635.35**	**(2,729.89)**
Total Fee-Based Expenses	**22,400.61**	**103,432.05**	**189,619.61**	**183,237.96**	**(6,381.65)**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	8,969.63	45,575.09	76,602.25	73,632.78	(2,969.47)
Benefits	2,197.56	11,165.90	18,767.55	2,762.56	(16,004.98)
Pension	1,092.25	4,215.50	7,325.44	6,525.17	(800.27)
Taxes	476.62	1,805.77	3,325.14	3,374.49	49.35
Total Administrative Compensation	**12,736.07**	**62,762.25**	**106,020.37**	**86,295.00**	**(19,725.37)**
Instructional Compensation					
Salaries	8,163.22	139,935.60	202,503.75	443,874.76	241,371.02
Benefits	1,999.99	34,284.22	49,613.42	108,749.32	59,135.90
Pension	1,557.65	18,769.24	28,313.04	69,153.05	40,840.02
Taxes	378.11	2,494.39	3,745.75	8,527.72	4,781.97
Total Instructional Compensation	**12,098.97**	**195,483.45**	**284,175.96**	**630,304.86**	**346,128.90**
Total Compensation	**24,835.03**	**258,245.70**	**390,196.33**	**716,599.86**	**326,403.53**
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(251,000.00)	(619,000.00)	(368,000.00)
Total Adjustments and Credits	**-**	**-**	**(251,000.00)**	**(619,000.00)**	**(368,000.00)**

California Connections Academy @ Central Coast
Schedule Other Expenses
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	-	800.00	2,419.15	1,619.15
Student Testing & Assessment Travel	-	38.73	1,682.57	1,682.57	-
Student Testing Technology	-	-	3,200.00	1,596.52	(1,603.48)
Total Assessment	**-**	**38.73**	**5,682.57**	**5,698.23**	**15.66**
Authorizer Oversight					
District Oversight	156.80	3,024.74	3,808.76	3,466.18	(342.58)
STRS Reporting	62.05	434.35	744.54	744.54	-
Total Authorizer Oversight	**218.85**	**3,459.09**	**4,553.31**	**4,210.73**	**(342.58)**
Employee Related					
Staff Recruiting/Background Checks	3.29	67.77	899.19	899.19	-
Staff Training/Prof. Dvlpmt	132.42	6,893.51	7,893.51	6,946.70	(946.81)
Team Building	0.37	77.82	959.60	959.60	-
Travel and Conferences - Administration	24.05	157.85	2,781.66	3,371.44	589.78
Travel and Conferences - Teachers	0.20	71.71	1,770.59	2,096.65	326.05
Total Employee Related	**160.33**	**7,268.66**	**14,304.56**	**14,273.58**	**(30.98)**
Facilities					
Copiers/ Reproduction	7.60	127.79	680.60	680.60	-
Expensed Furniture and Equipment	-	-	1,178.24	1,178.24	-
Internet	19.16	134.09	1,052.99	1,052.99	-
Maintenance & Repairs	119.51	476.74	1,414.89	1,414.89	-
Office Postage	0.33	120.57	875.70	875.70	-
Office Rent	736.65	5,152.74	8,665.97	8,665.97	-
Office Supplies	11.45	422.36	1,181.00	1,181.00	-
Rent Operating Expense	111.23	555.23	1,127.71	1,127.71	-
Rent Storage Unit	19.53	97.63	330.00	330.00	-
Telephone	4.99	108.42	945.39	945.39	-
Utilities	55.65	387.95	1,174.40	1,174.40	-
Total Facilities	**1,086.10**	**7,583.52**	**18,626.88**	**18,626.88**	**-**
Governance					
Accreditation	-	-	1,155.00	1,155.00	-
Banking Fees	-	-	400.00	400.00	-
Board-Related Expenses	0.55	51.84	893.50	893.50	-
Dues - Staff	19.59	32.00	408.24	408.24	-
Dues - School	-	50.08	1,650.00	1,650.00	-
Insurance Expenses	-	205.84	205.84	205.84	-
Total Governance	**20.14**	**339.76**	**4,712.57**	**4,712.57**	**-**
Internet Service Provider					
ISP Payment Reimbursement	-	495.00	5,775.00	5,775.00	-
Total Internet Service Provider	**-**	**495.00**	**5,775.00**	**5,775.00**	**-**
Instructional					
LiveSpeech	-	-	-	500.00	500.00
Math Time to Talk	-	-	1,690.39	1,690.39	-
Other Curriculum	-	508.60	2,208.02	2,208.02	-
Total Instructional	**-**	**508.60**	**3,898.42**	**4,398.42**	**-**
Professional Services					
Accounting Services/Audit	-	105.07	305.07	6,600.00	6,294.93
AERIES	-	-	995.00	995.00	-
Legal Services	-	266.83	1,751.10	1,751.10	-
Other School Contracted Services	22.00	24.22	1,552.64	1,552.64	-
Other School Expense	1.56	1.56	140.09	140.09	-
Total Professional Services	**23.56**	**397.68**	**4,743.89**	**11,038.82**	**6,294.93**
Student Related					
Graduation Expense	-	16.13	994.00	4,000.00	3,006.00
SPED Related Services	90.00	3,457.02	7,455.00	7,455.00	-
Student Activities	(120.81)	93.00	2,112.25	5,000.00	2,887.75
Total Student Related	**(30.81)**	**3,566.15**	**10,561.25**	**16,455.00**	**5,893.75**
Taxes					
Sales Tax and Use	433.13	1,689.17	3,293.28	3,208.91	(84.37)
Total Taxes	**433.13**	**1,689.17**	**3,293.28**	**3,208.91**	**(84.37)**
Pending Allocation					
Expenses Pending Allocation	(196.95)	2,337.81	-	-	-
Total Pending Allocation	**(196.95)**	**2,337.81**	**-**	**-**	**-**
Total Other Expenses	**1,714.35**	**27,684.17**	**76,151.72**	**88,398.14**	**12,246.42**

California Connections Academy @ Monterey Bay
Revenue and Expense Statement
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			296	286	10	3.47%
Forecasted Total Enrollment			414	406	8	1.97%
Forecasted Funded Enrollment			260	251	9	3.47%
Revenue						
State Funding	193,844.39	964,846.22	1,929,692.45	1,919,269.21	10,423.24	0.54%
Federal & Other Program Funding	-	-	400.00	400.00	-	0.00%
Local Aid	69,738.35	354,011.73	708,023.45	693,815.66	14,207.79	2.05%
Other Funding Sources	779.85	3,876.72	6,546.19	8,428.17	(1,881.98)	-22.33%
Total Revenue	**264,362.59**	**1,322,734.67**	**2,644,662.09**	**2,621,913.04**	**22,749.05**	**0.87%**
Program Expenses						
Compensation Expense						
Administration Staff	25,526.79	125,793.87	212,495.76	203,580.86	(8,914.90)	-4.38%
Instructional Staff	88,322.47	571,834.94	1,155,136.87	1,261,418.12	106,281.24	8.43%
Total Compensation Expense	**113,849.26**	**697,628.81**	**1,367,632.64**	**1,464,998.98**	**97,366.34**	**6.65%**
Fee Based Expenses						
Enrollment/Unit Based Fees	99,114.33	553,082.56	973,079.43	940,480.36	(32,599.08)	-3.47%
Revenue Based Fees	19,960.18	122,559.05	212,253.03	211,265.29	(987.75)	-0.47%
Total Fee Based Expenses	**119,074.51**	**675,641.61**	**1,185,332.47**	**1,151,745.64**	**(33,586.82)**	**-2.92%**
Other School Expenses						
Assessment	-	101.95	40,031.38	40,325.12	293.74	0.73%
Authorizer Oversight	2,121.20	15,312.40	25,918.44	25,667.82	(250.61)	-0.98%
Employee Related	1,170.33	17,066.90	32,602.45	31,272.94	(1,329.51)	-4.25%
Facilities	2,406.84	15,922.30	37,263.76	37,263.76	-	0.00%
Governance	144.07	3,797.74	9,295.81	9,295.81	-	0.00%
Internet Service Provider	-	3,390.19	11,725.00	11,725.00	-	0.00%
Instructional	-	1,038.89	9,296.83	9,296.83	-	0.00%
Professional Services	172.03	1,151.68	9,602.78	17,892.65	8,289.87	46.33%
Student Related	5,756.98	15,679.88	67,040.00	67,040.00	-	0.00%
Taxes	1,913.61	11,045.43	18,718.51	19,182.59	464.09	2.42%
Pending Allocation	(394.75)	4,685.64	-	-	-	0.00%
Total Other School Expenses	**13,290.31**	**89,193.00**	**261,494.96**	**268,962.53**	**7,467.58**	**2.78%**
Adjustments and Credits						
Discretionary Service Credit			(180,000.00)	(274,000.00)	(94,000.00)	-34.31%
Total Adjustments and Credits	**-**	**-**	**(180,000.00)**	**(274,000.00)**	**94,000.00**	**34.31%**
Total Program Expenses	**246,214.08**	**1,462,463.43**	**2,634,460.06**	**2,611,707.15**	**(22,752.91)**	**-0.87%**
Net Increase (Decrease)	**18,148.51**	**(139,728.76)**	**10,202.03**	**10,205.89**	**(3.86)**	
Beginning fund balance	(157,877.26)	-	-			
Ending fund balance	**(139,728.76)**	**(139,728.76)**	**10,202.03**	**10,205.89**		

California Connections Academy @ Monterey Bay
Balance Sheet
January 31, 2020

ASSETS		
Cash and Short Term Investments:		
Operating Account	$	-
Total Cash and Short Term Investments		**-**
Other Current Assets:		
Pupil Funding		1,221,467.49
SPED Funding State		70,510.69
Other State Receivables		26,879.77
Due from CalOPS Schools		(22,759.67)
Total Other Current Assets		***1,296,098.28***
Total Current Assets		***1,296,098.28***
Total Assets	***$***	***1,296,098.28***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	888,941.59
CalOPS Payroll Liability		532,422.16
Accrued Expenses		(279.88)
Accounts Payable		14,743.17
Total Current Liabilities		***1,435,827.04***
Total Liabilities		***1,435,827.04***
FUND BALANCE		
Beginning Fund Balance		-
Change in Fund Balance		(139,728.76)
Ending Fund Balance		***(139,728.76)***
Total Liabilities and Fund Balance	***$***	***1,296,098.28***

California Connections Academy @ Monterey Bay
Schedule of Revenue
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	165,767.84	841,484.76	1,682,969.52	1,694,656.57	(11,687.04)
LCFF / General Purpose Block Grant - State EPA	5,189.12	25,971.00	51,942.00	29,401.36	22,540.64
Lottery	5,370.53	26,879.77	53,759.54	51,204.00	2,555.54
Special Education Pass through funds - State	17,516.90	70,510.69	141,021.39	128,010.93	13,010.46
Mandated Cost Reimbursement	-	-	-	15,996.35	(15,996.35)
Total State Funding	**193,844.39**	**964,846.22**	**1,929,692.45**	**1,919,269.21**	**10,423.24**
Federal & Other Programs Funding					
E-Rate	-	-	400.00	400.00	-
Total Federal & Other Programs Funding	**-**	**-**	**400.00**	**400.00**	**-**
Local Funding					
LCFF / General Purpose Block Grant - Local	69,738.35	354,011.73	708,023.45	693,815.66	14,207.79
Total Local Funding	**69,738.35**	**354,011.73**	**708,023.45**	**693,815.66**	**14,207.79**
Other Funding					
Interest	-	-	500.00	500.00	-
OBL Grant	779.85	3,876.72	6,046.19	7,928.17	(1,881.98)
Total Other Funding	**779.85**	**3,876.72**	**6,546.19**	**8,428.17**	**(1,881.98)**
Total Revenue	**264,362.59**	**1,322,734.67**	**2,644,662.09**	**2,621,913.04**	**22,749.05**

California Connections Academy @ Monterey Bay
Schedule of Fees
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	1,495.17	8,514.92	14,796.00	14,300.00	(496.00)
Community Outreach	-	-	-	-	-
Connexus Annual License (EMS)	17,942.00	102,179.00	177,552.00	171,600.00	(5,952.00)
Curriculum Postage	1,446.50	8,046.50	13,662.00	13,398.00	(264.00)
Direct Course Instruction Support	899.30	4,192.90	8,385.80	6,624.00	(1,761.80)
Educational Resource Center	3,767.82	21,457.59	37,285.92	36,036.00	(1,249.92)
Enrollment and Records Management	1,753.33	9,753.33	16,560.00	16,240.00	(320.00)
Facility Support Services	197.50	1,382.50	1,400.88	1,400.88	-
Hardware/Software - Employees	977.50	5,120.50	8,965.46	9,189.76	224.30
Human Resources Support	2,036.46	10,667.71	18,678.04	19,145.32	467.29
ISP Processing Fee	452.08	2,727.08	8,846.15	5,300.00	(3,546.15)
School Curriculum Supplies	726.25	3,771.25	6,589.66	6,747.56	157.90
Short-Term Sub Teaching Services	2,361.00	14,661.27	14,661.27	-	(14,661.27)
Special Populations Consultative Services	4,876.00	19,115.34	51,304.00	48,760.00	(2,544.00)
Student Technology Assistance- Laptops	10,397.92	62,722.92	113,850.00	121,900.00	8,050.00
Tangible/Intangible Instr. Materials	45,300.00	253,225.00	430,775.00	421,425.00	(9,350.00)
Technical Support and Repairs	4,485.50	25,544.75	44,388.00	42,900.00	(1,488.00)
Voice Over IP Services	-	-	5,379.27	5,513.85	134.58
Total Enrollment/Unit Based Fees	**99,114.33**	**553,082.56**	**973,079.43**	**940,480.36**	**(32,599.08)**
Revenue-Based Fees					
Marketing Services	2,348.25	14,418.71	24,970.95	24,854.74	(116.21)
School Administration	14,089.54	86,512.27	149,825.67	149,128.44	(697.23)
Treasury Services	3,522.39	21,628.07	37,456.42	37,282.11	(174.31)
Total Revenue Based Fees	**19,960.18**	**122,559.05**	**212,253.03**	**211,265.29**	**(987.75)**
Total Fee-Based Expenses	**119,074.51**	**675,641.61**	**1,185,332.47**	**1,151,745.64**	**(33,586.82)**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	17,977.77	91,345.77	153,533.26	147,581.57	(5,951.69)
Benefits	4,404.55	22,379.71	37,615.65	36,157.48	(1,458.16)
Pension	2,189.19	8,449.10	14,682.31	13,078.35	(1,603.97)
Taxes	955.28	3,619.28	6,664.55	6,763.46	98.91
Total Administrative Compensation	**25,526.79**	**125,793.87**	**212,495.76**	**203,580.86**	**(8,914.90)**
Instructional Compensation					
Salaries	59,591.53	402,761.70	814,217.32	888,333.70	74,116.38
Benefits	14,599.92	98,676.62	199,483.24	217,641.76	18,158.51
Pension	11,370.84	62,262.10	125,072.67	138,377.03	13,304.37
Taxes	2,760.18	8,134.53	16,363.64	17,065.63	701.98
Total Instructional Compensation	**88,322.47**	**571,834.94**	**1,155,136.87**	**1,261,418.12**	**106,281.24**
Total Compensation	**113,849.26**	**697,628.81**	**1,367,632.64**	**1,464,998.98**	**97,366.34**
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(180,000.00)	(274,000.00)	108,500.00
Total Adjustments and Credits	**-**	**-**	**(180,000.00)**	**(274,000.00)**	**108,500.00**

California Connections Academy @ Monterey Bay
Schedule Other Expenses
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	-	14,250.00	17,195.55	2,945.55
Student Testing & Assessment Travel	-	101.95	11,781.38	11,781.38	-
Student Testing Technology	-	-	14,000.00	11,348.19	(2,651.81)
Total Assessment	**-**	**101.95**	**40,031.38**	**40,325.12**	**293.74**
Authorizer Oversight					
District Oversight	1,997.11	14,443.77	24,429.35	24,178.74	(250.61)
STRS Reporting	124.09	868.63	1,489.09	1,489.09	-
Total Authorizer Oversight	**2,121.20**	**15,312.40**	**25,918.44**	**25,667.82**	**(250.61)**
Employee Related					
Staff Recruiting/Background Checks	23.95	214.72	1,798.38	1,798.38	-
Staff Training/Prof. Dvlpmt	966.64	15,948.69	19,448.69	16,619.18	(2,829.51)
Team Building	2.68	161.89	1,919.20	1,919.20	-
Travel and Conferences - Administration	175.59	579.67	5,242.89	6,742.89	1,500.00
Travel and Conferences - Teachers	1.47	161.93	4,193.29	4,193.29	-
Total Employee Related	**1,170.33**	**17,066.90**	**32,602.45**	**31,272.94**	**(1,329.51)**
Facilities					
Copiers/ Reproduction	55.49	350.67	1,361.20	1,361.20	-
Expensed Furniture and Equipment	-	-	2,356.47	2,356.47	-
Internet	139.88	371.48	2,105.99	2,105.99	-
Maintenance & Repairs	239.11	954.19	2,829.77	2,829.77	-
Office Postage	2.41	264.68	1,751.40	1,751.40	-
Office Rent	1,476.47	10,327.65	17,331.93	17,331.93	-
Office Supplies	83.64	1,096.75	2,361.99	2,361.99	-
Rent Operating Expense	222.94	1,112.86	2,255.41	2,255.41	-
Rent Storage Unit	39.13	195.67	670.00	670.00	-
Telephone	36.41	472.24	1,890.78	1,890.78	-
Utilities	111.36	776.11	2,348.80	2,348.80	-
Total Facilities	**2,406.84**	**15,922.30**	**37,263.76**	**37,263.76**	**-**
Governance					
Accreditation	-	-	2,345.00	2,345.00	-
Banking Fees	-	-	584.81	584.81	-
Board-Related Expenses	1.09	103.77	1,786.99	1,786.99	-
Dues - Staff	142.98	181.06	816.48	816.48	-
Dues - School	-	3,100.37	3,350.00	3,350.00	-
Insurance Expenses	-	412.54	412.54	412.54	-
Total Governance	**144.07**	**3,797.74**	**9,295.81**	**9,295.81**	**-**
Internet Service Provider					
ISP Payment Reimbursement	-	3,390.19	11,725.00	11,725.00	-
Total Internet Service Provider	**-**	**3,390.19**	**11,725.00**	**11,725.00**	**-**
Instructional					
LiveSpeech	-	-	1,500.00	1,500.00	-
Math Time to Talk	-	-	3,380.78	3,380.78	-
Other Curriculum	-	1,038.89	4,416.05	4,416.05	-
Total Instructional	**-**	**1,038.89**	**9,296.83**	**9,296.83**	**-**
Professional Services					
Accounting Services/Audit	-	210.13	710.13	9,000.00	8,289.87
AERIES	-	-	2,005.00	2,005.00	-
Legal Services	-	755.92	3,502.19	3,502.19	-
Other School Contracted Services	160.63	174.23	3,105.28	3,105.28	-
Other School Expense	11.40	11.40	280.18	280.18	-
Total Professional Services	**172.03**	**1,151.68**	**9,602.78**	**17,892.65**	**8,289.87**
Student Related					
Graduation Expense	-	46.75	8,710.00	8,710.00	-
SPED Related Services	5,695.39	15,001.75	51,330.00	51,330.00	-
Student Activities	61.59	631.38	7,000.00	7,000.00	-
Total Student Related	**5,756.98**	**15,679.88**	**67,040.00**	**67,040.00**	**-**
Taxes					
Sales Tax and Use	1,913.61	11,045.43	18,718.51	19,182.59	464.09
Total Taxes	**1,913.61**	**11,045.43**	**18,718.51**	**19,182.59**	**464.09**
Pending Allocation					
Expenses Pending Allocation	(394.75)	4,685.64	-	-	-
Total Pending Allocation	**(394.75)**	**4,685.64**	**-**	**-**	**-**
Total Other Expenses	**13,290.31**	**89,193.00**	**261,494.96**	**268,962.53**	**7,467.58**

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			1,343	1,331	12	0.87%
Forecasted Total Enrollment			1,863	1,915	(52)	-2.72%
Forecasted Funded Enrollment			1,189	1,168	21	1.77%
Revenue						
State Funding	1,080,353.95	5,361,552.02	10,517,501.68	10,229,732.62	287,769.06	2.81%
Federal & Other Program Funding	132,789.00	185,862.00	362,378.00	348,100.00	14,278.00	4.10%
Local Aid	173,139.03	837,017.19	1,674,034.38	1,611,393.54	62,640.84	3.89%
Other Funding Sources	3,237.99	22,929.31	33,100.83	38,161.93	(5,061.10)	-13.26%
Total Revenue	**1,389,519.97**	**6,407,360.52**	**12,587,014.89**	**12,227,388.09**	**359,626.80**	**2.94%**
Program Expenses						
Compensation Expense						
Administration Staff	105,988.12	522,665.14	882,654.36	845,274.71	(37,379.65)	-4.42%
Instructional Staff	406,827.81	2,247,697.85	4,920,741.85	4,740,720.83	(180,021.02)	-3.80%
Total Compensation Expense	**512,815.93**	**2,770,362.99**	**5,803,396.22**	**5,585,995.55**	**(217,400.67)**	**-3.89%**
Fee Based Expenses						
Enrollment/Unit Based Fees	426,544.48	2,644,825.70	4,658,219.43	4,549,490.37	(108,729.06)	-2.39%
Revenue Based Fees	105,022.04	599,288.71	1,039,401.19	1,000,669.82	(38,731.37)	-3.87%
Total Fee Based Expenses	**531,566.52**	**3,244,114.41**	**5,697,620.62**	**5,550,160.20**	**(147,460.42)**	**-2.66%**
Other School Expenses						
Assessment	10,677.80	59,502.42	141,022.80	141,080.30	57.50	0.04%
Authorizer Oversight	11,344.03	77,437.68	134,157.90	131,106.09	(3,051.81)	-2.33%
Employee Related	5,390.74	73,048.78	151,918.00	151,918.00	-	0.00%
Facilities	10,973.70	114,547.46	217,435.80	216,599.55	(836.25)	-0.39%
Governance	802.63	20,366.65	31,665.34	27,821.26	(3,844.08)	-13.82%
Internet Service Provider	-	20,004.90	63,000.00	63,000.00	-	0.00%
Instructional	-	36,368.38	69,406.66	76,906.66	7,500.00	9.75%
Professional Services	3,423.48	12,631.94	53,784.60	52,894.17	(890.43)	-1.68%
Student Related	102,393.56	282,220.08	442,333.26	543,282.95	100,949.69	18.58%
Taxes	7,857.95	53,199.84	89,278.49	88,498.07	(780.42)	-0.88%
Pending Allocation	(1,639.03)	11,144.21	-	-	-	0.00%
Total Other School Expenses	**151,224.86**	**760,472.34**	**1,394,002.85**	**1,493,107.06**	**99,104.21**	**6.64%**
Adjustments and Credits						
Discretionary Service Credit	-	-	(307,500.00)	(402,000.00)	(94,500.00)	-23.51%
Total Adjustments and Credits	**-**	**-**	**(307,500.00)**	**(402,000.00)**	**(94,500.00)**	**-23.51%**
Total Program Expenses	**1,195,607.32**	**6,774,949.74**	**12,587,519.69**	**12,227,262.80**	**(360,256.89)**	**-2.95%**
Net Increase (Decrease)	**193,912.65**	**(367,589.23)**	**(504.80)**	**125.30**	**(630.09)**	
Beginning fund balance	(550,814.20)	10,687.68	10,687.68			
Ending fund balance	**(356,901.55)**	**(356,901.55)**	**10,182.88**			

California Connections Academy @ Ripon
Balance Sheet
January 31, 2020

ASSETS		
Cash and Short Term Investments:		
Checking	$	(2,727.37)
Operating		29,543.81
Checking - CALOPS		3,341,218.23
Petty Cash		283.00
Total Cash and Short Term Investments		***3,368,317.67***
Other Current Assets:		
Pupil Funding		969,600.27
SPED Funding State		43,500.37
Other State Receivables		(35,211.74)
Due from CalOPS Schools		(81,407.80)
Prepaid Expenses		6,476.45
Total Other Current Assets		***902,957.55***
Total Current Assets		***4,271,275.22***
Other Assets:		
Ripon Unified School District - Science Lab Deposit		300.00
Total Other Assets		***300.00***
Total Assets	***$***	***4,271,575.22***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	2,631,006.57
CalOPS Payroll Liability		1,717,401.81
Accrued Expenses		7,270.27
Deferred Revenue		117,036.75
Accounts Payable		155,761.37
Total Current Liabilities		***4,628,476.77***
Total Liabilities		***4,628,476.77***
FUND BALANCE		
Beginning Fund Balance		10,687.68
Change in Fund Balance		(367,589.23)
Ending Fund Balance		***(356,901.55)***
Total Liabilities and Fund Balance	***$***	***4,271,575.22***

California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	714,686.21	3,902,402.18	7,804,804.38	8,210,382.67	(405,578.30)
LCFF / General Purpose Block Grant - State EPA	223,356.72	1,039,376.90	2,078,753.80	1,430,635.52	648,118.28
Star Testing Reimbursement	-	55.00	2,356.54	2,336.25	20.29
Lottery	23,992.02	123,036.66	246,073.32	238,297.27	7,776.05
Special Education Pass through funds - State	17,322.22	88,832.37	177,664.74	268,640.00	(90,975.26)
Prop 39 Clean Energy Funds	836.25	44,016.25	44,016.25	43,180.00	836.25
Mandated Cost Reimbursement	23,455.78	39,678.00	39,678.00	36,260.91	3,417.09
Prior Year Revenue		47,449.90	47,449.90	-	47,449.90
Low Performing Student Block Grant	76,704.75	76,704.75	76,704.75		76,704.75
Total State Funding	**1,080,353.95**	**5,361,552.02**	**10,517,501.68**	**10,229,732.62**	**287,769.06**
Federal & Other Programs Funding					
Title I	108,852.00	149,843.00	163,965.00	161,000.00	2,965.0
Title II	23,937.00	32,984.00	36,172.00	27,000.00	9,172.0
Title IV	-	3,035.00	12,141.00	10,000.00	2,141.0
IDEA	-	-	148,000.00	148,000.00	-
E-Rate	-	-	2,100.00	2,100.00	-
Total Federal & Other Programs Funding	**132,789.00**	**185,862.00**	**362,378.00**	**348,100.00**	**14,278.00**
Local Funding					
LCFF / General Purpose Block Grant - Local	173,139.03	837,017.19	1,674,034.38	1,611,393.54	62,640.84
Total Local Funding	**173,139.03**	**837,017.19**	**1,674,034.38**	**1,611,393.54**	**62,640.84**
Other Funding					
Interest	-	6,833.00	8,000.00	6,000.00	2,000.00
OBL Grant	3,237.99	16,096.31	25,100.83	32,161.93	(7,061.10)
Total Other Funding	**3,237.99**	**22,929.31**	**33,100.83**	**38,161.93**	**(5,061.10)**
Total Revenue	**1,389,519.97**	**6,407,360.52**	**12,587,014.89**	**12,227,388.09**	**359,626.80**

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	6,280.54	39,209.04	67,128.00	66,550.00	(578.00)
Community Outreach	4,166.67	29,166.67	50,000.00	50,000.00	-
Connexus Annual License (EMS)	75,366.50	470,508.50	805,536.00	798,600.00	(6,936.00)
Curriculum Postage	5,736.50	36,344.00	61,479.00	63,195.00	1,716.00
Direct Course Instruction Support	2,776.10	14,745.30	29,490.60	28,566.00	(924.60)
Educational Resource Center	15,826.97	98,806.79	169,162.56	167,706.00	(1,456.56)
Enrollment and Records Management	6,953.33	44,053.33	74,520.00	76,600.00	2,080.00
Facility Support Services	554.50	3,881.50	5,815.76	5,815.76	-
Hardware/Software - Employees	3,663.00	23,583.00	41,167.92	38,151.41	(3,016.51)
Human Resources Support	7,631.25	49,131.25	85,766.49	79,482.10	(6,284.39)
ISP Processing Fee	1,962.50	14,311.85	38,491.74	24,322.07	(14,169.67)
School Curriculum Supplies	2,723.33	17,365.83	30,258.62	28,012.59	(2,246.03)
Short-Term Sub Teaching Services	10,866.00	70,770.00	70,770.00	2,376.00	(68,394.00)
Special Populations Consultative Services	39,432.00	145,467.34	393,048.00	354,040.00	(39,008.00)
Student Technology Assistance- Laptops	45,137.50	328,037.50	577,875.00	559,407.60	(18,467.40)
Tangible/Intangible Instr. Materials	178,626.16	1,141,816.67	1,931,625.00	1,984,125.00	52,500.00
Technical Support and Repairs	18,841.63	117,627.13	201,384.00	199,650.00	(1,734.00)
Voice Over IP Services		-	24,700.75	22,890.84	(1,809.90)
Total Enrollment/Unit Based Fees	**426,544.48**	**2,644,825.70**	**4,658,219.43**	**4,549,490.37**	**(108,729.06)**
Revenue-Based Fees					
Marketing Services	12,355.53	70,504.55	122,282.49	117,725.86	(4,556.63)
School Administration	74,133.21	423,027.33	733,694.96	706,355.17	(27,339.79)
Treasury Services	18,533.30	105,756.83	183,423.74	176,588.79	(6,834.95)
Total Revenue Based Fees	**105,022.04**	**599,288.71**	**1,039,401.19**	**1,000,669.82**	**(38,731.37)**
Total Fee-Based Expenses	**531,566.52**	**3,244,114.41**	**5,697,620.62**	**5,550,160.20**	**(147,460.42)**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	74,644.30	381,977.79	640,182.34	612,763.74	(27,418.60)
Benefits	18,287.85	93,584.54	156,844.65	150,127.11	(6,717.54)
Pension	9,089.59	32,367.30	58,247.81	54,301.75	(3,946.06)
Taxes	3,966.38	14,735.51	27,379.56	28,082.12	702.56
Total Administrative Compensation	**105,988.12**	**522,665.14**	**882,654.36**	**845,274.71**	**(37,379.65)**
Instructional Compensation					
Salaries	274,488.36	1,595,269.00	3,480,857.26	3,340,494.65	(140,362.61)
Benefits	67,249.65	390,840.90	852,810.03	818,421.18	(34,388.84)
Pension	52,375.97	230,572.12	518,346.96	517,905.88	(441.08)
Taxes	12,713.83	31,015.84	68,727.60	63,899.12	(4,828.48)
Total Instructional Compensation	**406,827.81**	**2,247,697.85**	**4,920,741.85**	**4,740,720.83**	**(180,021.02)**
Total Compensation	**512,815.93**	**2,770,362.99**	**5,803,396.22**	**5,585,995.55**	**(217,400.67)**
SCHEDULE OF CREDITS AND ADJUSTMENTS					
Discretionary Service Credit	-	-	(307,500.00)	(402,000.00)	(94,500.00)
Total Adjustments and Credits	**-**	**-**	**(307,500.00)**	**(402,000.00)**	**(94,500.00)**

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	10,677.80	58,908.67	71,606.00	81,606.00	10,000.00
Student Testing & Assessment Travel	-	443.75	34,116.80	54,616.80	20,500.00
Student Testing Technology	-	150.00	35,300.00	4,857.50	(30,442.50)
Total Assessment	**10,677.80**	**59,502.42**	**141,022.80**	**141,080.30**	**57.50**
Authorizer Oversight					
District Administrative Fees	1,033.33	7,233.31	12,400.00	12,400.00	-
District Oversight	9,795.54	66,598.25	115,575.93	112,524.12	(3,051.81)
STRS Reporting	515.16	3,606.12	6,181.97	6,181.97	0.00
Total Authorizer Oversight	**11,344.03**	**77,437.68**	**134,157.90**	**131,106.09**	**(3,051.81)**
Employee Related					
Staff Recruiting/Background Checks	110.34	953.72	5,000.00	5,000.00	-
Staff Training/Prof. Dvlpmt	4,452.49	67,826.24	93,548.68	93,548.68	-
Team Building	12.34	971.69	7,967.60	7,967.60	-
Travel and Conferences - Administration	808.80	2,608.37	27,993.21	27,993.21	-
Travel and Conferences - Teachers	6.77	688.76	17,408.52	17,408.52	-
Total Employee Related	**5,390.74**	**73,048.78**	**151,918.00**	**151,918.00**	**-**
Facilities					
Copiers/ Reproduction	255.58	1,524.65	5,651.05	5,651.05	-
Equipment/Supplies	-	-	17,500.00	17,500.00	-
Expensed Furniture and Equipment	-	-	9,782.93	9,782.93	-
Internet	644.33	1,607.16	8,743.03	8,743.03	-
Maintenance & Repairs	992.69	7,773.83	11,747.84	11,747.84	-
Office Postage	11.11	1,117.59	7,270.98	7,270.98	-
Office Rent	6,130.34	42,880.67	71,953.79	71,953.79	-
Office Supplies	385.26	4,765.49	9,805.85	9,805.85	-
Prop 39 Clean Energy Planning	836.25	44,016.25	44,016.25	43,180.00	(836.25)
Rent Operating Expense	925.64	4,620.62	9,363.38	9,363.38	-
Rent Storage Unit	162.49	812.44	4,000.00	4,000.00	-
Telephone	167.70	2,198.88	7,849.61	7,849.61	-
Utilities	462.31	3,229.88	9,751.10	9,751.10	-
Total Facilities	**10,973.70**	**114,547.46**	**217,435.80**	**216,599.55**	**(836.25)**
Governance					
Accreditation	-	-	1,000.00	1,000.00	-
Banking Fees	139.47	1,015.33	1,765.33	600.00	(1,165.33)
Board-Related Expenses	4.55	430.84	7,418.72	7,418.72	-
Dues - Staff	658.61	828.82	3,389.62	3,389.62	-
Dues - School	-	16,378.75	16,378.75	13,700.00	(2,678.75)
Insurance Expenses	-	1,712.91	1,712.92	1,712.92	-
Total Governance	**802.63**	**20,366.65**	**31,665.34**	**27,821.26**	**(3,844.08)**
Internet Service Provider					
ISP Payment Reimbursement	-	20,004.90	63,000.00	63,000.00	-
Total Internet Service Provider	**-**	**20,004.90**	**63,000.00**	**63,000.00**	**-**

Instructional					
LiveSpeech	-	-	-	7,500.00	7,500.00
Math Time to Talk	-	-	14,035.38	14,035.38	-
Other Curriculum	-	4,330.38	18,333.28	18,333.28	-
Summer School	-	32,038.00	32,038.00	32,038.00	-
Title I - SES Tutoring	-	-	5,000.00	5,000.00	-
Total Instructional	**-**	**36,368.38**	**69,406.66**	**76,906.66**	**7,500.00**
Professional Services					
Accounting Services/Audit	2,631.09	6,444.48	9,500.00	9,500.00	-
AERIES	-	-	9,800.00	9,800.00	-
Legal Services	-	3,228.56	14,539.41	14,539.41	-
Manager Services	-	-	5,000.00	5,000.00	-
Other School Contracted Services	739.88	905.32	12,891.61	12,891.61	-
Other School Expense	52.51	2,053.58	2,053.58	1,163.15	(890.43)
Total Professional Services	**3,423.48**	**12,631.94**	**53,784.60**	**52,894.17**	**(890.43)**
Student Related					
Graduation Expense	-	463.56	8,494.31	8,743.50	249.19
SPED Related Services	101,673.72	279,661.02	409,960.50	509,960.50	100,000.00
Student Activities	719.84	2,095.50	23,878.45	24,578.95	700.50
Total Student Related	**102,393.56**	**282,220.08**	**442,333.26**	**543,282.95**	**100,949.69**
Taxes					
Sales Tax and Use	7,857.95	53,199.84	89,278.49	88,498.07	(780.42)
Total Taxes	7,857.95	53,199.84	89,278.49	88,498.07	(780.42)
Pending Allocation					
Expenses Pending Allocation	(1,639.03)	11,144.21	-	-	-
Total Pending Allocation	**(1,639.03)**	**11,144.21**	**-**		**-**
Total Other Expenses	**151,224.86**	**760,472.34**	**1,394,002.85**	**1,493,107.06**	**99,104.21**

California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			4,204	4,196	8	0.19%
Forecasted Total Enrollment			5,643	5,755	(112)	-1.95%
Forecasted Funded Enrollment			3,785	3,740	45	1.20%
Revenue						
State Funding	1,399,984.38	6,171,706.42	11,867,734.10	11,351,213.70	516,520.40	4.55%
Federal & Other Program Funding	146,377.00	324,578.00	1,238,557.00	1,255,800.00	(17,243.00)	-1.37%
Local Aid	2,659,948.15	13,461,787.27	26,923,574.54	26,133,347.06	790,227.48	3.02%
Other Funding Sources	11,968.94	118,411.20	147,108.31	154,413.96	(7,305.65)	-4.73%
Total Revenue	**4,218,278.47**	**20,076,482.89**	**40,176,973.95**	**38,894,774.73**	**1,282,199.22**	**0.94%**
Program Expenses						
Compensation Expense						
Administration Staff	337,642.40	1,653,628.82	2,800,433.09	2,692,760.13	(107,672.96)	-4.00%
Instructional Staff	1,279,465.91	7,199,392.06	15,529,783.35	15,242,249.64	(287,533.72)	-1.89%
Total Compensation Expense	**1,617,108.31**	**8,853,020.88**	**18,330,216.44**	**17,935,009.77**	**(395,206.68)**	**-2.16%**
Fee Based Expenses						
Enrollment/Unit Based Fees	1,178,086.01	8,217,530.11	14,219,929.10	14,231,931.48	12,002.38	0.08%
Revenue Based Fees	295,454.22	1,895,712.50	3,306,225.86	3,175,715.66	(130,510.20)	-3.95%
Total Fee Based Expenses	**1,473,540.23**	**10,113,242.61**	**17,526,154.96**	**17,407,647.14**	**(118,507.82)**	**-0.68%**
Other School Expenses						
Assessment	24,399.86	147,134.50	411,461.00	411,121.00	(340.00)	-0.08%
Authorizer Oversight	32,707.94	225,218.10	388,757.79	378,279.51	(10,478.28)	-2.70%
Employee Related	16,953.76	230,977.88	497,347.00	497,347.00	-	0.00%
Facilities	33,252.46	319,229.32	641,034.44	566,995.89	(74,038.55)	-11.55%
Governance	2,397.23	54,836.91	88,943.18	87,963.56	(979.62)	-1.10%
Internet Service Provider	-	61,750.49	201,000.00	201,000.00	-	0.00%
Instructional	-	133,847.30	185,561.30	206,561.30	21,000.00	11.32%
Professional Services	10,148.27	34,221.63	143,904.78	140,904.78	(3,000.00)	-2.08%
Student Related	167,857.71	689,471.62	1,230,057.91	1,438,262.91	208,205.00	16.93%
Taxes	20,448.41	156,662.42	240,488.79	266,973.82	26,485.03	11.01%
Pending Allocation	(5,221.41)	37,815.44	-	-	-	0.00%
Total Other School Expenses	**302,944.23**	**2,091,165.61**	**4,028,556.19**	**4,195,409.76**	**166,853.58**	**4.14%**
Total Program Expenses	**3,393,592.77**	**21,057,429.10**	**39,884,927.60**	**39,538,066.68**	**(346,860.92)**	**1.65%**
Net Increase (Decrease)	**824,685.70**	**(980,946.21)**	**292,046.35**	**(643,291.95)**	**935,338.31**	
Beginning fund balance	(855,696.41)	949,935.50	949,935.50			
Ending fund balance	**(31,010.71)**	**(31,010.71)**	**1,241,981.85**			

California Connections Academy Southern California
Balance Sheet
January 31, 2020

ASSETS		
Cash and Short Term Investments:		
Analysis Checking	$	(22,969.70)
Payroll		1,948,664.66
Operating Account		226,557.18
CalOPS Checking		3,292,762.60
OCDE Cash Account		1,658,055.75
Petty Cash		300.00
Total Cash and Short Term Investments		***7,103,370.49***
Other Current Assets:		
Pupil Funding		(645,444.20)
SPED Funding State		161,567.39
Other State Receivables		68,119.06
Due from CalOPS Schools		175,733.14
Prepaid Expenses		68,989.92
Total Other Current Assets		***(171,034.69)***
Total Current Assets		***6,932,335.80***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(3,071.56)
Net Fixed Assets		***29,449.94***
Other Assets:		
Rent Deposit InterPres Corporation		20,287.30
Total Other Assets		***20,287.30***
Total Assets	***$***	***6,982,073.04***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	9,609,143.11
CalOPS Payroll Liability		(3,436,642.41)
Pension Payable		411,943.18
Accrued Expenses		20,834.82
Deferred Revenue		308,936.75
Accounts Payable		98,868.30
Total Current Liabilities		***7,013,083.75***
Total Liabilities		***7,013,083.75***
FUND BALANCE		
Beginning Fund Balance		949,935.50
Change in Fund Balance		(980,946.21)
Ending Fund Balance		***(31,010.71)***
Total Liabilities and Fund Balance	***$***	***6,982,073.04***

California Connections Academy Southern California
Schedule of Revenue
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	899,588.93	4,552,748.43	9,105,496.86	8,878,298.26	227,198.60
LCFF / General Purpose Block Grant - State EPA	75,462.66	378,525.00	757,050.00	726,648.00	30,402.00
Star Testing Reimbursement	-	135.00	7,570.50	7,480.42	90.08
Lottery	78,103.96	391,773.38	783,546.75	763,002.40	20,544.35
Special Education Pass through funds - State	61,212.58	307,045.39	614,090.78	860,000.00	(245,909.22)
Prop 39 Clean Energy Funds	836.25	105,577.25	105,577.25	-	105,577.25
Mandated Cost Reimbursement	11,050.00	58,500.00	117,000.00	115,784.63	1,215.37
Prior Year Revenue	-	103,671.97	103,671.97	-	-
Low Performing Student Block Grant	273,730.00	273,730.00	273,730.00	-	273,730.00
Total State Funding	**1,399,984.38**	**6,171,706.42**	**11,867,734.10**	**11,351,213.70**	**516,520.40**
Federal & Other Programs Funding					
Title I	141,692.00	282,260.00	562,273.00	596,000.00	(33,727.0)
Title II	4,685.00	31,910.00	108,851.00	101,000.00	7,851.0
Title IV	-	10,408.00	41,633.00	33,000.00	8,633.0
IDEA	-	-	519,000.00	519,000.00	-
E-Rate	-	-	6,800.00	6,800.00	-
Total Federal & Other Programs Funding	**146,377.00**	**324,578.00**	**1,238,557.00**	**1,255,800.00**	**(17,243.00)**
Local Funding					
LCFF / General Purpose Block Grant - Local	2,659,948.15	13,461,787.27	26,923,574.54	26,133,347.06	790,227.48
Total Local Funding	**2,659,948.15**	**13,461,787.27**	**26,923,574.54**	**26,133,347.06**	**790,227.48**
Other Funding					
Interest	1,653.80	67,133.75	67,133.75	50,000.00	17,133.75
OBL Grant	10,315.14	51,277.45	79,974.56	104,413.96	(24,439.40)
Total Other Funding	**11,968.94**	**118,411.20**	**147,108.31**	**154,413.96**	**(7,305.65)**
Total Revenue	**4,218,278.47**	**20,076,482.89**	**40,176,973.95**	**38,894,774.73**	**1,282,199.22**

California Connections Academy Southern California
Schedule of Fees
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	16,841.46	122,258.21	210,193.00	209,800.00	(393.00)
Community Outreach	45,833.33	320,833.34	550,000.00	550,000.00	-
Connexus Annual License (EMS)	202,097.50	1,467,098.50	2,522,316.00	2,517,600.00	(4,716.00)
Curriculum Postage	14,968.25	109,051.25	186,219.00	189,915.00	3,696.00
Direct Course Instruction Support	10,322.40	55,641.60	111,283.20	50,000.00	(61,283.20)
Educational Resource Center	42,440.48	308,090.69	529,686.36	528,696.00	(990.36)
Enrollment and Records Management	18,143.33	132,183.33	225,720.00	230,200.00	4,480.00
Facility Support Services	1,675.50	11,728.50	18,529.79	18,529.79	-
Hardware/Software - Employees	11,075.50	74,168.50	128,321.92	121,555.40	(6,766.52)
Human Resources Support	23,073.96	154,517.71	267,337.33	253,240.41	(14,096.92)
ISP Processing Fee	4,954.17	41,090.44	114,695.12	73,119.58	(41,575.54)
School Curriculum Supplies	8,229.17	54,611.67	94,317.24	89,251.80	(5,065.44)
Short-Term Sub Teaching Services	33,879.00	223,734.00	223,734.00	50,000.00	(173,734.00)
Special Populations Consultative Services	111,088.00	408,170.66	1,121,904.00	1,000,640.00	(121,264.00)
Student Technology Assistance- Laptops	113,945.83	940,508.33	1,358,150.00	1,681,750.27	323,600.27
Tangible/Intangible Instr. Materials	468,993.75	3,427,068.75	5,849,950.00	5,965,300.00	115,350.00
Technical Support and Repairs	50,524.38	366,774.63	630,579.00	629,400.00	(1,179.00)
Voice Over IP Services	-	-	76,993.15	72,933.24	(4,059.91)
Total Enrollment/Unit Based Fees	**1,178,086.01**	**8,217,530.11**	**14,219,929.10**	**14,231,931.48**	**12,002.38**
Revenue-Based Fees					
Marketing Services	34,759.32	223,025.00	388,967.75	373,613.61	(15,354.14)
School Administration	208,555.92	1,338,150.00	2,333,806.49	2,241,681.65	(92,124.85)
Treasury Services	52,138.98	334,537.50	583,451.62	560,420.41	(23,031.21)
Total Revenue Based Fees	**295,454.22**	**1,895,712.50**	**3,306,225.86**	**3,175,715.66**	**(130,510.20)**
Total Fee-Based Expenses	**1,473,540.23**	**10,113,242.61**	**17,526,154.96**	**17,407,647.14**	**(118,507.82)**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	237,791.56	1,208,033.50	2,030,586.12	1,952,058.59	(78,527.53)
Benefits	58,258.93	295,968.19	497,493.56	478,254.33	(19,239.23)
Pension	28,956.38	102,923.90	185,370.48	172,987.05	(12,383.43)
Taxes	12,635.54	46,703.24	86,982.93	89,460.16	2,477.23
Total Administrative Compensation	**337,642.40**	**1,653,628.82**	**2,800,433.09**	**2,692,760.13**	**(107,672.96)**
Instructional Compensation					
Salaries	863,260.80	5,106,051.38	10,982,395.49	10,739,673.73	(242,721.76)
Benefits	211,498.90	1,250,982.57	2,690,686.89	2,631,220.05	(59,466.85)
Pension	164,721.45	742,861.20	1,639,677.19	1,665,835.13	26,157.95
Taxes	39,984.75	99,496.91	217,023.79	205,520.73	(11,503.06)
Total Instructional Compensation	**1,279,465.91**	**7,199,392.06**	**15,529,783.35**	**15,242,249.64**	**(287,533.72)**
Total Compensation	**1,617,108.31**	**8,853,020.88**	**18,330,216.44**	**17,935,009.77**	**(395,206.68)**

California Connections Academy Southern California
Schedule Other Expenses
For the Period Ended January 31, 2020

	January-20 Actual	YTD Actual	Annual Forecast	Revised Budget 10/22/19	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	24,365.86	145,301.49	179,250.00	206,000.00	26,750.00
Student Testing & Assessment Travel	34.00	1,493.01	179,121.00	179,121.00	-
Student Testing Technology	-	340.00	53,090.00	26,000.00	(27,090.00)
Total Assessment	**24,399.86**	**147,134.50**	**411,461.00**	**411,121.00**	**(340.00)**
Authorizer Oversight					
District Administrative Fees	100.00	700.00	1,200.00	1,200.00	-
District Oversight	30,966.56	213,028.44	367,861.21	357,382.93	(10,478.28)
STRS Reporting	1,641.38	11,489.66	19,696.57	19,696.57	-
Total Authorizer Oversight	**32,707.94**	**225,218.10**	**388,757.79**	**378,279.51**	**(10,478.28)**
Employee Related					
Staff Recruiting/Background Checks	347.03	3,022.01	15,000.00	15,000.00	-
Staff Training/Prof. Dvlpmt	14,002.99	215,606.38	312,305.00	312,305.00	-
Team Building	38.81	2,156.65	25,386.00	25,386.00	-
Travel and Conferences - Administration	2,543.65	8,001.60	55,466.00	55,466.00	-
Travel and Conferences - Teachers	21.28	2,191.24	89,190.00	89,190.00	-
Total Employee Related	**16,953.76**	**230,977.88**	**497,347.00**	**497,347.00**	**-**
Facilities					
Copiers/ Reproduction	803.79	4,835.37	18,004.97	18,004.97	-
Depreciation	180.68	1,264.76	2,000.00	2,000.00	-
Equipment/Supplies	-	-	66,500.00	66,500.00	-
Expensed Furniture and Equipment	-	-	31,169.71	31,169.71	-
Internet	2,026.41	5,093.51	27,856.45	27,856.45	-
Maintenance & Repairs	3,162.77	12,621.46	37,430.17	37,430.17	-
Office Postage	34.94	3,555.68	23,166.00	23,166.00	-
Office Rent	19,529.21	136,603.43	229,254.22	229,254.22	-
Office Supplies	1,211.63	15,136.21	31,242.72	31,242.72	-
Prop 39 Clean Energy Planning	836.25	105,577.25	105,577.25	31,538.70	(74,038.55)
Rent Operating Expense	2,948.78	14,719.68	29,832.96	29,832.96	-
Rent Storage Unit	517.63	2,588.16	9,000.00	9,000.00	-
Telephone	527.42	6,967.84	10,000.00	10,000.00	-
Utilities	1,472.95	10,265.97	20,000.00	20,000.00	-
Total Facilities	**33,252.46**	**319,229.32**	**641,034.44**	**566,995.89**	**(74,038.55)**
Governance					
Accreditation	-	1,070.00	1,070.00	1,070.00	-
Banking Fees	311.43	(353.59)	3,300.00	3,300.00	-
Board-Related Expenses	14.48	1,372.60	23,637.02	23,637.02	-
Dues - Staff	2,071.32	2,611.52	10,799.78	10,799.78	-
Dues - School	-	44,679.62	44,679.62	43,700.00	(979.62)
Insurance Expenses	-	5,456.76	5,456.76	5,456.76	-
Total Governance	**2,397.23**	**54,836.91**	**88,943.18**	**87,963.56**	**(979.62)**
Internet Service Provider					
ISP Payment Reimbursement	-	61,750.49	201,000.00	201,000.00	-
Total Internet Service Provider	**-**	**61,750.49**	**201,000.00**	**201,000.00**	**-**

Instructional					
LiveSpeech	-	-	-	21,000.00	21,000.00
Math Time to Talk	-	-	44,718.55	44,718.55	-
Other Curriculum	-	56,416.80	58,412.25	58,412.25	-
Summer School	-	77,430.50	77,430.50	77,430.50	-
Title I - SES Tutoring	-	-	5,000.00	5,000.00	-
Total Instructional	**-**	**133,847.30**	**185,561.30**	**206,561.30**	**21,000.00**
Professional Services					
Accounting Services/Audit	7,649.11	18,978.75	12,500.00	9,500.00	(3,000.00)
AERIES	-	-	30,300.00	30,300.00	-
Legal Services	-	10,528.19	46,324.47	46,324.47	-
Manager Services	-	-	10,000.00	10,000.00	-
Other School Contracted Services	2,326.91	2,754.20	41,074.36	41,074.36	-
Other School Expense	172.25	1,960.49	3,705.96	3,705.96	-
Total Professional Services	**10,148.27**	**34,221.63**	**143,904.78**	**140,904.78**	**(3,000.00)**
Student Related					
Graduation Expense	-	2,146.17	41,047.51	41,047.51	-
SPED Related Services	166,820.14	674,196.86	1,107,376.80	1,315,581.80	208,205.00
Student Activities	1,037.57	13,128.59	81,633.60	81,633.60	-
Total Student Related	**167,857.71**	**689,471.62**	**1,230,057.91**	**1,438,262.91**	**208,205.00**
Taxes					
Sales Tax And Use	20,448.41	156,662.42	240,488.79	266,973.82	26,485.03
Total Taxes	20,448.41	156,662.42	240,488.79	266,973.82	26,485.03
Pending Allocation					
Expenses Pending Allocation	(5,221.41)	37,815.44	-	-	-
Total Pending Allocation	**(5,221.41)**	**37,815.44**	**-**	**-**	**-**
Total Other Expenses	**302,944.23**	**2,091,165.61**	**4,028,556.19**	**4,195,409.76**	**166,853.58**

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

Tuesday, January 28, 2020 at 3:30 p.m. PT

Held at the following locations and via teleconference:
CalCA Ripon: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA SoCAL: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

I. Call to Order

Ms. Pavlich called the meeting to order at 3:36 p.m. when all participants were present and able to hear each other. The meeting and school sites were open to the public to attend.

II. Roll Call

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

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

Guests Present: Franci Sassin, LaChelle Carter and Heather Tamayo, School staff (in person at SoCAL Site); Richard Savage, Executive Director; Marcus White, Kara Mannix, Richie Romero, School staff; Heather Savage, Eileen Sigmund, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (via phone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting and posted by January 24, 2020 in compliance with the Brown Act requirements. The Board requested to move Consent Agenda Item (e) Approval of the Revised Budgets to Action Items and to table Consent Agenda Item (k) Approval of the 2020-2021 School Year General School Handbook as a document was not available for the Board's consideration. There being no further changes noted, the following motion was made and seconded as follows:

[Mr. Souza joined the meeting at 3:38 p.m.]

RESOLVED, that the Agenda for the January 28, 2020 Board Meeting, as amended, is hereby approved.

The motion was approved unanimously.

V. Oral Reports

a. Executive Director's Report

i. PCx Overview

Dr. Savage provided the Board with an overview of PCx, the new learning management system.

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

Dr. Savage reviewed the upgrades and benefits to students and staff with the new system, as well as specific tools and the expectations of use with curriculum. He related that course customization and curriculum alignment should be greatly improved for teachers with PCx.

ii. California Healthy Youth Act Update

Dr. Savage provided the Board with an update on the school's adherence to the California Healthy Youth Act within the curriculum.

[Dr. Savage left the meeting at 3:44 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

Ms. Carter reviewed with the Board the Financial Report, as included in the Board meeting materials. There were no questions from the Board at this time.

Policy and Compliance Report

Dr. Sassin provided the Board with an update on Policy and Compliance items, as included in the Board meeting materials.

i. Compliance with Open Meeting Policy

Dr. Sassin provided the Board with an update on the adherence to the new Open Meeting Policy, including the recording of the Board Meetings.

ii. New Schools Financial Update

Dr. Sassin provided the Board with an update and expected timeline on the new school's financial setup.

iii. P1 Attendance Reporting Update

Dr. Sassin provided the Board with an update on the P1 attendance reporting submission, including the enrollment reported for each school.

iv. Special Education Local Plan Area (SELPA) Financial Reporting Update

Dr. Sassin provided the Board with an overview of the reporting requirements for the two new schools in the El Dorado Special Education Local Plan Area (SELPA).

v. Special Education Service Contracts Update

Ms. Carter provided the Board with an update on the contracts for Special Education service providers, as well as the ongoing efforts to streamline the invoicing process.

vi. Budget Development Process Update

Ms. Carter reviewed the 2020-2021 budget development process with the Board. She advised the Board that the process, while ongoing, is significantly aided by the Board's approval of the outreach recruitment target for anticipated student enrollment in the next school year as slated for later in the meeting. Dr. Sassin further reviewed the anticipated budget development schedule for the Board's consideration.

vii. Consolidated Financial Report

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

viii. CalCA North Bay Financial Report

Ms. Palvich 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.

ix. CalCA Central Financial Report

Ms. Palvich 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.

x. CalCA Central Coast Financial Report

Ms. Palvich 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.

xi. CalCA Monterey Bay Financial Report

Ms. Palvich 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.

xii. CalCA Ripon Financial Report

Ms. Palvich 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.

xiii. 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.

VI. Consent Agenda

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

RESOLVED, the Consent Items:

a. Approval of Minutes from the December 3, 2019 Board Meeting;
b. Approval of Staffing Report;
c. Approval of Pearson Online & Blended Learning (POBL) Invoice(s);
d. Ratification of the First Interim Financial Reports;

f. School Accountability Reports Cards (SARC);
g. Ratification of Local Control Accountability Plans (LCAP) Federal Addenda for CalCA North Bay, CalCA Central, CalCA Ripon and CalCA Southern California;
h. Approval of Revised Comprehensive Support and Improvement (CSI) Plan and Ratification of Revised LCAP;
i. Approval of Board Chair as Board Designee to work with School Leadership and Pearson Online & Blended Learning (POBL) to Negotiate, Finalize and Execute CalCA Ripon Facility Lease;
j. Approval of Revisions to 2019-2020 School Year State Specific Handbook*; and
l. Approval of 2020-2021 School Year State Specific School Handbook; are hereby approved.

The motion passed unanimously.

*Although the Board's motion included Consent Agenda Item (j) Approval of Revisions to 2019-2020 School Year State Specific Handbook, there was no document for the Board's consideration and therefore nothing was approved.

VII. Action Items

a. Approval of Outreach Recruitment Targets for the 2020-2021 School Year

Dr. Sassin reviewed the Outreach Recruitment Targets for the 2020-2021 school year of 215 students for CalCA North Bay, 710 students for CalCA Central, 198 students for CalCA Central Coast, 520 students for Monterey Bay, 1,488 students for CalCA Ripon, and 4,629 for CalCA Southern California and sought Board input in regards to the number. Dr. Sassin further advised these were good targets to set for the upcoming school year based on anticipated growth, staffing and budget. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that outreach recruitment targets for the 2020-2021 school year, as discussed, are hereby approved.

The motion passed unanimously.

Approval of Revised Budgets;

Dr. Sassin reviewed the expected adjustments to the current school year's budget based on staffing and enrollment for the Board's consideration at a future Board meeting. The Board discussed the budgets including grants and technology expenses with Dr. Sassin in detail. There being no further discussion, this item was tabled.

VIII. Information Items

a. State & Strategic Client Relations Update.

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

b. Partner School Leadership Team (PSLT) Update

i. School Operations Metrics

There was no update at this time.

c. Sponsoring District(s) Update

i. CUSD Oversight Update

Dr. Sassin provided the Board with an update on the upcoming visit from the Capistrano Unified School District (CUSD) in March, as well as the annual report filing on academic performance. She further reviewed the credentialing audits from CUSD and upcoming changes as the state transitions to oversight of credentialing audits.

Dr. Sassin further provided the Board with an update on recent Superintendent changes at the Central, Middletown and Cuyama Unified School Districts.

d. Accountability Update

Dr. Romero provided the Board with an update on a forthcoming report on various accountability measurers for a future Board meeting.

IX. Adjournment and Confirmation of Next Meeting on Tuesday, February 25, 2020 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:24 pm. The next meeting is scheduled for Tuesday, February 25, 2020 at 3:30 p.m. PT.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Chaidez, Christopher I.	Teacher - Special Ed	$54,240.00	0.00	02/10/2020
Craig, Kristina	Teacher - Special Ed	$60,740.00	0.00	02/11/2020
Gutierrez Orr, Patricia	Teacher - Secondary	$50,740.00	0.00	01/28/2020

Departing Employees

Name	Area	Last Day Worked	Reason
Hill, Amanda	Teacher - Secondary	01/30/2020	Career Change
Jauregui, Cynthia	Teacher - Special Ed	02/03/2020	Compensation
Mendes, Joye M.	Teacher - Secondary	01/30/2020	Transferred out
Nguy, Qui	Teacher - Secondary	01/30/2020	Career Change

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Araujo-Sierra, Maria I.	School Admin Asst III	SEIS Coordinator	$21.00	0.00	11/18/2019

Christopher I. Chaidez

Objective	Education Specialist with a Mild to Moderate credential seeking to provide a range of special education services virtually to students in grades K-12.
Education	Charter College of Education (CCOE) at California State University Los Angeles (CSULA) CCOE Office Phone: (323) 343-4300 CSULA Office Phone: (323) 343-3000 Nearly Completed Masters in Arts Degree - Special Education: Mild to Moderate Disabilities 50/54 units completed & the comprehensive exam needs to be completed
Highly Qualified	CLEARED Ed Specialist Credential in Mild to Moderate Needs *w/ English Learner & Autism Authorization embedded* CSET: Multiple Subjects CBEST Verification Process for Special Setting (VPSS) in English Language Arts
Work Experience	Education Specialist in a virtual and in home setting teaching students in multiple subject areas as an Independent Contractor for Non Public Agencies December 2018 - Present Education Specialist in an elementary school setting, teaching students in multiple subject areas for Magnolia School District at Esther L. Walter Elementary School in a Resource Specialist Program, primarily servicing students with SLD & some students with ASD, ID & OHI *Principal: Roger Nguyen* *eMail:* rnguyen@magnoliasd.org Office Phone: (714) 761 - 5997 August 2017 – June 2018 Education Specialist in a Special Day Class (SDC) Setting teaching English 7/8 & U.S. History for Los Angeles Unified School District at South Gate Middle School in the East L.A. Region in a Specific Learning Disability Program, primarily servicing students with SLD & some students with ASD, ID & OHI *Principal: Janet Mack* *eMail:* jmack1@lausd.net Office Phone: (323) 568-4000 *A. Principal: Perla Llamas* *eMail:* pkl9311@lausd.net Office Phone: (323) 568-4000 August 2016 – June 2017 Education Specialist in a Special Day Class (SDC) Setting teaching English 7/8 & World History for Los Angeles Unified School District at Mary McLeod Bethune Middle School in the South L.A. Region in a Specific Learning Disability Program primarily servicing students with SLD & some students with ASD, ID & OHI *Principal: Carlos Gonzalez* *eMail:* cxg0564@lausd.net Cell #: (213) 308 - 5253 *A. Principal: Manuel Arellano* *eMail:* marellan@lausd.net Office #: (310) 241 - 1100 ext 1116 March 2014 – June 2016 (Intern Credential March 2014 – Feb 2015) Student Teaching Fall 2014
Extra Curricular Activities	3 years of being a lead teacher for a team of education specialist teachers at Bethune Middle School & South Gate M.S. 3 years on the Communities of Practice for students with disabilities committee at Bethune Middle School 2 years of being an Assistant-Department Chair for Special Education at Bethune M.S. 2 years on the Leadership Committee Team at Bethune MS & Walter Elementary 1 year on School Site Council at South Gate M.S. 1 year of being on a Panel of Stakeholders for the Single Plan for Student Achievement (SPSA) at Bethune M.S. 1 year of being a Smarter Balance Assessment/CAASPP Test Site Coordinator Assistant at Bethune M.S. 1 year on a School Safety Committee at Bethune M.S.
Recognitions & Certificates	Recognition for Exceeding Standard Performance during the 2015-2016 Woodcock Johnson IV Certified by LAUSD on 10/19/2016 & by ABCUSD during 10/2018 Present Level of Performance & Goal Writing by LAUSD Certified on 2/27/2017 CAASPP Security Forms & SBAC Teacher Training Certified by LAUSD for 3 years Child Abuse Awareness Training Certified by LAUSD, Magnolia School District and ABCUSD Cardiopulmonary Resuscitation (CPR) Certificated in the past. Kagan Cooperative Learning Certified on 4/22/2017 Basics of School Site Emergency Management Certified on 9/19/2015 Professional Assault Crisis Training (Pro. ACT) Certified on 1/10/2014
Professional Attributes	Knowledgeable of Welligent Smart Software Solutions & Student Education Information System for IEPs Able to communicate basic needs with others using informal Spanish Able to operate and maintain basic hardware and software for both MAC and PC Able to type 50 Words Per Minute

Kristina Craig

Professional Profile

This competent, resourceful individual seeks a Special Education Teacher position with your schools. I am able to problem solve and reason out viable solutions to meet student needs. I bring my experience and knowledge to immediately be a beneficial contribution to any team.

- Provided instruction in primary and secondary programs, teaching multiple subjects and grade levels in a diploma bound and certificate programs.
- Collaborate with students, parents, special education teachers, para educators, and administrators to help students prepare to become independently functioning adults.
- Differentiated and adapted curriculum materials for students through collaboration, careful planning, small group instruction, and technology use.
- Experience working in multiple county programs, including every type of Special Education student population, CTE, and Alternative Ed., as a substitute teacher.
- Collaborate with general education teachers to ensure that materials taught align with Common Core Curriculum.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of learning in children.

Education and Certifications

Master of Science in Education
Specialization in Special Education in Moderate/Severe Disabilities
California Baptist University, Riverside, CA. Spring 2015

Clear Education Specialist Credential in Moderate/Severe Disabilities
California Baptist University, Riverside, CA. Graduation Jan. 2014

In progress Education Specialist Credential in Mild/Moderate Disabilities
California Baptist University, Riverside, CA. Graduation Est. Dec. 2020

Bachelor of Science Civil Engineering
Minor in General Management
California Polytechnic University, Pomona, CA. 2003

Certifications
Project Wild
STEM in the 21st Century
CSET- Multiple Subject
VPSS Math & Science
CBEST
Adult and Infant CPR

Key Qualifications

Experience providing access to education through the use of Google programs.

Provide professional IEPs using SEIS and Web IEP programs.

Adaptability to student needs as a result of working in varied student populations.

Experience in designing and implementation of differentiated instruction.

Knowledge of science and math topics from engineering experience.

Love of learning and sharing knowledge with others.

Experienced Educator

I will provide quality instruction in multiple subject areas using wide variety of teaching strategies to engage students in active learning. Provided classroom assistance and accommodations to promote learning included in Individual Education Plans. Through problem solving I will work with co-workers to provide differentiated and adapted curriculum materials for students enrolled in our schools.

Employment

Professional Development in Education

- **Special Education Teacher, RSP,** September 2017 to Current
  Encore School for the Performing Arts, Charter School, Riverside, CA
- **Special Education Teacher, RSP,** August 2016 to June 2017
  Perris Elementary Unified School District, Perris, CA
- **Special Education Teacher, SDC-Moderate Program,** September 2015 to June 2016
  Beaumont Unified School District, Beaumont, CA
- **Special Education Teacher, SDC-ED,** August 2013 to June 2015
  Moreno Valley Unified School District, Moreno Valley, CA
- **Substitute Teacher, Pre-K thru age 22,** March 2008 to 2013
  Riverside County of Education, Riverside, CA
- **Substitute Teacher, K thru High School,** January 2009 to 2013
  Nuview Union School District, Nuevo, CA
- **Recreational Leader / Facility Monitor,** October 1997 – July 2002
  City of Walnut, Walnut, CA

Engineering

- **Project Engineer,** January 2007 - December 2007
  David Evans & Associates, Riverside, CA
- **Design Engineer,** January 2005 - December 2006
  Engineering Solutions, Riverside, CA
- **Assistant Design Engineer,** June 2003 – December 2004
  Rick Engineering Company, Riverside, CA
- **Intern,** June 2002 – June 2003
  RKA Engineering, Walnut CA

Patricia Gutiérrez Orr

Education

University of San Francisco
Aug. 2016 - May 2018
Sacramento, CA

- Master of Arts in Teaching with Single Subject Credential in Social Science
- GPA: 4.0

Swarthmore College
Aug. 2011 - May 2015
Swarthmore, PA

- Major: Latin American Studies; Minor: Film and Media Studies
- GPA: 3.44

Professional Experience

Sacramento Charter High School
Humanities Teacher
Aug. 2018 - Present

- Designed and implemented an original, standards-aligned curriculum for a semester long 9th grade Humanities class.
- Collaborated with education specialists to provide differentiated instruction and assessments.
- Actively participated in all IEP, department, school-wide, and parent meetings.

Sacred Heart Parish School
Student Teacher
Aug. 2017 - Dec. 2017

- Designed and implemented lessons for 7th and 8th grade history based on Common Core curriculum and state standards.
- Collaborated with teaching staff to design innovative student projects.
- Individualized and modified lessons according to student needs.

Instructional Aide
Oct. 2016 - May 2018
Sacramento, CA

- Assisted all middle school teachers by grading student work and tutoring.
- Cared for a group of ~60 students in after school Extension program.
- Substitute taught in the middle school grades as needed.

Latino Center of Art and Culture (LCAC)
Administrative Assistant
Aug. 2016 - Dec. 2016
Sacramento, CA

- Communicated with community stakeholders and maintained records for “El Panteón de Sacramento” in order to coordinate planning of the annual event.
- Communicated with the Board of Directors regarding meetings and retreats; recorded meeting minutes.

Bicycle Coalition of Greater Philadelphia
Community Liaison
Sept. 2015 - July 2016
Philadelphia, PA

- Coordinated and managed the Better Bike Share Partnership’s (BBSP) high school youth programming.
- Coordinated and managed BBSP’s Spanish-language programming for the Latinx community in North and South Philadelphia.
- Taught Urban Riding Basics and Learn to Ride classes to adults and youth in Spanish and English.
- Assisted in planning the first national conference on Equity in Bike Share.

Other Skills & Interests

- Fluent in Spanish, bilingual and biliterate.
- Experience using Adobe Creative Suite, Google Suite, and Microsoft Office programs.

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	:	91000004387
Date	:	12-FEB-2020
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82037922
Currency	:	USD
Shipment Terms	:	
Certiport Customer ID	:	
Purchase Order Number	:	CALCAN
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		9
Net Amount	:	USD	$103,654.26
Tax Total	:	USD	$1,134.33
Invoice Total	:	USD	$104,788.59
Amount Due	:	USD	$104,788.59

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004387							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037922	CALCAN	Adjust Rent0220	1		1,353.70	0.00	1,353.70
82037922	CALCAN	Direct Charges	25		97,524.21	1,134.33	98,658.54
82037922	CALCAN	OBL Grant	-1		113.62	0.00	-113.62
82037922	CALCAN	Pass Through	12		7,917.70	0.00	3,003.66
82037922	CALCAN	Reverse Adjust PT- Calops Board Registration	-1		33.48	0.00	-33.48
82037922	CALCAN	Reverse Jul PT Allocation-Melissa Gregory	1		121.92	0.00	121.92
82037922	CALCAN	Reverse NonAllocated Expense- Oct19	1		2,003.30	0.00	2,003.30
82037922	CALCAN	Reverse NonAllocated Expenses- Sep19	-1		769.58	0.00	-769.58
82037922	CALCAN	Reverse Nonallocated Exp- Nov19	1		564.15	0.00	564.15

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Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD
	$103,654.26	$1,134.33	$104,788.59

Pearson

Charges for the Following Period:	January 2020
Compensation Expenses	
Benefits - Administration	3,508.55
Benefits - Instructional	10,097.32
Credit for Nonbillable Earnings Paid by the School	(1,087.54)
Withholdings	5,714.14
	18,232.47
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	1,046.50
Connexus ™ Annual License (EMS)	12,558.00
Curriculum Postage	935.00
Direct Course Instruction Support	508.30
Educational Resource Center	2,637.18
Enrollment and Records Management	1,133.33
Facility Support Services	72.50
Hardware/Software - Employees	584.00
Human Resources Support	1,216.67
Internet Subsidy Payment Processing	239.58
Monthly Fee per Student on an IEP	6,148.00
School Curriculum Supplies	432.50
Short Term Substitute Teaching Services	1,674.00
Student Technology Assistance	5,510.42
Tangible and Intangible Instructional Materials	29,033.33
Technical Support and Repairs	3,139.50
	66,868.81
Revenue Based Charges	
Marketing Services	2,005.82
School Administration	12,034.97
Treasury Services	3,008.74
	17,049.53
OBL Grant	(621.21)
Pass Through Expenses	
Miscellaneous	2,124.66
	2,124.66
Total Amount Due	**103,654.26**

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	:	91000004395
Date	:	14-FEB-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)	:		3
Net Amount	:	USD	$276,155.42
Tax Total	:	USD	$3,466.67
Invoice Total	:	USD	$279,622.09
Amount Due	:	USD	$279,622.09

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004395							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037920	CENCA	Direct Charges	26		259,173.37	3,466.67	262,640.04
82037920	CENCA	Other Charges	1		18,203.21	0.00	9,342.77
82037920	CENCA	Pass Through	12		7,639.28	0.00	7,639.28

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$276,155.42	$3,466.67	$279,622.09

Pearson

Charges for the Following Period:	January 2020
Compensation Expenses	
Benefits - Administration	7,658.45
Benefits - Instructional	28,887.69
Credit for Nonbillable Earnings Paid by the School	(2,966.96)
Withholdings	15,517.01
	49,096.19
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,258.21
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	27,098.50
Curriculum Postage	2,406.25
Direct Course Instruction Support	938.40
Educational Resource Center	5,690.69
Enrollment and Records Management	2,916.67
Facility Support Services	197.50
Hardware/Software - Employees	1,622.00
Human Resources Support	3,379.17
Internet Subsidy Payment Processing	916.67
Monthly Fee per Student on an IEP	19,928.00
School Curriculum Supplies	1,206.25
Short Term Substitute Teaching Services	4,560.00
Student Technology Assistance	21,083.33
Tangible and Intangible Instructional Materials	74,458.33
Technical Support and Repairs	6,774.63
	177,517.93
Revenue Based Charges	
Marketing Services	5,306.97
School Administration	31,841.87
Treasury Services	7,960.46
	45,109.30
OBL grant	(1,355.98)
Pass Through Expenses	
Miscellaneous	5,787.98
	5,787.98
Total Amount Due	276,155.42

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	:	91000004385
Date	:	12-FEB-2020
Due Date	:	
Payment Terms	:	
Customer Account	:	4235156
Project Number	:	82038492
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCACC
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$28,763.12
Tax Total	:	USD	$433.13
Invoice Total	:	USD	$29,196.25
Amount Due	:	USD	$29,196.25

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004385							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82038492	CalCACC	Direct Charges	25		26,604.26	433.13	27,037.39
82038492	CalCACC	Other Charges	1		995.41	0.00	853.07
82038492	CalCACC	Pass Through	14		11,091.63	0.00	1,305.79

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$28,763.12	$433.13	$29,196.25

Pearson

Charges for the Following Period:	January 2020
Compensation Expenses	
Benefits - Administration	2,197.56
Benefits - Instructional	2,006.09
Credit for Nonbillable Earnings Paid by the School	(306.84)
Withholdings	1,657.52
	5,554.33
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	263.75
Connexus ™ Annual License (EMS)	3,165.00
Curriculum Postage	291.50
Direct Course Instruction Support	78.20
Educational Resource Center	664.65
Enrollment and Records Management	353.33
Facility Support Services	197.50
Hardware/Software - Employees	25.00
Human Resources Support	52.08
Internet Subsidy Payment Processing	131.25
Monthly Fee per Student on an IEP	212.00
School Curriculum Supplies	21.25
Short Term Substitute Teaching Services	360.00
Student Technology Assistance	3,018.75
Tangible and Intangible Instructional Materials	9,210.42
Technical Support and Repairs	791.25
	18,835.93
Revenue Based Charges	
Marketing Services	419.37
School Administration	2,516.25
Treasury Services	629.06
	3,564.68
OBL Grant	(389.10)
Pass Through Expenses	
Miscellaneous	1,197.28
	1,197.28
Total Amount Due	28,763.12

Pearson

INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number	:	91000004386
Date	:	12-FEB-2020
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82038493
Currency	:	USD
Shipment Terms	:	
Certiport Customer ID	:	
Purchase Order Number	:	CalCAMB
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		5
Net Amount	:	USD	$146,547.14
Tax Total	:	USD	$1,913.61
Invoice Total	:	USD	$148,460.75
Amount Due	:	USD	$148,460.75

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004386							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82038493	CalCAMB	Adjust Rent0220	1		1,699.40	0.00	1,699.40
82038493	CalCAMB	Direct Charges	25		138,090.08	1,913.61	140,003.69
82038493	CalCAMB	OBL Grant	-1		142.64	0.00	-142.64
82038493	CalCAMB	Pass Through	14		28,043.50	0.00	6,747.24
82038493	CalCAMB	Reverse July PT Allocations- Melissa Gregory	1		153.06	0.00	153.06

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$146,547.14	$1,913.61	$148,460.75

Pearson

Charges for the Following Period:	January 2020
Compensation Expenses	
Benefits - Administration	4,404.55
Benefits - Instructional	14,611.02
Credit for Nonbillable Earnings Paid by the School	(1,531.48)
Withholdings	8,026.53
	25,510.62
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	1,495.17
Connexus ™ Annual License (EMS)	17,942.00
Curriculum Postage	1,446.50
Direct Course Instruction Support	899.30
Educational Resource Center	3,767.82
Enrollment and Records Management	1,753.33
Facility Support Services	197.50
Hardware/Software - Employees	977.50
Human Resources Support	2,036.46
Internet Subsidy Payment Processing	452.08
Monthly Fee per Student on an IEP	4,876.00
School Curriculum Supplies	726.25
Short Term Substitute Teaching Services	2,361.00
Student Technology Assistance	10,397.92
Tangible and Intangible Instructional Materials	45,300.00
Technical Support and Repairs	4,485.50
	99,114.33
Revenue Based Charges	
Marketing Services	2,348.25
School Administration	14,089.54
Treasury Services	3,522.39
	19,960.18
OBL Grant	(779.85)
Pass Through Expenses	
Miscellaneous	2,741.86
	2,741.86
Total Amount Due	146,547.14

Pearson

INVOICE

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

Attention:
Accounts Payable

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

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

Invoice Number	:	91000004394
Date	:	14-FEB-2020
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82037921
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAR
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$665,676.83
Tax Total	:	USD	$7,857.95
Invoice Total	:	USD	$673,534.78
Amount Due	:	USD	$673,534.78

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	
Bank Address	:	
ABA ACH No	:	
ABA Wire No	:	
SWIFT Code	:	
A/C No	:	
Bank Account Name	:	

Pearson

Invoice Number: 91000004394							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037921	CALCAR	Direct Charges	26		617,091.81	7,857.95	624,949.76
82037921	CALCAR	Other Charges	-3		20,466.09	0.00	-5,083.11
82037921	CALCAR	Pass Through	15		53,668.13	0.00	53,668.13

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$665,676.83	$7,857.95	$673,534.78

Pearson

Charges for the Following Period:	January 2020
Compensation Expenses	
Benefits - Administration	18,287.85
Benefits - Instructional	67,237.43
Credit for Nonbillable Earnings Paid by the School	(6,932.50)
Withholdings	36,271.29
	114,864.08
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	6,280.54
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	75,366.50
Curriculum Postage	5,736.50
Direct Course Instruction Support	2,776.10
Educational Resource Center	15,826.97
Enrollment and Records Management	6,953.33
Facility Support Services	554.50
Hardware/Software - Employees	3,663.00
Human Resources Support	7,631.25
Internet Subsidy Payment Processing	1,962.50
Monthly Fee per Student on an IEP	39,432.00
School Curriculum Supplies	2,723.33
Short Term Substitute Teaching Services	10,866.00
Student Technology Assistance	45,137.50
Tangible and Intangible Instructional Materials	178,626.16
Technical Support and Repairs	18,841.63
	426,544.48
Revenue Based Charges	
Marketing Services	12,355.53
School Administration	74,133.21
Treasury Services	18,533.30
	105,022.04
Special Education Additional Services	
OBL Grant	(3,237.99)
Pass Through Expenses	
Miscellaneous	22,484.22
	22,484.22
Total Amount Due	665,676.83

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	:	91000004396
Date	:	14-FEB-2020
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82037919
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CAPOCA
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$1,886,720.18
Tax Total	:	USD	$20,448.41
Invoice Total	:	USD	$1,907,168.59
Amount Due	:	USD	$1,907,168.59

REMITTANCE INFORMATION

Make Checks Payable to:	**Bank Wire to:**		
Pearson Online & Blended Learning 32369 Collection Center Drive Chicago, IL 60693-0323	**Bank Name**	:	
	Bank Address	:	
	ABA ACH No	:	
	ABA Wire No	:	
	SWIFT Code	:	
	A/C No	:	
	Bank Account Name	:	

Pearson

Invoice Number: 91000004396							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82037919	CAPOCA	Direct Charges	26		1,743,307.87	20,448.41	1,763,756.28
82037919	CAPOCA	Other Charges	1		57,722.27	0.00	10,100.57
82037919	CAPOCA	Pass Through	17		133,311.74	0.00	133,311.74

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	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$1,886,720.18	$20,448.41	$1,907,168.59

Pearson

Charges for the Following Period:	January 2020
Compensation Expenses	
Benefits - Administration	58,258.93
Benefits - Instructional	211,508.71
Credit for Nonbillable Earnings Paid by the School	(21,847.87)
Withholdings	114,332.96
	362,252.73
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	16,841.46
Community Outreach	45,833.33
Connexus ™ Annual License (EMS)	202,097.50
Curriculum Postage	14,968.25
Direct Course Instruction Support	10,322.40
Educational Resource Center	42,440.48
Enrollment and Records Management	18,143.33
Facility Support Services	1,675.50
Hardware/Software - Employees	11,075.50
Human Resources Support	23,073.96
Internet Subsidy Payment Processing	4,954.17
Monthly Fee per Student on an IEP	111,088.00
School Curriculum Supplies	8,229.17
Short Term Substitute Teaching Services	33,879.00
Student Technology Assistance	113,945.83
Tangible and Intangible Instructional Materials	468,993.75
Technical Support and Repairs	50,524.38
	1,178,086.01
Revenue Based Charges	
Marketing Services	34,759.32
School Administration	208,555.92
Treasury Services	52,138.98
	295,454.22
OBL Grant	(10,315.14)
Pass Through Expenses	
Miscellaneous	61,242.36
	61,242.36
Total Amount Due	**1,886,720.18**

BOARD DELEGATION POLICY

Version: 2	Date of Approval:

Purpose

The Board is committed to efficiency of processes and often has Board members designated on behalf of the Board to review and work with the School and Connections Academy, LLC[1] its educational services provider, prior to Board consideration and approval of regularly and annually approved items. Therefore, it is desirable for the Board to adopt a Board Delegation policy though which default Board designees are established ("Board Designee").

Policy

In addition to any responsibilities set out in the Bylaws, subject to the Open Meetings Laws, the Board shall delegate additional specific tasks to individuals correlated to the position they are serving in, specifically as an Officer or Parent Representative. This does not prevent other Board members from volunteering to assist on these tasks, however this policy provides for a Board Designee where one has not been allocated. Any specific motions approved by the Board for a Board Designee shall replace these automatic designations.

Procedure

At the appointment of an Officer position at the annual meeting, the Officer candidate will be advised of the tasks to be performed as Board Designee, as part of this policy. The Parent Representatives being appointed to the Board will also be informed of the tasks for which a Parent Representative would be a Board Designee. At the relevant time, the Board Designee will begin work on the matter and involve any other Board members who also desire to assist with the specific matter, subject to the Open Meeting Law.

President

- Charter related matters, including but not limited to, Charter renewal and amendments and related Charter matters on behalf of the Board.
- Renewals, amendments and other tasks related to the Professional Services Agreement on behalf of the Board.
- Reviews, finalizes and approves Executive Session/Closed Meeting Minutes, if required by law, or delegates another officer of the Board in writing to do so on behalf of the Board.
- Renewals, Amendments and other matters related to a Sponsor Agreement, if any.
- Board policy development.
- Member of the Recruitment Committee to recruit for additional or replacement Board members as the need may arise.

[1] Connections Academy LLC is the current educational services and products provider. This function would be carried out by the new provider upon a change in the provider.

- Execute contracts of over five thousand ($5,000) dollars.
- Signer on Bank Account.
- Liaison with Principal/Chief Executive Officer and Board Counsel
- Provide approvals on behalf of the Board for summer staffing decisions.
- Complete, finalize and execute D&O Insurance Applications on behalf of the Board.
- Lease-related matters, including but not limited to, Lease negotiation, renewals, amendments, or any changes therewith on behalf of the Board.

Treasurer

- Budget related matters, including but not limited to, the development of the annual draft budget, review of vendor invoices and review of detail documents supporting the school's financial condition.
- Application for, renewal of and amendments to all grant matters on behalf of the Board.
- Upon acceptance of the Board, sign the Form 990 on behalf of the Board.
- Upon approval of the engagement by the Board, sign the audit engagement letter on behalf of the Board.
- Signer on Bank Account.

Secretary

- Employee related documents including but not limited to the School Employee Handbook.

Parent Representative

- Student enrollment related documents, including but not limited to, the General School Handbook, the State Specific Handbook and the annual enrollment documents.

Related Documents

Bylaws

2ND 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, student contacts, learning coach contacts, and during school year withdrawals.
- **Instructional Expertise**: information about POBL-offered professional learning sessions.
- **Data Driven Instruction:** RtI tier status, and curriculum-based assessment (CBA) completion.
- **School Operations:** metrics generally focus on teacher hiring, retention and student enrollment (late vs. on-time, new vs. returning). Due to the timing of quarter 2, metrics will not be reported in this category.

Quarter 2 encompasses the time period between October 1, 2019 and December 31, 2019. However, data is pulled from Connexus in two parts (December 16, 2019, and January 3, 2020) to fairly account for school-scheduled vacation time that can negatively impact contact metrics. The values shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are no truly "comparable schools" but we have grouped them by student start date, and also by size (small 0-799, medium 800-2999, large 3000+ 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 19/20	85%	72%	63%	85%	70%	68%
CALCA 18/19	88%	83%	67%	89%	76%	67%
Large Avg.	87%	73%	70%	87%	71%	68%
Group 3 Avg.	89%	70%	66%	87%	66%	66%
Connections Avg.	88%	73%	72%	88%	73%	70%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CALCA 19/20	81%	73%	73%	84%	73%	66%
CALCA 18/19	81%	79%	73%	86%	73%	69%
Large Avg.	87%	77%	73%	86%	74%	74%
Group 3 Avg.	87%	75%	77%	87%	73%	79%
Connections Avg.	88%	78%	76%	87%	75%	77%

- **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. We recognize these numbers are not "final" as most schools have not yet completed the full close-out process for semester one courses; we can and will see changes in the semester one data reported as "final" in quarter three.

	Compliant IEP Review
CALCA 19/20	95%
CALCA 18/19	94%
Large Avg.	97%
Group 3 Avg.	97%
Connections Avg.	97%

- **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 (97% for quarter 2) 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 19/20	72%	54%	60%	73%	99%
CALCA 18/19	72%	62%	63%	64%	99%
Connections Avg.	74%	56%	62%	69%	99%

- **Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 active cohorts for current school year, (Classes of 2020, 2021, 2022, and 2023). Each cohort value is calculated as (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). Much change is expected over the next few weeks as students complete their first semester courses and earn/do not earn credits that can impact their graduation "on-track" status.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	DSY WD
CALCA 19/20	90%	97%	89%	71%	9%
CALCA 18/19	92%	98%	91%	77%	10%
Large Avg.	92%	98%	88%	70%	14%
Group 3 Avg.	91%	98%	95%	74%	13%
Connections Avg.	94%	99%	90%	78%	14%

- **Students receiving a "Welcome Call" on time, and total Welcome Calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a Welcome Call is "on time" if completed within 7 calendar days of enrollment. The increased emphasis on Welcome Call completion has continued to result in high numbers across CA schools with this year's progress remaining consistently high during quarter 2 (94%). 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.
- **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 for teachers. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 2 phone contacts with the Learning Coach by the close of the second 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 (14% average for all schools) and decreased 1% from last year's average across all CA schools.

Instructional Expertise

- **Professional Learning available to teachers** – Connections has offered an extensive professional learning program for the last several years. This year's overview shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. 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. Below are a sample of some of the topics offered this quarter:
    - *Distracted Students in a High-Tech World*
    - *Learning Differences in the Classroom*
    - *Creating a Classroom Community*
    - *Academic Integrity and Ownership*
    - *Math We've Got This*

Data Driven Instruction

	RtI Tier I	RtI Tier II	RtI Tier III	CBA "Met" K-8	CBA "Met" 9-12
CALCA 19/20	88%	3%	1.3%	96%	94%
CALCA 18/19	91%	1%	0.3%	89%	96%
Large Avg.	88%	4%	0.6%	87%	84%
Group 3 Avg.	85%	5%	1.3%	93%	87%
Connections Avg.	87%	5%	1.5%	90%	85%

- **Students identified for Response to Intervention (RtI) tiers** – RtI 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 RtI 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%.
- **Students with CBAs Met** – Connections-supported schools use a minimum number of "curriculum-based assessments" (CBAs) as one way to ensure student learning is authentic. CBAs are usually 1:1 contact during which a teacher probes the student's understanding of a specific part of the curriculum. This metric is the % of students at the school meeting these criteria by the end of the second quarter.

CalCA Accountability Update Board Presentation 2-25-20

California Dashboard Update

California Connections Academy Southern California
2018 compared to 2019

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools serving high-risk students), and student groups are performing across state and local measures.

For state measures, performance is based on two factors:

1. Current year results, and
2. Whether results improved from the prior year.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a grey color dial with the words 'No Performance Color'.

Red

LOWEST PERFORMANCE

Orange

Yellow

Green

Blue

HIGHEST PERFORMANCE

caschooldashboard.org

Enter a school name, district name, or county office of education, and then select the Search button to obtain a list of results.

Find california connections | Near City or County | 2019

Showing 4 results

1. California Connections Academy @ North Bay

City: Middletown **County:** Lake **CDS Code:** 17640550129601

2. California Connections Academy Southern California

City: San Juan Capistrano **County:** Orange **CDS Code:** 30664640106765

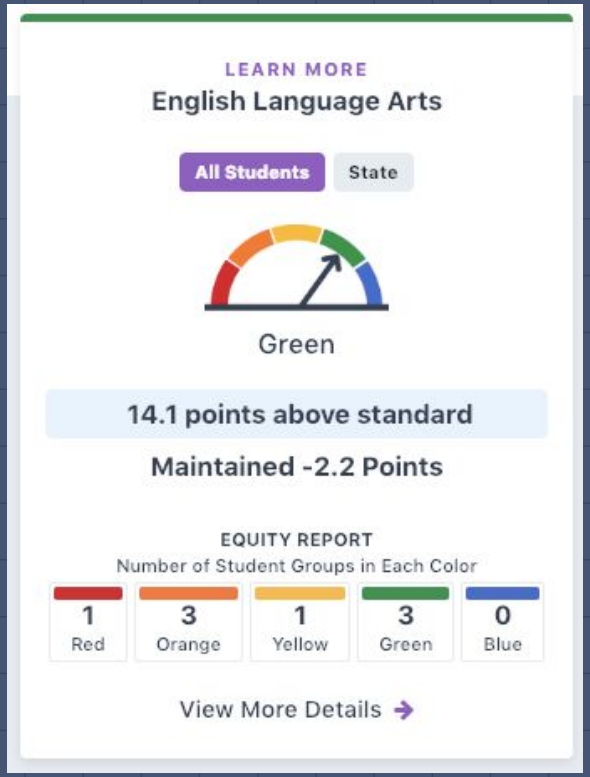
3. California Connections Academy@Central

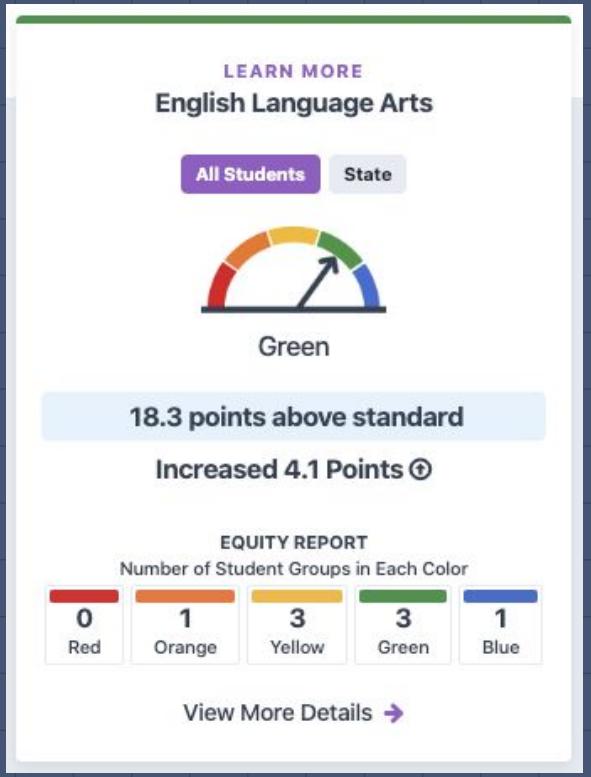
City: Alpaugh **County:** Tulare **CDS Code:** 54718030112458

4. California Connections Academy @ Ripon

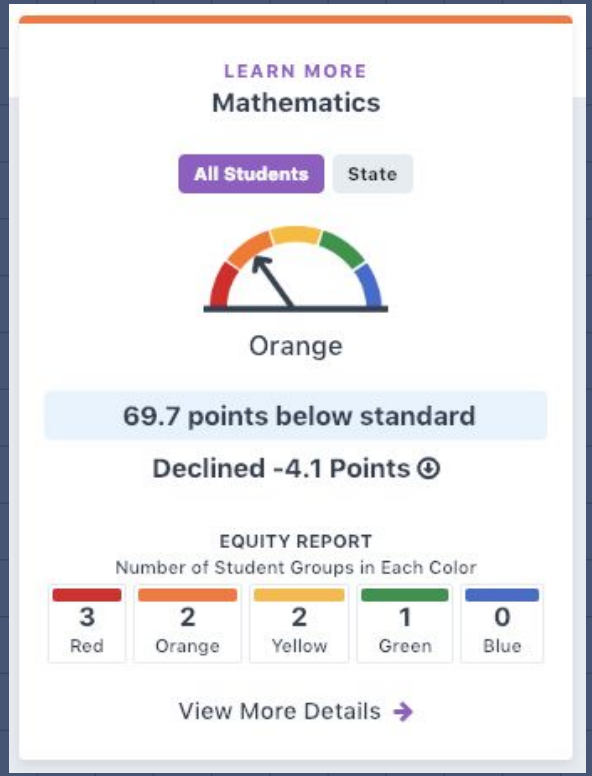
City: Ripon **County:** San Joaquin **CDS Code:** 39686500125849

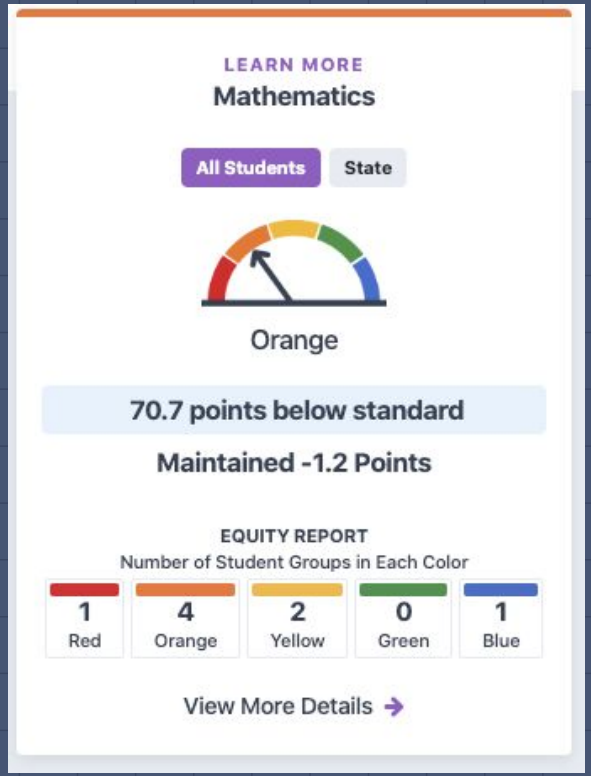
Dashboard (SoCal) ELA 2018 vs. 2019



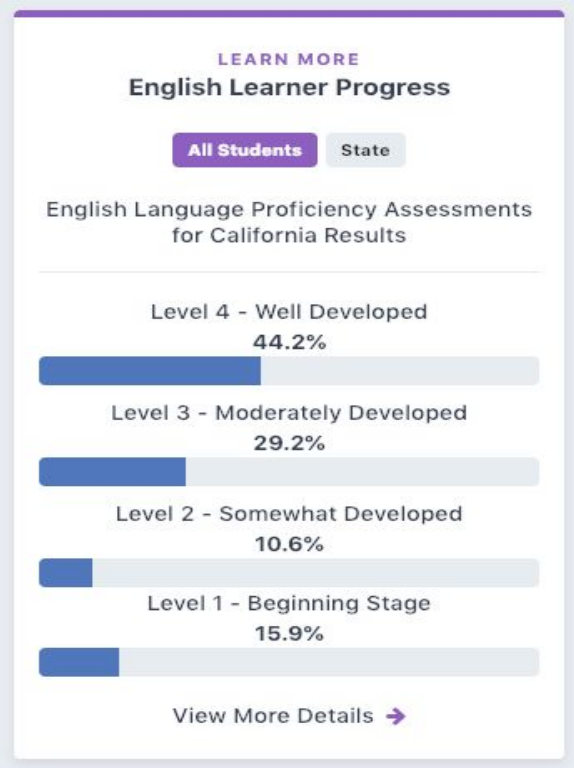


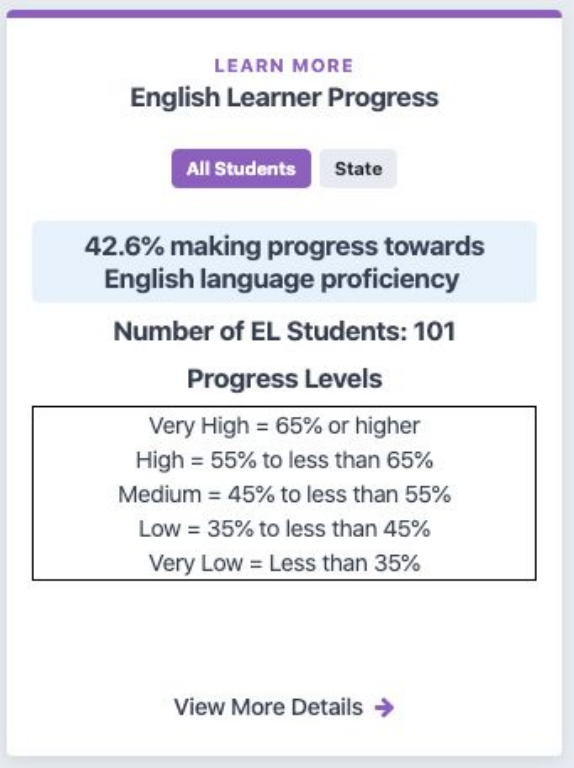
Dashboard (SoCal) Mathematics 2018 vs. 2019



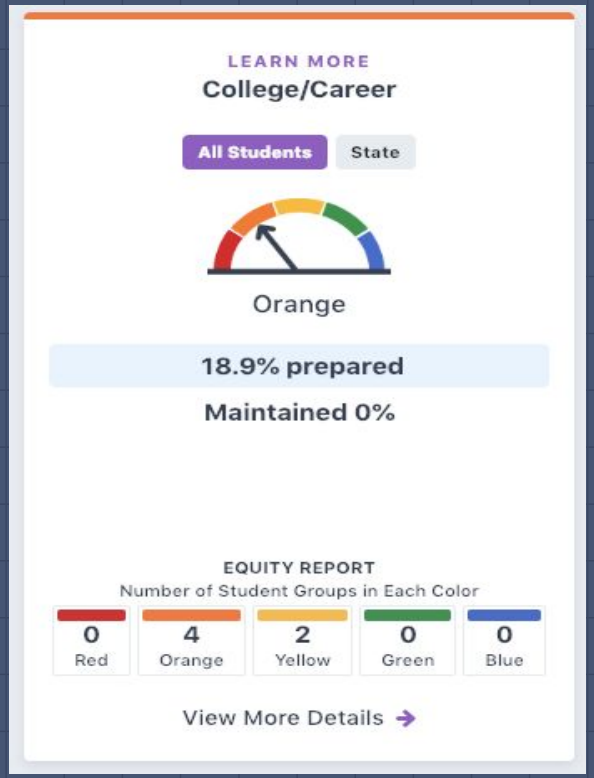


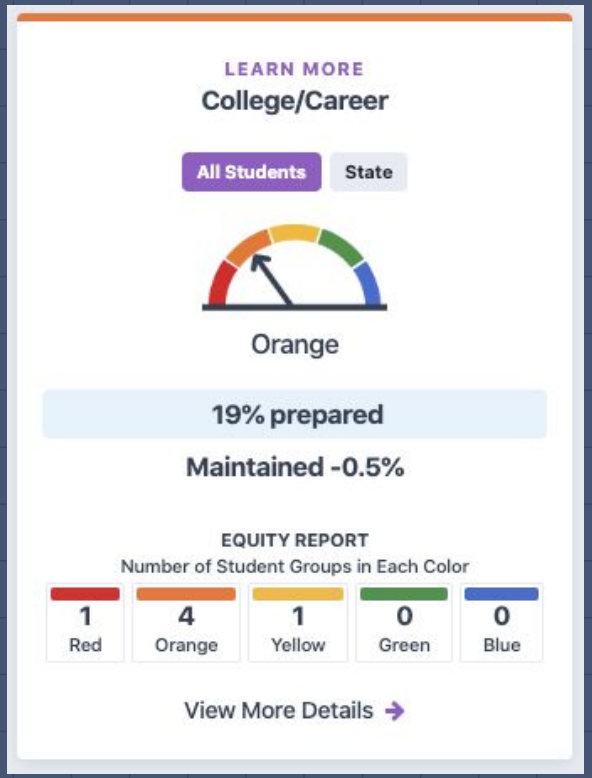
Dashboard (SoCal) EL Progress 2018 vs. 2019



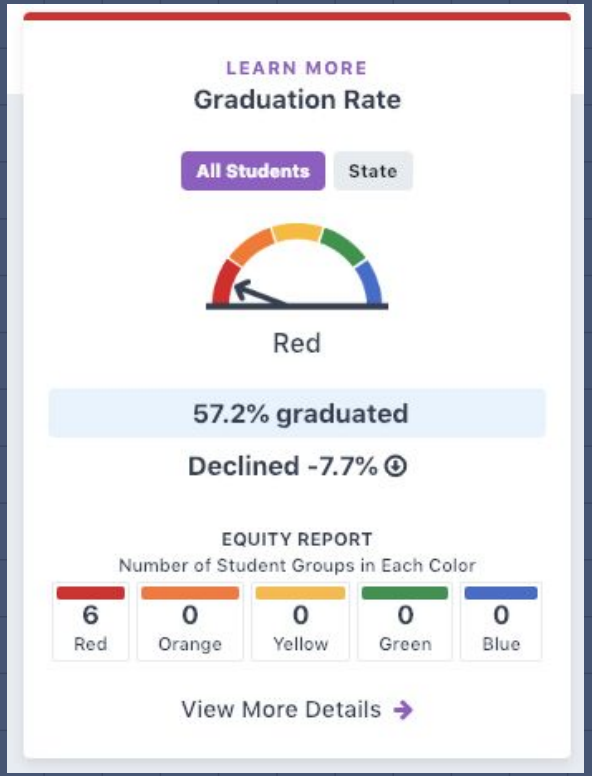


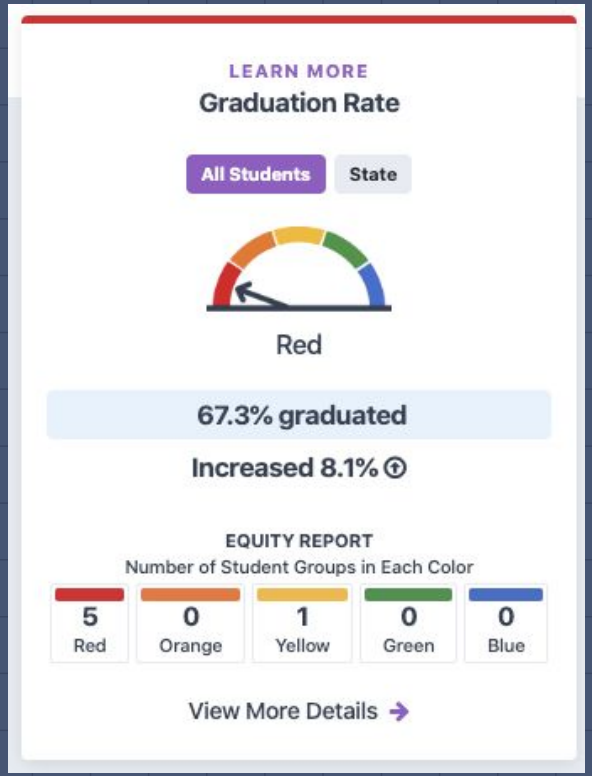
Dashboard (SoCal) College/Career 2018 vs. 2019



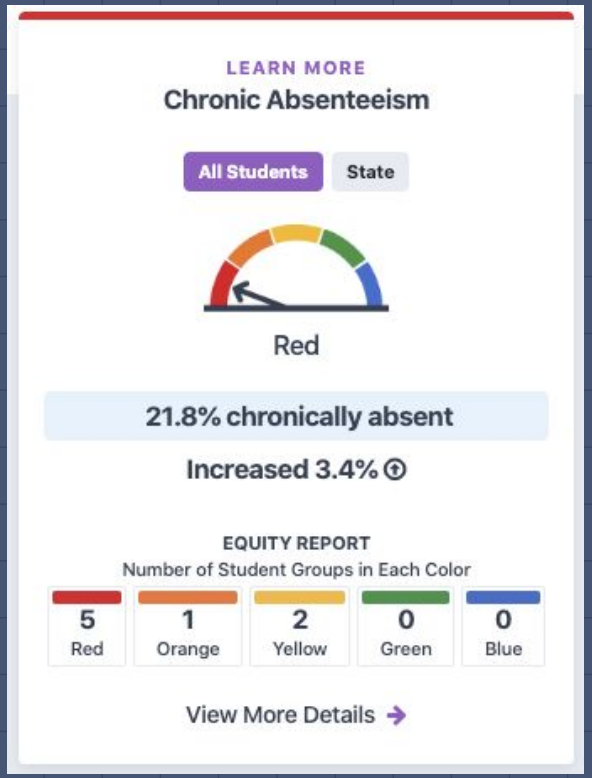


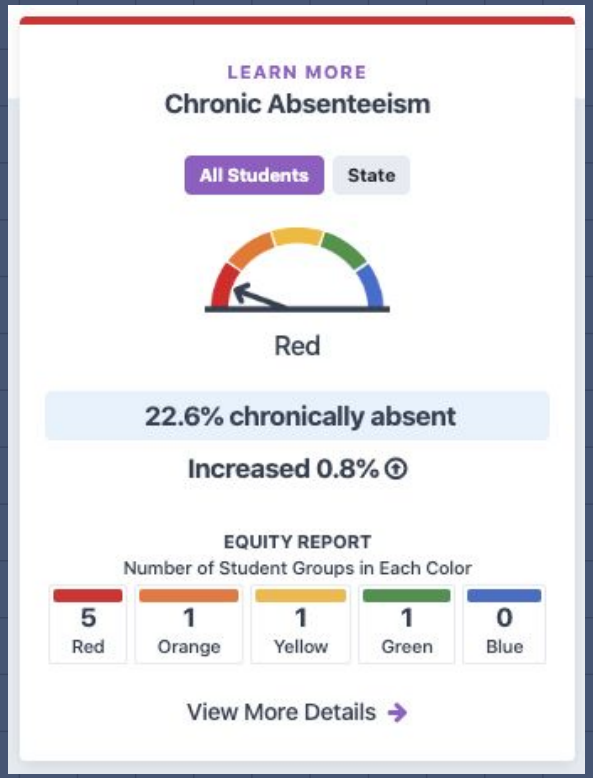
Dashboard (SoCal) Grad rate 2018 vs. 2019



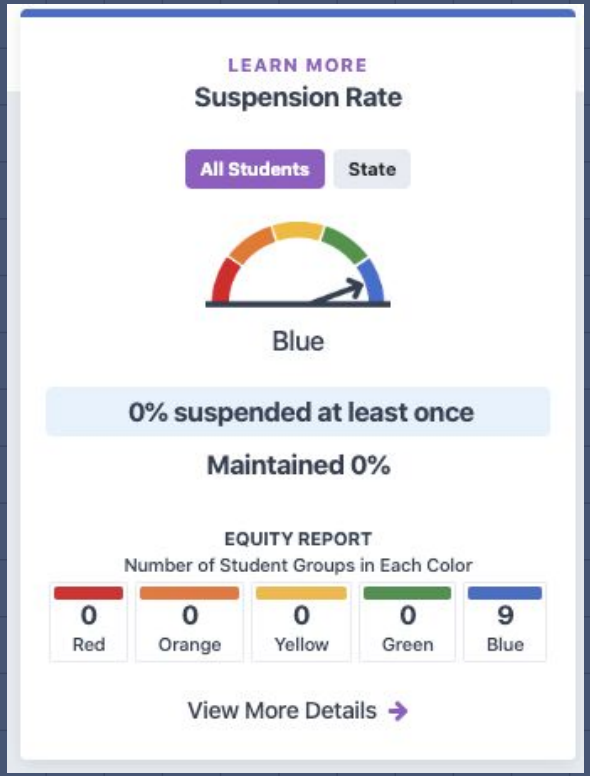


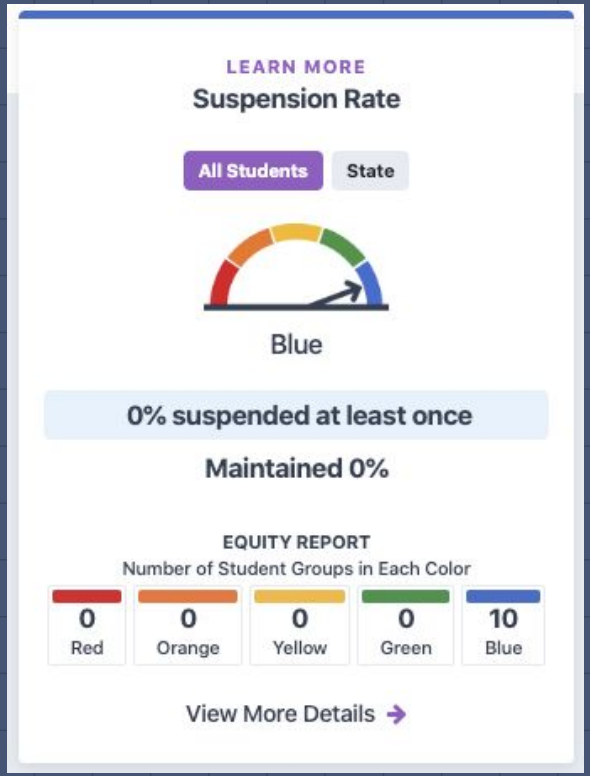
Dashboard (SoCal) Chronic Absenteeism 2018 vs. 2019





Dashboard (SoCal) Suspension 2018 vs. 2019





SCHOOL PERFORMANCE OVERVIEW

California Connections Academy @ Ripon

Generate PDF Report

View Additional Reports

2019

Explore the performance of California Connections Academy @ Ripon under California's Accountability System.

Chronic Absenteeism

Red

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Red

College/Career

Yellow

English Language Arts

Green

Mathematics

Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

California Connections Academy@Central

Generate PDF Report

View Additional Reports

2019

Explore the performance of California Connections Academy@Central under California's Accountability System.

Chronic Absenteeism Red	**Suspension Rate** Blue	**English Learner Progress** No Performance Color	**Graduation Rate** Red
College/Career Orange	**English Language Arts** Yellow	**Mathematics** Orange	**Basics: Teachers, Instructional Materials, Facilities** STANDARD MET
Implementation of Academic Standards STANDARD MET	**Parent and Family Engagement** STANDARD MET	**Local Climate Survey** STANDARD MET	**Access to a Broad Course of Study** STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

California Connections Academy @ North Bay

Generate PDF Report

View Additional Reports

2019

Explore the performance of California Connections Academy @ North Bay under California's Accountability System.

Chronic Absenteeism

Red

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

No Performance Color

College/Career

No Performance Color

English Language Arts

Orange

Mathematics

Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Differentiated Assistance

State of California's Accountability Model

2

Levels of Assistance

- **Level 1 – Support for All**: All districts, charter schools, and County Offices of Education (COEs) are eligible for general assistance.
- **Level 2 – Differentiated Assistance**: All districts, charter schools, and COEs are eligible for Differentiated Assistance based on performance in each LCFF state priority area.

Timeline for Eligibility and "Exit"

- Differentiated Assistance eligibility determinations are made **annually**.
- Differentiated Assistance **is not** a **status**. Districts, COEs and charter schools **do not exit** from assistance.
- If a district COE, or charter school was determined to be eligible for Differentiated Assistance in the previous year and no longer meets the eligibility criteria, the entity will no longer be eligible for Differentiated Assistance. However, the entity **will be eligible** for **support for all**.

Charter Schools with Three or More Student Groups

At least three student groups must each have at least one **Red** (or ELPI Status of 'Very Low' in 2019) **state indicator** for all three years (it does not need to be the same indicator, but must be the same student group for all three years).

Charter Schools That Had Fewer Than Three Student Groups

- If a charter LEA has two or fewer student groups that receive a color in one or more of the three Dashboards, the charter LEA cannot be excluded from eligibility if one of the student groups does not receive a performance color in one or more Dashboards. However, a student group that did not receive a color in one or more of the three Dashboards must have at least one Red performance color in the year it received a color.

CalCA Differentiated Assistance Status

- As of the 2019 Dashboard, only CalCA SoCal qualifies for Differentiated Assistance.
- The following student groups have at least one Red Dashboard Indicator in three consecutive years: Socioeconomically Disadvantaged, Students with Disabilities, English Learners, White, Hispanic, and Two or More Races.
- The primary causes for this is grad rate and chronic absenteeism.

Differentiated Assistance Provider

- Based on current law, the charter authorizer is required to be the support provider.
- In the case of CalCA SoCal, the Orange County Office of Education has volunteered to be our support provider.
- Our first meeting will be on March 13, 2020 in the SoCal office.

Comprehensive Support and Improvement (CSI)

The Federal Government's Accountability Model

3

CSI Eligibility

Which schools are eligible for CSI?

- Two groups of schools are eligible for CSI:
  - Lowest performing 5% of Title I schools
  - All high schools with a **two year average** combined 4 and 5 year graduation rate below 68%

How often are schools identified for CSI?

- Identification process occurs once every three years.
  - First identification was the 18 and 19 Dashboards and again with the 2022 Dashboard

Exit Criteria

- In order to exit CSI, we must get our two year average combined 4 and 5 year grad rate above 68%. Exit eligibility is determined each year with the release of the Dashboard.
- Our target 2020 grad by school:
  - SoCal = 68.7%
  - Ripon = 76.81%
  - Central = 77.9%

Option 3: Combined Rate

- Reflects all students who graduate in a given year
  - –Example: All 2018 four- and five-year graduates:
    - Based on Class of 2018 cohort **with addition of fifth year graduates from Class of 2017**
- Methodology provides LEAs and schools credit for graduating their fifth year seniors
  - –More weight is given to four-year cohort since fifth year graduates are being added to both numerator and denominator

Combined Rate Formulas
School Level

$$= \frac{\#\ 4\ \text{year graduates of Class 2018} + \#\ 5\text{th year graduates of Class 2017}}{4\ \text{year Cohort of Class 2018} + \ \#\ 5\text{th year graduate of Class 2017}}$$

Example of Combining Four-and-Five Year Graduates

- For the Class of 2018, there were **95** graduates out of 100 students in the four-year cohort for a rate of 95 percent.
- For the Class of 2017, **five** students graduated in their fifth year (i.e., five-year cohort).
- The combined graduation rate is:

(**95** + **5**)/(100 + **5**)= 95.2 percent

Impact of Combined Graduation Rate Statewide: Select Student Groups

Student Group	Current Dashboard Rate	Combined Rate	Difference Between Rates
All Students	83.5%	83.7%	0.2
African American	72.1%	72.4%	0.4
English Learner	70.9%	71.7%	0.8
Students with Disabilities	71.4%	72.2%	0.8
Foster Youth	59.0%	60.0%	1.0

2018 and 2019 4 Year Cohort Grad Rate Comparison

School	2018 4 Year Cohort Grad Rate	2019 4 Year Cohort Grad Rate	Change
SoCal	57.2%	64.9%	+7.7%
Ripon	49.7%	56.7%	+7%
Central	47.4%	56.7%	+9.3%
North Bay	69%	62.2%	-6.8%

2019 4 Yr Cohort and Combined 2019 4 and 5Yr Grad Rate Comparison

School	2019 4 Year Cohort Grad Rate	2019 Combined 4 Yr 5 Grad Rate	Change
SoCal	64.9%	67.3%	+2.4%
Ripon	56.7%	59.9%	+3.2%
Central	56.7%	58.1%	+1.4%
North Bay	62.2%	65%	+2.8%

An Introduction of AB 1505

AB 1505 Overview

- Most substantial amendments to Charter Act since 1998
- Full impact won't be known for a few years
- Important to understand individual features and their interaction
  - State-level appeal process gutted
  - Reasons for charter denial expanded
  - Renewal standards rewritten
  - Flexibility severely diminished
  - 2-year moratorium on new, nonclassroom-based charters

Areas of Charter Law Impacted by AB 1505

- Deletes existing charter renewal standards that call for:
  - Growth in academic achievement as primary factor
  - Minimum threshold based on prior API system
  - Comparison of achievement relative to schools students would have attended
- Replaces with complex new, three-tracked renewal standards
  - 5-7 year, 5 year, and 2-year options
  - Inordinately complex

Three Tracks of Charter Renewal

- "Automatic" 5-7 year renewal
  - Must pass high bar
- 5-year renewal
  - Must pass lower bar
  - Can consider 1-year growth & postsecondary data (2025)
- 2-year renewal
  - If school can't pass lower bar
  - Can renew 2 times if (1) writes a corrective action plan and (2) school can show 1-year growth (2025)

California Dashboard Indicators

- ELA*
- Math*
- Graduation Rate
- Chronic Absenteeism
- College and Career (CCI)*
- English Learner Progress (ELPI)*
- Suspension Rate

*Academic Indicators (also Science is imminent)

5 - 7 Year Renewal: High Bar

"Shall renew if…" for **2 years** immediately preceding renewal decision:

- All **BLUE and Green** schoolwide indicators

OR

- For all academic indicators:
  - Received performance levels schoolwide that the **SAME or HIGHER** than the state average

AND

  - Among student groups performing statewide below the state average in each respective year, a majority received performance levels that are **HIGHER** than the state average. EC 47607(c)(2-6)

5-Year Renewal

"May deny only if…" the authorizer finds:

- The charter has failed to make sufficient progress toward meeting standards that provide a benefit to pupils;
- Closure of the charter school is in the best interest of the pupils;

AND

- Its decision provided greater weight to academic performance

The authorizer shall consider:

- Performance on state and local indicators
- "Verified data" through 2025

"Verified Data" through 2025

- There is clear and convincing evidence showing EITHER:
  - The school achieved one year's progress for each year in school

    OR
  - Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers
- Using "verified data"
  - Data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced
  - Not clear what exists that meet that criteria
- State expects growth model by 2026

2-Year Renewal: Low Bar

"Shall deny if…" for 2 years immediately preceding renewal decision:

- All RED or ORANGE schoolwide indicators

OR

- For all academic indicators:
  - Received performance levels schoolwide that are the **SAME or LOWER** than the state average

AND

  - A majority of the student groups are performing **LOWER** than the state average
- Pass = Continue to 5-Year Criteria
- Fail = Continue to Second Chance 2-Year Criteria

2-Year Renewal: Second Chance

- BUT: The authorizer **may renew** by finding:
  - The charter school is taking meaningful steps to address underlying cause(s) of low performance.
  - Those steps are reflected in a written plan adopted by the charter school board.
  - There is clear and convincing evidence using "verified data".

CalCA Schools Charter Renewal Status

- Based on an analysis of each of the last two years of Dashboard data, all schools currently qualify for the 5 year renewal.
- We will continue to monitor this with each year's release of the Dashboard.

Dashboard Indicator Enhancement Strategies

5

California Dashboard Indicators

- ELA*
- Math*
- Graduation Rate
- Chronic Absenteeism
- College and Career (CCI)*
- English Learner Progress (ELPI)*
- Suspension Rate

*Academic Indicators (also Science is imminent)

ELA and Math Enhancement Strategies

- Participation Rate
  - Opt Out Reconsideration Process
  - Habitual “No Shows” Task Force
  - Extend the registration window closer to test date
- Refined PLC Process
- ES and MS Summer Intervention Program
- ES iReady and Learning Lab Program Development
- MS Math Initiative
- SBAC Specific Instruction and Materials
- “Verified Data” Identification and Analysis

CDE Updates

Analysis, Measurement, and Accountability Reporting Division

January 14, 2020

California Department of Education

TONY THURMOND
State Superintendent of Public Instruction

New Methodology for Participation Rate Penalty

January 7, 2020 Memo

New Methodology

Re-Cap of New Penalty:

- The **number of students** needed to bring the participation rate for the LEA, school, or student group up to the 95 percent target will be assigned a Distance from Standard (DFS) based on the assignment of a Lowest Obtainable Scale Score (LOSS)
  - For English language arts/literacy (ELA), a DFS of -279 will be applied
  - For mathematics, a DFS of -247 will be applied.

Example of How the ELA DFS -279 Was Determined

Grade	Lowest Score in Level 1 (LOSS)	Lowest Score in Level 3	Distance of LOSS from Level 3
8	2288	2567	-279
11	2299	2583	-284
7	2258	2552	-294
5	2201	2502	-301
3	2114	2432	-318
6	2210	2531	-321
4	2131	2473	-342

How the Mathematics DFS -247 Was Determined

Grade	Lowest Score in Level 1 (LOSS)	Lowest Score in Level 3	Distance of LOSS from Level 3
3	2189	2436	-247
4	2204	2485	-281
5	2219	2528	-309
6	2235	2552	-317
7	2250	2567	-317
8	2265	2586	-321
11	2280	2628	-348

Elementary Example (ELA)

LEA Info	2020 Participation Methodology
Number of students enrolled in grades 3–8 and grade 11 and eligible to participate in the ELA summative assessments	327
Number of students needed to meet 95 percent participation rate target (whole number rounding is used; 94.1 is rounded to 95%)	308 (327 x 0.941 = 308 rounded)
Number of students tested (i.e., valid scores)	258
Number of students needed to bring participation rate up to 95%.	50 (308 – 258= 50)
Participation Rate Penalty Calculation	Each of the 50 students will receive a DFS of -279 (lowest DFS available for ELA): 50 x (-279) = **-13,950**

Adjusted DFS

- The LEA had a total DFS of 4,355 without penalty applied.
- The participation rate penalty for the 50 students is -13,950.
- The calculation to determine the adjusted (with penalty) DFS is as follows:

4,355 (DFS without penalty) – 13,950 (Participation Rate Penalty) = -9,595

-9,595 ÷ 258 (valid scores) = -37.2

Next Steps

- In early 2020 the Department will:
  - Recalculate the 2019 Academic Indicator using new methodology to determine impact
  - Determine implementation of other business rules that may reduce the impact of the new methodology
    - Consider adding LOSS scores into the denominator
    - Other options

Graduation Rate Enhancement Strategies

- Grad rate progress monitoring w/ Project Success and the Rainbow List
- Inclusion of Rainbow List into HS teacher Student Contact Record
- Counselor Homeroom Transition
- HS SpEd Teacher Homeroom Transition
- CalCA run Summer School Program
- Development of a College Career Access Pathway

Chronic Absenteeism Enhancement Strategies

- Reevaluating current policies with Ed Code
- Monthly progress monitoring through reports sent schoolwide with each STs status as measured through the state's metric
- MS Advisors creating new process to monitor CTs attendance taking practice to better identify repeat offenders and therefore intervene more quickly

College and Career Indicator Enhancement Strategies

- CTE Pathway Development
- College Career Access Pathway Development
- Move AP students CAASPP Window

English Learner Progress Enhancement Strategies

- Participation rate, Participation rate, Participation rate
- Ripon 2019 = 55.1% (Green), but we are “Orange”
- Central 2019 = 45.5% (Yellow), but we are “Orange”

Very High = 65% or higher

High = 55% to less than 65%

Medium = 45% to less than 55%

Low = 35% to less than 45%

Very Low = Less than 35%

Suspension Rate Enhancement Strategies

- Stay the course.

Questions?

CONNECTIONS ACADEMY SCHOOL LEADER COMPETENCIES

SCHOOL DEVELOPMENT & LEADERSHIP

SCHOOL CULTURE

1. Establishes the belief that all students can and must learn at relatively high levels of achievement.
2. Promotes collaboration, trust, learning, and high expectations.
3. Establishes a pattern of thinking and acting with the customer in mind.
4. Supports appropriate levels of work/life balance for all employees.

CREATES A COMMONLY OWNED VISION AND PLAN FOR SUCCESS

1. Creates and internalizes a vision for learning that is shared and supported by all stakeholders, and seeks to meet goals through creativity and innovation.
2. Sets clear direction for the school by creating written long- and short-term plans, with the input of stakeholders, to support the vision.
3. Monitors implementation of plans, and adjusts them based on new data while clearly communicating changes.
4. Develops clear measurements for each goal in the plan, and builds systematic strategies to ensure sustainability of change.
5. Supports the professional development of the staff as it relates to the mission, vision, and goals of the school, and holds the staff accountable for implementation.

HIGH PERFORMING LEADERSHIP TEAM

1. Hires the best people based on the level of expertise, leadership style, needs of the team, and certification needed for the school, and commits to the ongoing development of a high-performing leadership team. Creates a school organizational model/structure that best utilizes the skills of all employees for the betterment of the school, and continuously monitors and re-evaluates the structure.
2. Delegates responsibilities as necessary and appropriate, and monitors the successful implementation of those responsibilities.
3. Empowers the leadership team to make decisions to get results.
4. Supports the collaboration, transparency and growth/development within the leadership team.

TEAM DEVELOPMENT & LEADERSHIP

SCHOOL TEAM FORMATION

1. Proactively and promptly fills school vacancies using staffing sheet and school allocations.
2. Selects the most talented people by considering level of expertise, certification requirements and school needs; successfully negotiates compensation packages; follows proper procedures in selection; successfully on boards staff.
3. Plans and distributes employee workloads to meet the mission of the school.
4. Develops and maintains effective succession plans and develops and encourages professional development programs to support those plans.
5. Develops the capacity for distributed leadership in a team environment.

STAFF PERFORMANCE MANAGEMENT

1. Coaches employees to improve and grow professionally through continuous learning, training, and other developmental activities.
2. Holds all employees accountable for the timely accomplishment of all duties and responsibilities relating to school goals and individual competencies.
3. Provides constructive and timely performance feedback in association with performance evaluations, supporting the review schedule and established procedures.
4. Effectively deals with conflict and performance issues, including ensuring that Individual Performance Improvement Plans are implemented, with reasonable timelines, and works with appropriate parties to resolve the issues.

STAFF SATISFACTION AND RETENTION

1. Maintains a positive, collaborative team environment for all employees throughout the school organization as evidenced in the school's culture and annual surveys.
2. Recognizes team/employee efforts providing appropriate incentives and rewards.
3. Seeks critical feedback and integrates this data into practice, without defensiveness, to strengthen the team.

STUDENT ACHIEVEMENT/DATA MANAGEMENT

INSTRUCTIONAL LEADER

1. Exhibits a high sense of urgency for change and sustainable results in improving student achievement.
2. Develops and leads school-wide engagement in professional learning communities that in turn facilitate and support collaborative teams.
3. Promotes an academically oriented, orderly and purposeful school climate.
4. Is able to quickly move initiatives ahead with applicable stakeholders.
5. Sets a clear direction for the school focused on student achievement.
6. Is able to effectively deal with and manage change.
7. Develops strong teachers; cultivates good teaching practice.

8. The leader has a working knowledge of RTI instructional model and the related resources, supplemental instructional support programs, current professional development opportunities, etc. and participates in related training and requires staff to do so as well.
9. Focuses on the needs of students, and preparing them for college and career readiness.

INTERNAL/EXTERNAL DATA TO EFFECTIVELY DRIVE STUDENT ACHIEVEMENT

1. Uses instructional data to support needed change and empowers staff to make decisions based on the data.
2. Uses available technology and resources to build systemic strategies to ensure sustainability of change.
3. Uses internal and external resources to effectively monitor and evaluate the impact of the instructional program on students.

PERSONAL DEVELOPMENT & PROFESSIONAL SKILLS

LEADERSHIP DEVELOPMENT OF SELF

1. Has a high sense of curiosity for ways to get results, and is hungry for evidence.
2. Possesses strong self-management and self-reflection and self-awareness skills. Is receptive to feedback and/or criticism. Listens to all team members to consider other perspectives, changes personal practices if needed to obtain desired results.
3. Displays a results oriented, motivational, and innovative mindset.
4. Completes all required training and professional development in a timely manner and requires the same of the leadership team.
5. Models the principles of self-awareness, reflective practices, transparency, ethical behaviors and sets an example of excellence.

JUDGMENT AND PROBLEM SOLVING

1. Identifies the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes and reframing possible solutions.
2. Reaches logical conclusions by making quality, timely decisions based on available information.
3. Identifies and gives priority to significant issues.
4. Takes personal responsibility for problems before he/she looks at others. Provides no excuses.
5. Manages the school budget—effectively achieves goals within budget.

KNOWLEDGE AND IMPLEMENTATION OF KEY POLICIES AND REGULATIONS

1. Ensures that the school complies and creates processes to meet all state/district/client/partner/board and Connections Academy rules, policies, tasks, and requirements.
2. Communicates all local, state, authorizer regulations/requirements to stakeholders in a timely manner.
3. Knows local, state, and federal regulations and contract provisions, and how they apply to the school.
4. Ensures all timelines are met and procedures followed correctly.

5. Creates, oversees and implements state testing plan effectively to get 95% participation.

ENVIRONMENT OF TRUST: CLEAR COMMUNICATION, RELATIONSHIP BUILDING, AND EXPECTATIONS

1. Communicates in an open, honest, and direct manner. Demonstrates effective listening skills. Communicates appropriately and effectively (speaking, listening, writing, presenting) for different audiences (Boards, Students, Parents, Staff, Corporate Office).
2. Follows through with actions and on all commitments.
3. Creates positive, professional and collaborative relationships with all stakeholders (Boards, Students, Parents, Staff, Corporate Office)
4. Works cooperatively/collaboratively with stakeholders to meet school goals.

COMMUNITY RELATIONS

1. Articulates organizational purpose and priorities to all stakeholders, the community and media (as needed).
2. Demonstrates the ability to build consensus among stakeholders.
3. Promotes a positive image of the school and online/blended learning in the state.
4. Understands his or her role as being part of a variety of internal and external networks for change and improvement.

From: Jessica Davis
To: California Online Public Schools Board of Directors
Re: School Handbook: General Portion for 2020-2021

Attached for board approval is a redlined version of the School Handbook: General Portion for SY 2020-21. This document has been provided to and reviewed by your school's leadership team and key Connections Academy staff. Once board-approved, the General Portion will be posted on the Virtual Library for the opening of enrollment for the 2020-21 school year. Just as a reminder, the General Portion attached is in draft format and will be double-checked for typos and formatting prior to being posted on the Virtual Library.

For your convenience, a summary of the changes to the General Portion is provided below.

General Information

The school year 2019-2020/19-20 was updated to 2020-2021/20-21.

"school leader" was capitalized to "School Leader."

"Employee" was updated to "staff member."

"He/She", "Him/Her" and "His/Her", were updated to "They", "Them" and "Their."

PCx Transition

"Connexus" was changed to "Education Management System."

"Virtual Library" was changed to "document repository."

"Webmail" was changed to "email."

Language regarding message boards have been removed.

Language has been removed pertaining to the "Connexus" platform.

3.1 Roles and Responsibilities

Language was consolidated to a single section for the Family Connections Coordinator role.

4.2 Marking and Verifying Attendance*

Language was updated to more clearly explain the process of recording, verifying, and changing attendance records.

4.3 Escalation Status

Language was updated to more clearly explain the four (4) escalation status levels.

10. Conduct, Due Process and Communication*

Language was updated to clarify that suspension or termination of a Learning Coach's access to Connexus will impact the school's ability to partner with the Caretaker/Learning Coach to meet the student's educational needs.

11. Educational Materials Provided by the School

- Language was updated to clarify the shipping, packing and tracking process of both the receiving and returning of School Educational Materials.

- The name of the department that provides support to families for their School Equipment was updated to read Student Technical Support.

11.2.5 Use of the Internet

Internet Safety

-Information on Connections-provided security information and internet filtering software was removed.

Loss or Theft of Equipment

***-** Language was updated to clarify what information may be requested should equipment be lost or stolen.*

Appendix 1 – Honor Code

The most current version of the policy was inserted.

Appendix 2 –FERPA Annual Notification and Policy

The most current version of the policy was inserted.

Appendix 3 –Connexus Terms of Use

The most current version of the policy was inserted.

Appendix 4-Privacy Policy

The most current version of the policy was inserted.

Appendix 6 – Protection of Pupil Rights Amendment (PPRA) Notification

The most current version of the policy was inserted.

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised handbook.

School Handbook
General Portion

2020-2021

~~2019-2020~~

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 ~~he/ she~~they need~~s~~ 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 ~~his/ her~~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~~, or send an email to support@connexus.com~~.

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 ~~20192020~~-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 within the Education Management System homepage. ~~From your Education Management System homepage, 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 has a lot of the answers!. You can also call Connections Academy at 800-382-6010 more information can be found on the Pearson Connexus Help website: support.pearsonconnexus.com. or send an email message to Technical Support if you have any issues with your computer, the Education Management System, 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~~ ~~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.

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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~~his/ her~~ 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~~the~~ 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~~his/ her~~ 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 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. 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 ~~a student who is~~ 18 (eighteen) years of age or older, or an emancipated minor, may request to be ~~his/her~~their own Learning Coach. To discuss this option, ~~the~~ students should contact either the Connections Academy Enrollment Team during the enrollment process, or the ~~school leader~~School Leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of their~~his/ her~~ 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~~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~~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 ~~the~~ students and ~~his/her~~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)

~~Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators to families, E~~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.

~~Note: Some Connections Academy schools have chosen to provide Family Connections Coordinators (FCC) in lieu of Homeroom or Advisory teachers. Please review the description of the Family Connections Coordinator role below, which describes how the FCC, depending on program implementation, may provide the many supports of a Homeroom or Advisory teacher.~~

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~~email 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. ~~The FCC's primary focus is on building a lasting relationship with the families they support, guiding them through processes, and holding regular check-ins from the time a family expresses an interest in the school through the student's graduation.~~

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 students' 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 ~~2019~~2020 ~~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~~/ she~~ 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 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 ~~WebMail~~email ~~-~~message 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.

These policies are subject to modification based on state regulations, refer to the School-Specific Handbook Supplement for more information.

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 opens 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 ~~via~~ by sending it to their teacher~~the Drop Box~~.

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 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 checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored.

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 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 CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).
    - VCBAs are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
    - VCBAs are 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.
    - DCBAs are 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.

These policies are subject to modification based on state regulations, refer to the School-Specific Handbook Supplement for more information.

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 theirhis/ her 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 ~~his/ her~~ 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~~his/ her~~ 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.

These policies are subject to modification based on state regulations, refer to the School-Specific Handbook Supplement for more information.

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 and/or placement 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 ~~his/ her~~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 ~~if a~~ students turns eighteen (18) ~~-~~after the school year commences, ~~he/she~~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 ~~s~~ responsibility for ~~his/her~~their safety and the safety of ~~his/her~~their student(s). The Caretaker also agrees to supervise his/ her student(s) and any other minor children in ~~his/her~~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~~School Leader or ~~his/her~~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~~S~~anctioned 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 ~~N~~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 ~~9.2 and 9.5~~ 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 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 may or may not impact the student's ability to continue to remain enrolled in and learning at his/her school. The student's ability to continue will depend on the student's age, level of independence, and/or the availability of another Caretaker or Learning Coach for the student.~~ 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 ~~his/ her~~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.

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 messages~~email, 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 System~~Connexus 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~~ city of residence, student telephone number, student email address, 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 View~~form in the Education Management System~~Connexus~~. This form~~Data 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 form~~Data 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 form~~Data View~~.

The election on the Media Consent and Release ~~Data View~~form can be changed at any time in~~.~~ ~~From~~ the Education Management System.~~Connexus Caretaker Home Page, select the student’s 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 form~~Data View~~ in the Education Management System~~Connexus~~. This ~~Data View~~form is completed by the

Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated ~~in~~ on the ~~Data View~~form.

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 form~~Data View~~.

The election on the Media Consent and Release form ~~Data 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 ~~(in the box of curriculum materials)~~ 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~~800-382-6010~~ 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 System~~Connexus~~. 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 ~~packing and~~ 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~~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~~his/ her~~ 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~~ or do not match the packing list~~.

Note: If the student withdraws~~, since consumable materials may not be used yet, from the school after being enrolled in the school for less than 120 calendar days and/or has used less than 10 percent of the consumable materials~~, 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)
- FedEx (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 ~~and/or CD/DVD materials~~ 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~~CD/DVD~~ devices or materials returned with~~in~~ 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 ~~Connexus~~the 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 Policy~~Terms 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~~his/ her~~ user name 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 Help~~Student 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 ~~(during administration of state assessments, etc.)~~ 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~~Packing List~~. They must notify Connections

Academy Pearson Connexus Help~~Student Technical Support~~ within seven (7) school days of receipt of equipment of any discrepancies between the tracking email~~Packing List~~ 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 ~~section 3.5.7~~, 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 System~~Connexus~~.

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 ~~to~~ 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 the~~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~~.
- ~~All computers provided by Connections Academy are configured with default security settings for their internet browser. There are additional levels of security that can be added which will further help block offensive content. For more information please call Technical Support at 800-382-6010.~~
- ~~All computers provided by Connections Academy have internet filtering software installed. This software can be activated (or deactivated, once activated) upon request.~~ **~~If you wish to activate the filtering software, call Technical Support at 800-382-6010.~~** ~~Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.~~

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 System ~~Connexus~~ 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 System ~~Connexus~~

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. ~~with configuring a computer to limit malware, which can include pop-up ads, spyware, and other inappropriate material.~~ (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 ~~for~~ repairs for the computer equipment. ~~first instance to a maximum of $250 plus the cost of shipping. The school will cover the portion of the cost over $250 for the first incident.~~

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, ~~, provided that~~ the following information ~~is~~ may be requested from the Caretaker in instances of loss or theft of equipment ~~submitted to the school~~:

- 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 Help~~Student 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 Help~~Student Technical Support~~ for any and all repairs and must follow all instructions for repair as directed by the Pearson Connexus Help~~Student 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 Help~~Student 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~~800-382-6010~~ 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~~Packing 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 Support~~Pearson Connexus Help via email, include this information in the email subject line, in the voicemail message, or to the ~~Student Technical Support~~Pearson Connexus Help representative.)
- Level of severity
- Detailed description of the problem, including any steps required to reproduce the problem

The ~~Student Technical Support~~Pearson Connexus Help representatives' response times depend on the severity of the issue. ~~Student Technical Support~~Pearson 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~~his or her~~ 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 ~~2019~~2020–~~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 ~~2019~~2020 ~~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 theirhis or her 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 ~~2019~~2020–~~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 ~~2019~~2020-~~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: ~~January 24, 2018~~November 25, 2019*

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~~ the ~~s~~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~~ student'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, ~~he or she~~they become~~s~~ 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~~his or her~~ 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 ~~his or her~~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 ~~his/her~~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 ~~and its affiliated schools~~:

- student name
- student city of residency
- student ~~webmail~~ email address
- student telephone number
- student grade level

Parents, legal guardians and Eligible Students should consult their student handbook for specific information related to their school's defined Directory Information.

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 ~~d~~Disclosure without ~~c~~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-~~mailcelegalprivacy@pearson.com~~ 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 SystemConnexus.~~

Last Reviewed and Updated: ~~January 24, 2018~~December 23, 2019

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 ~~Education Management System Connexus~~ 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 EMS~~Education Management SystemConnexus~~, ("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 EMSEducation Management SystemConnexus.

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 EMSEducation Management SystemConnexus.

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 EMSEducation Management SystemConnexus, (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 EMSEducation Management SystemConnexus.

Any use of the EMS Education Management System Connexus for the following purposes is strictly prohibited. By using the EMSEducation Management SystemConnexus, 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 ~~employee~~ 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 user name 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 ~~employees~~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 EMS~~Education 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 privacy@connectionseducation.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 EMS~~Education 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 privacy@connectionseducation.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 EMS~~Education 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 EMS~~Education 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.

Mobile Terms and Conditions

By opting in to receive text message alerts from Connections Academy, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. Such calls or texts may be placed using automatic dialing equipment. Message and data rates may apply. Please see our Privacy Policy for additional information.

You may opt in to these messages by sending **JOIN** to **88180**. You may opt out of these messages at any time by replying **STOP** to any message.

Reply **HELP** to any message to receive further assistance on an inquiry. Call 1-800-382-6010 or visit www.connectionsacademy.com/about/contact-us to reach our Customer Care team.

All supported carriers are listed below:
AT&T, Sprint/Boost/Virgin, T-Mobile/MetroPCS, Verizon Wireless, C Spire Wireless, Carolina West Wireless (CWW), CellCom USA, Google Voice, U.S. Cellular, ACS/Alaska, Advantage Cellular (DTC Wireless), Aio Wireless/Cricket, Appalachian Wireless, Atlantic Tele-Network International (ATN), Bandwidth, Bluegrass Cellular, Buffalo Wireless, CableVision, Cellular Network Partnership (PIONEER), Cellular One of East Central Illinois, Chariton Valley Cellular, Chat Mobility USA, ClearTalk(Flat Wireless), Copper Valley, Coral Wireless (Mobi PCS), Cross Telephone Company (MBO Wireless), Duet IP (Maximum Communications New Core Wireless), Element Mobile (Flat Wireless), Epic Touch (Elkhart Telephone), GCI Communications Corp, Golden State Cellular, i Wireless (IOWA Wireless), Illinois Valley Cellular (IV Cellular), Immix(Keystone Wireless), Inland Cellular Telephone Company, Leaco, Mosaic (Consolidated or CTC Telecom), MTA Communications, MTPCS (Cellular

One Nation), Nex-Tech Wireless, Northwest Missourri Cellular Limited, Panhandle Telecommunications Systems(PTCI), Peoples Wireless, Pine Belt Wireless, Pine Cellular, Revol Wireless USA, RINA, Sagebrush Cellular (Nemont), SI Wireless/Mobile Nation, SouthernLinc, SRT Wireless, Texas RSA 3 Ltd(Plateau Wireless), Thumb Cellular, Union Telephone Company(Union Wireless), United Wireless, Viaero Wireless, West Central Wireless (5 Star Wireless)

T-Mobile is not liable for delayed or undelivered messages.

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 EMS~~Education 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, ~~employees~~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~~his or her~~ 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, ~~employees~~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 Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. ~~We~~ 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~~to 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 EMS~~Education Management System~~~~Connexus~~. 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: ~~January 24, 2018~~ January 1, 2020

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the Pearson 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 ~~E~~education ~~M~~management ~~S~~system~~s~~, ~~Connexus or (~~collectively, the "Websites"), or ~~contact us by phone or other means~~ communicate with us.

This Privacy Policy applies to the Websites where this Privacy Policy is posted and to 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~~Changes to this policy will be posted ~~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*~~*International 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 based servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections or a Connections affiliated school. 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.~~

What Personally Identifiable Information Do we Collect?

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.

Should you decide to enroll your child in one of our programs or managed schools, we collect information from you during the application and enrollment process such as a birth certificate, certain health records and proof of residency.

We may collect personal information at other times, such as when you contact our technical support, send us an email, complete a user survey, or otherwise communicate with Connections.

We may also collect information about you or your student from external sources with your consent or as allowed under the law. For example, we may collect information from a school your child previously attended for academic placement purposes.

How Do We Use Personally Identifiable Information?

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 Connexus. 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.~~

~~Connexus contain 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, Connexus and contain "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.~~

Opting Out of Communications

If you do not want to receive information unrelated to your enrollment in ~~the~~ a school via email from Connections, you can email us at unsubscribe@connectionseducation.com ~~to be excluded from receiving emails from Connections~~.

If you have provided 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.

If you do not want to receive any further information from Connections you can also call us at 877-~~550-1115~~267-0777 and ask to be removed from all of Connections' contact lists.

If you have opted to receive text message alerts, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. You may opt out of these messages at any time by replying STOP to any text or SMS message.

~~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.~~

How Do We Share Personally Identifiable Information?

We may share personally identifiable information with 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 to help us identify families who may benefit from the services and education offerings Connections or its affiliates provide. 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 b~~y~~by law.

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 ~~employees~~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.

Cookies and Other Third Party Marketing Technologies

What Are Cookies?

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 activities and for trend analysis. As with most websites, we may use "cookies" for marketing purposes, to track usage of our Website, and to improve your experience of our Websites.

A cookie is a text file that is placed on your hard disk by a Web page server. 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 certain essential cookies, you may compromise the ability 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.

Third Party Cookies

We may use third-party cookies as part of marketing 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 websites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites.

Managing and Blocking Cookies

Through browser settings, you can manage or block the use of cookies. In addition, you can use opt-out tools for ad networks and firms who participate in the Network Advertising Initiative at http://optout.networkadvertising.org/ or the Digital Advertising Alliance at http://optout.aboutads.info/.

To effectively manage cookies via browser settings or through these ad industry opt-out tools, you must opt-out and set cookie preferences on all browsers and all devices that you use. If you clear cache or cookies, be sure to reset your preferences.

Please note that blocking or disabling some cookies may prevent or impair functionality and use this site.

Here's some additional information about viewing and changing your browser settings to manage or block cookies:

Google Chrome
Click on the spanner icon (top menu in browser) and select 'Settings'
Click the 'Under the Bonnet' tab on the left, then select the 'Content settings' button
Under the cookies section, choose the option that best suits your needs.

Microsoft Internet Explorer
Click on 'Tools' (top menu in browser) and select 'Internet options'
Click on the 'Privacy' tab
Move the privacy slider to the level of privacy you require. Settings above Medium will disable cookies.

Mozilla Firefox

Click on 'Tools' (top menu in browser) and select ‘Options’

Select the Privacy icon

In the history section choose 'Use custom settings for history' from the dropdown menu

Cookies can be enabled or disabled by clicking on the appropriate check boxes.

Safari

Click on the Cog icon (top menu in browser) and select 'Preferences'

Click on Privacy tab and choose the option that best suits your needs.

Opera

Click on the 'Tools' at the top of your browser window and select 'Preferences'

Select the 'Advanced' tab and choose Cookies from the list on the left

Choose the option that best suits your needs.

Safari on OSX

Click on 'Safari' at the top of your browser window and select 'Preferences'

Click on the 'Privacy' tab

Adjust the level of cookie acceptance here.

Firefox

Click on 'Firefox' at the top of your browser window and select 'Preferences'

Select the Privacy icon

In the history section choose 'Use custom settings for history' from the dropdown menu

Cookies can be enabled or disabled by clicking on the appropriate checkboxes.

Opt-Out of Remarketing

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.

Third Party Websites

The Websites may contain links to third-party websites for academic and curriculum support that are not under the control or supervision of Connections. Connections is not responsible for the tracking activities of such third-party websites.

The Websites may also 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 and data privacy 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.

How We Use Non-Personally Identifiable Information

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.

Student Data Privacy

Connection is an education management company that provides various management services and curriculum content ("**Services**") to our customers, including public schools, special programs, school districts and charter organizations (collectively referred to as "**Schools**") that wish to provide students and their families with an exceptional virtual school option. Connections also offers a private pay schooling option to families through our International Connections Academy ("iNaCA").

Connections uses industry best practices to protect the privacy of all of our students and families. When our Services are used as part of a School's educational mission or a family enrolls their student in iNaCA, the personal information related to the student users ("**School Users**") that is (i) provided to Connections by a parent, student or School, or (ii) collected by Connections during the provision of our services to a student or School, may include information defined as "educational records" by the Family Educational Rights and Privacy Act ("**FERPA**") or other information protected by similar student data privacy laws. We call this information "**Student Records**."

FERPA Privacy Rights

FERPA provides students with privacy rights and protection for educational personally identifiable information collected and processed on behalf of educational institutions receiving government funding from the U.S. Department of Education. FERPA provides students with rights to obtain from these educational institutions access to their educational records, as well as correction and amendment of their educational records. For more information on FERPA, students and families should refer to the FERPA policy in their respective student handbook.

Please note, only personal information directly relating to the educational interest of a student which is (1) created by a School User, and (2) created by a School (for example, when a School creates the user name, login and password to establish School User accounts), are designated as Student Records.

Our Commitment:

Our collection and use of Student Records is governed by our contracts with the Schools, by our Privacy Policy, and by applicable privacy laws. For example, we work with Schools to help protect personal information from the Student's educational record, as required by FERPA, and to protect the personal information of students under 13 consistent with the Children's Online Privacy Protection Act ("COPPA").

- We collect, maintain, use and share Student Records only for an authorized educational use and as described in our Privacy Policy, or as directed by the School, the School User and/or the student's parent or legal guardian.
- We do not disclose Student Records for targeted advertising purposes. We do use certain marketing technologies for the purpose of retargeting, analytics and attribution activities.
- We do not build a personal profile of a School User other than in furtherance of an educational purpose or as authorized by a Caretaker.
- We maintain a comprehensive data security program designed to protect the types of Student Records we maintain.
- We will never sell Student Records.

How We Share and Disclose Student Records

Depending on the features and account controls applicable to the School User accounts, we may share usernames and account information with other users on the Website, such as teachers, learning coaches, or school administrators. For example, student attendance may be shared with school administrators and learning coaches.

In the Connections proprietary education management system, access to student information and data is controlled by a central team of administrators, trained in FERPA and data privacy, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will be permitted to access student data that is permissioned using roles and locations. Data points and reports will be assigned to roles, including vendors with whom Connections has contracted to provide a service. Access to reports and all student data will be controlled by these roles. Only users in a location with the correct roles will meet the requirements to access the data.

The education management system 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 or contracted. 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.

~~*Message Boards/Discussion Threads*~~

~~We may offer message boards, or discussion threads through 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) as well as state-specific laws that provide privacy protections for K-12 students.

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~~celegalprivacy@pearson.com~~ 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 ~~his/her~~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: ~~celegalprivacy@pearson.com~~ privacy@connectionseducation.com

Security

Safeguards

Connections ~~takes~~ makes commercially reasonable ~~steps~~ efforts to safeguard the personally identifiable information ~~you provide~~we collect and store. We do this, in part, by implementing account verification procedures and password protection features. As effective as our safeguards are, no security system is completely impenetrable, ~~so~~ therefore 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.

All data accessed via the EMS will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption.

Breach

In the event that any information under our control is compromised as a result of a breach of the security of our systems or inadvertent release of information, we will take reasonable steps to investigate the situation and provide notice of the security incident in accordance with applicable laws and regulations.

~~*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~~Policies

If you are a California resident, please read the Supplemental Privacy Statement for California Residents in conjunction with this Privacy Policy. The Supplemental Privacy Statement for California Residents explains Connections commitment to comply with California law and applies to personal information of California residents collected in connection with this site and the services referenced on this site.

~~*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 ~~celegalprivacy@pearson.com.~~ 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 System~~Connexus~~.

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 Help~~Support Site, within the Education Management System~~Connexus~~, 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 an ~~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 ~~his or her~~their courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send an email ~~WebMail~~ 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 an ~~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.

DRAFT California Schools Attendance Calendar: 2020-21													
INTERNAL STAFF USE ONLY: DO NOT POST OR DISTRIBUTE													
Attendance Month		*Calendar Month*	*M*	*T*	*W*	*TH*	*F*	*Teacher Days*	*Student Days*	Student and Teacher Holidays			
		Aug	10	11	12	13	14	0	0	**Teacher Calendar****			
			17	18	19	20	21	4	0	Teacher Only Work Days**		**Teacher days	
			24	25	26	27	28	5	0	No School for students		before/after school calendar	
			31	1	2	3	4	3	0	Labor Day		subject to change later	
		Sept	7	**8**	9	10	11	4	4	***1st day of school Sept 8***		Due to PCX training	
			14	15	16	17	18	5	5				
			21	22	23	24	25	5	5				
Month 1	19	Oct	28	29	30	1	2	5	5	***End of attend Month***			
			5	6	7	8	9	5	5				
			12	13	14	15	16	5	5				
			19	20	21	22	23	5	5				
Month 2	20		26	27	28	29	30	5	5				
		Nov	2	3	4	5	6	5	5				
			9	10	11	12	13	4	4	Veterans' Day			
			16	17	18	19	20	5	5				
Month 3	14		23	24	25	26	27	0	0	Thanksgiving			
		Dec	30	1	2	3	4	5	5	***End of P1/M3=11/27***			
			7	8	9	10	11	5	5				
			14	15	16	17	18	5	5				
			21	22	23	24	25	0	0	Winter Break			
		Jan	28	29	30	31	1	0	0				
Month 4	20		4	5	6	7	8	5	5	*P1 due to districts 1/5*			
			11	12	13	14	15	5	5				
			18	19	20	21	22	4	4	Martin L King Day			
			25	26	27	28	29	5	5	***1st sem ends 2/3, 2nd sem starts 2/8***			
Month 5	17	Feb	1	2	**3**	4	5	4	3	# days in first semester	90		
			8	9	10	11	12	5	5	Mid semester recess			
			15	16	17	18	19	4	4	Presidents' Day			
			22	23	24	25	26	5	5				
Month 6	19	March	1	2	3	4	5	5	5				
			8	9	10	11	12	5	5				
			15	16	17	18	19	5	5				
			22	23	24	25	26	5	5				
Month 7	20	April	29	30	31	1	2	5	5	***End of P2/M7= 4/2***			
			5	6	7	8	9	5	5	*P2 due to districts 4/15*			
			12	13	14	15	16	0	0	Spring Break			
			19	20	21	22	23	5	5	*Easter is 4/4/21*			
Month 8	15		26	27	28	29	30	5	5	Testing window April 26 through May 28?			
		May	3	4	5	6	7	5	5				
			10	11	12	13	14	5	5				
			17	18	19	20	21	5	5				
Month 9	20		24	25	26	27	28	5	5				
		June	31	1	2	3	4	4	4	Memorial Day			
			7	8	9	10	11	5	5	***Last day of school, 2nd Sem ends June 22***			
			14	15	16	17	18	5	5				
Month 10	16		21	22	23	24	25	4	2	# days in 2nd semester	90		
		July	28	29	30	1	2	0	0	*Annual due to districts 7/2*			
	180			**Total Teacher Days**				**195**	***180***	***Total Student Days***			
Teacher only work days:**			Aug. 18-Sept 2, Feb. 4, June 23-24							**School Office Closed July 5-9, 2021?**			
Student Holidays:			Sept. 7 (Labor Day); Nov. 11 (Veterans Day); Nov. 23-27 (Thanksgiving); Dec. 21- Jan 1 (Winter Break); Jan. 18 (Martin Luther King); Feb 4-5 (Mid year Semester break); Feb. 15 (Presidents' Day); April 12-16 (Spring Break); May 31 (Memorial Day).										
Work Sample Cut Off Dates			Oct 2, Oct 30, Nov 27, Jan 8, Feb 5, Mar 5, Apr 2, Apr 30, May 28, June 22										
End of attendance months:			Oct 2, Oct 30, Nov 27, Jan 8, Feb 3, Mar 5, Apr 2, Apr 30, May 28, June 22										
First/Last Days of School for the Students:			**Sept. 8 and June 22**				**First/Last Days of School for the Teachers:****			**Aug. 18 and June 24**			
FOR INTERNAL USE ONLY. Only distribute to STAFF MEMBERS!										Approved by Board XX-XX-XX			

CliftonLarsonAllen LLP
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February 18, 2020

Board of Directors and Management
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Dear Members of the Board and Management:

We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the audit services CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") will provide for California Online Public Schools ("you," "your," or "the Organization") for the year ended June 30, 2020.

Lili Huang is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal/director-in-charge of the audit and the reviewing principal/director have been the same in each of those years. This is the first year Lili Huang will be the engagement principal.

Audit services

We will audit the financial statements of the Organization, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements, schedule of expenditures of federal awards, and related notes.
- Preparation of adjusting journal entries.
- Preparation of informational tax returns

Audit objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP).Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United

States; the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance); and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

- Reporting on compliance related to state programs and expressing an opinion (or disclaimer of opinion) on compliance with the laws and regulations of the state programs in accordance with the requirements of the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the result of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. If our opinion on the financial statements or the single audit compliance opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the

right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error. An audit involves performing procedures to obtain sufficient appropriate audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a single audit.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements and compliance in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting

material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

You are responsible for ensuring that management is reliable and for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters, and for the accuracy and completeness of that information, and for ensuring the information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence. You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies

related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services.

The responsibilities and limitations related to the nonaudit services performed as part of this engagement are as follows:

- We will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes in conformity with U.S. GAAP and the Uniform Guidance based on information provided by you. Since the preparation and fair presentation of the financial statements and schedule of expenditures of federal awards is your responsibility, you will be required to acknowledge in the representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements and schedule of expenditures of federal awards.

- We will propose adjusting journal entries as needed. You will be required to review and approve those entries and to understand the nature of the changes and their impact on the financial statements.

- We will prepare the organization's federal Form 990 and applicable state filings in accordance with the applicable tax laws. We will use our judgment in resolving questions where the law is unclear, and where there is reasonable authority, we will resolve questions in your favor whenever possible. We will not audit or independently verify the accuracy or completeness of the information we receive from you for the preparation of the returns and filings, and our engagement cannot be relied upon to uncover errors or irregularities in the underlying information.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue

our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

> CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately April 2020.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and

the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

We are available to perform additional procedures with regard to fraud detection and prevention, at your request, as a separate engagement, subject to completion of our normal engagement acceptance procedures. The terms and fees of such an engagement would be documented in a separate engagement letter.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Cognizant or Grantor Agency, or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Cognizant or Grantor Agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Except as permitted by the "Consent" section of this agreement, CLA will not disclose any confidential, proprietary, or privileged information of the entity to any persons without the authorization of entity management or unless required by law. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our relationship with you is limited to that described in this letter. As such, you understand and agree that we are acting solely as independent accountants. We are not acting in any way as a fiduciary or assuming any fiduciary responsibilities for you. We are not responsible for the preparation of any report

to any governmental agency, or any other form, return, or report or for providing advice or any other service not specifically recited in this letter.

Our engagement and responsibility end on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Mediation

Any disagreement, controversy, or claim ("Dispute") that may arise out of any aspect of our services or relationship with you, including this engagement, shall be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Any Dispute will be governed by the laws of the state of Minnesota, without giving effect to choice of law principles.

Time limitation

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute that may arise between the parties. The parties agree that, notwithstanding any statute or law of limitations that might otherwise apply to a Dispute, including one arising out of this agreement or the services performed under this agreement, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any action or legal proceeding by you against us must be commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our final audit report under this agreement to you, regardless of whether we do other services for you relating to the audit report, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery.

The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

Price Estimate

The price for these services will be based on the time involved and the degree of responsibility and skills required, plus expenses including internal and administrative charges. Based on our preliminary estimates, the price for the engagement is as follows:

Professional Services (See Last Page for Detailed Schedule)	Amount
Audit services (includes procedures for one major program under Uniform Guidance, if additional programs are required to be tested they will be billed at $3,100 per additional federal program)	$46,200
Data Collection Form SF-FAC and single audit reporting package	$960
Informational tax return services	$1,800
Additional fee related to implementation of the following standards, this is an estimate, the actual amount will depend on the amount of work involved by CLA: ASU 2014-09, *Revenue Recognition* ASU 2018-18, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made* ASU 2016-18, *Statement of Cash Flows*	$600
Technology and client support fee	$2,460
Total	**$52,020**

The price estimate is based on anticipated cooperation from your personnel and their assistance with preparing confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, the estimated price for services will likely be higher. If unexpected circumstances require significant additional time, we will advise you before undertaking work that would require a substantial increase in the fee estimate. Our invoices for our services will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination. There is a ten percent withholding clause per Education Code 14505.

Technology Support Fee

Given the rising technology costs all organizations are expending to serve and protect client information, we are adding a 5% technology and client support fee to all of our invoices. The fee combines technology expenses with client support costs and includes technology support, printing, communications, data security and storage, indirect engagement support costs and technical resource subscriptions. This is estimated and included in the fee table above.

Changes in engagement timing and assistance by your personnel

The fee estimate is based on anticipated cooperation from your personnel and their assistance with timely preparation of confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, we will advise management. Additional time and costs may be necessary because of such unanticipated delays. Examples of situations that may cause our estimated fee to increase include:

- Significant delays in responding to our requests for information such as reconciling variances or providing requested supporting documentation (e.g., invoices, contracts, and other documents)
- Rescheduling our fieldwork
- Schedule disruption caused by litigation, financial challenges (going concern), loan covenants (waivers), etc.
- Identifying a significant number of proposed audit adjustments
- Schedules prepared by your personnel that do not reconcile to the general ledger
- Numerous revisions to information and schedules provided by your personnel
- Restating financial statements for accounting errors in the prior year
- Lack of availability of entity personnel during audit fieldwork

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Other fees

You also agree to compensate us for any time and expenses, including time and expenses of legal counsel, we may incur in responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings that we are asked to respond to on your behalf.

Finance charges and collection expenses

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

Consent

Consent to use financial information

Annually, we assemble a variety of benchmarking analyses using client data obtained through our audit and other engagements. Some of this benchmarking information is published and released publicly. However, the information that we obtain is confidential, as required by the AICPA Code of Professional Conduct. Your acceptance of this engagement letter will serve as your consent to use of the Organization's information in these cost comparison, performance indicator, and/or benchmarking reports.

Subcontractors

CLA may, at times, use subcontractors to perform services under this agreement, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this agreement.

Agreement

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. This letter constitutes the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. Please sign, date, and return a copy of this letter to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Lili Huang, CPA
Principal
626-857-7300
Lili.Huang@claconnect.com
Enclosure

Response:

This letter correctly sets forth the understanding of California Online Public Schools.

Authorized signature: _____

Title: _____

Date: _____

Detailed Fee Schedule:

	California Online Public Schools						
	Central	North Bay	Ripon	Capistrano	Central Coast	Monterey Bay	Total
Audit of Basic Financial Statements	$ 4,500	$ 4,500	$ 4,500	$ 4,500	$ 4,500	$ 4,500	$ 27,000
Governmental Auditing Standards Procedures	500	500	500	500	500	500	3,000
State Compliance Attendance	1,100	1,100	1,100	1,100	1,100	1,100	6,600
State Compliance CalPADS	400	400	400	400	400	400	2,400
State Compliance LCAP	300	300	300	300	300	300	1,800
State Compliance Other	200	200	200	200	200	200	1,200
Single Audit Procedures (1 program)	700	700	700	700	700	700	4,200
DCF Fees	160	160	160	160	160	160	960
New Audit Standards	100	100	100	100	100	100	600
Tax Services	300	300	300	300	300	300	1,800
Total	8,260	8,260	8,260	8,260	8,260	8,260	49,560
Technology and Support Fee 5%	410	410	410	410	410	410	2,460
Total Federal Audit and Tax Services	$ 8,670	$ 8,670	$ 8,670	$ 8,670	$ 8,670	$ 8,670	$ 52,020

From: Jennifer Schmidt
To: School Board of Directors
Re: Medical Benefits Plan Offering Enhancements

Review of Medical Plan Offering

Each year, we review the benefit plan offerings to ensure they are competitive in design and rate structure. In addition, this year, we engaged a consulting firm whose primary business is reviewing medical benefit plans for compliance and competitiveness. At the conclusion of this review, we were reassured that we have secured highly competitive plans for the network of OBL partner schools.

Changes to Medical Benefit Plan Design for 2020

We are proud to share with you, as a result of our negotiating and marketing efforts for the 2020 plan year, we are able to maintain our current plan designs and hold the employee rate structures flat. Premium deductions for employees will not increase in 2020.

Additionally, as a result of the feedback we have received, we will be adding a Kaiser medical plan option. This plan option is an affordable, attractive plan for employees who live in states in which Kaiser is available. The plan offers an additional option to employees at a lower cost.

Finally, we will be increasing the contribution to the Health Savings Account (HSA) by $100 for the HSA medical plan. For 2020, the contribution amounts will increase to $600 (employee only) up to $1,800 (family), based upon enrollment selection. The Health Savings Account

helps your staff offset the out of pocket costs of deductibles, prescriptions and copays.

Parental and Serious Illness in the Family (PSIL)

The Parental and Serious Illness Leave (PSIL) policy provides full-time, FMLA eligible staff members with paid leave in the following circumstances:

- Parental Leave to care for a child after birth or placement for adoption or foster care.
- Serious Illness Leave to care for a seriously ill spouse, child, parent, parent in-law, or to make arrangements relative to that care.

PSIL has been increased to a total of four (4) weeks. Parental leave must be taken in one week increments and can be used any time within six (6) months of the date of birth. Leave for a serious illness in the family can now be taken in single day increments.

This policy is effective for events beginning on or after September 1, 2019.

What's New?: The total amount of PSIL has been increased.

Short-term Disability

All full-time staff members will receive up to 13 weeks of short-term disability paid at 100% and up to 12 weeks paid at 66%.

This policy is effective for events beginning on or after September 1, 2019.

What's New?: This policy removes the previous years of service differentiation and grants the same benefit to all full-time staff members regardless of tenure.

Financial Aid for Adoption Policy

The Financial Aid for Adoption Policy is a reimbursement benefit that offers full-time staff members financial assistance to offset expenses associated with adoption and surrogacy up

to $10,000.

What's New?: The policy has been expanded this year to cover surrogacy expenses.

Employee handbooks will be updated accordingly. Please do not hesitate to contact me if you have any questions.

Thank you,

Jennifer Schmidt

Director, Systems and Rewards

Human Resource & Compliance Services

Pearson Online and Blended Learning (POBL)

California Connections Academy School Handbook Supplement

2019-2020

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the School Handbook: General Portion, the policies in this Supplement override policies in the School Handbook: General Portion and are the binding policies that should be followed.

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2.1 Mission Statement

California Connections Academy Schools educate to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

3 SCHOOL ORGANIZATION AND ROLES

3.1 Roles and Responsibilities

Parental involvement, while not required for enrollment in a California Connections Academy (CalCA) school, is strongly encouraged. Please click on the link below to review a copy of California Connections Academy's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send a WebMail message to the School Leader or one of the Principals or Assistant Principals at any time.

CalCA Title I Parent and Family Engagement Policy & Compact

3.3 School Information

School Information	School Contact
CalCA SoCal Phone	(949) 461 - 1667
Fax	(949) 240 - 7895
Address	**Southern California Office Location:** 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Central Valley Phone	(559) 571 - 2300~~(559) 713 - 1324~~
Fax	(559) 746 - 0497
Mailing Address	**Mailing Address Only:** 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCA North Bay Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	**Mailing Address Only:** 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCA Ripon Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	**Northern California Office Location:** 580 N Wilma Ave Suite G Ripon CA 95366
CalCA Central Coast Phone	661-230-9820
Fax	661-568-0053
Address	**Mailing Address Only:** 33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Monterey Bay Phone	831-200-1006
Fax	831-401-2669
Address	**Mailing Address Only:** 580 N Wilma Ave Suite G Ripon CA 95366

School Leadership	Richard Savage, Executive Director Kara Mannix, High School Principal and Northern California Regional Site Administrator Heather Tamayo, Middle School Principal and Southern California Regional Site Administrator Marcus White, Elementary School Principal and Central California Regional Site Administrator Leslie Dombek, High School Assistant Principal Scott Ervin, High School Assistant Principal Lauren Cunningham, High School Assistant Principal Amy Hunt, High School Assistant Principal Tracy Pinckney, Middle School Assistant Principal Marissa Carter, Elementary Assistant Principal Mia Hardy, Director of Counseling Services Franci Sassin, Director of Business Services LaChelle Carter, Director of Finance Tanya Gustin, Director of Student Services
Board of Directors	California Connections Academy Schools is governed by the California Online Public Schools (CalOPS) Board of Directors
WebMail	All staff and support services are located in the Education Management System's (Connexus®) WebMail address book.
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010

California Connections Academy School Names

California Connections Academy Schools (CalCA) refers to six charter schools located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts. While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy to provide the high quality virtual school program. The following chart shows the legal name as well as the acronym and common name for each of the charters.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy Ripon	CalCA Ripon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay*	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California**	California Connections Academy SoCal	CalCA SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego

California Connections Academy @ Central ***	California Connections Academy Central Valley	CalCA Central Valley or CalCA Central	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCA Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis Obispo, Ventura
California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz

*formerly California Connections Academy @ North Bay
**formerly Capistrano Connections Academy
***formerly Central California Connections Academy

School Accountability Report Cards

Consistent with California Education Code Section 35256, the California Connections Academies will prepare and publish annually, and make available to Caretakers of students, a School Accountability Report Card (SARC). Reports for each location can be found by following the links to the school websites below.

CalCA Southern California – (formerly known as Capistrano Connections Academy)
CalCA North Bay – CalCA North Bay
CalCA Ripon – CalCA Ripon
CalCA Central Valley – CalCA Central Valley
CalCA Central Coast - CalCA Central Coast~~to be published in February of 2020~~
CalCA Monterey Bay-CalCA Monterey Bay~~to be published in February of 2020~~

Printed copies are available upon request from the School Leader.

Local Control Accountability Plan

Consistent with California Education Code Section 47606.5 and 52064, the California Connections Academies will prepare and publish annually a Local Control Accountability Plan (LCAP). Plans for each location can be found by following the links below.

CalCA Southern California – (formerly known as Capistrano Connections Academy)
CalCA North Bay – CalCA North Bay
CalCA Ripon – CalCA Ripon
CalCA Central Valley – CalCA Central Valley
CalCA Central Coast—CalCA Central Coast
CalCA Monterey Bay - CalCA Monterey Bay

3.4 School Schedule

3.4.1 The CalCA 2019-2020 School Year Calendar

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

Event	School Status	Date
Labor Day	School Closed	September 2, 2019
First Day of School	School in Session	September 3, 2019
Veterans' Day	No School in Session	November 11, 2019
Thanksgiving Break	No School in Session	November 25-27, 2019
	School Closed	November 28-29, 2019
Winter Break	No School in Session	December 23-24, 2019
	School Closed	December 25, 2019-January 1, 2020
	No School in Session	January 2-3, 2020
Martin Luther King, Jr. Day	School Closed	January 20, 2020
Teacher Work Day	Staff Work Day	January 30, 2020
Teacher Holiday	No School in Session	January 31, 2020
First Semester End Date	NA	January 29, 2020
Second Semester Start Date	NA	February 3, 2020
Presidents' Day	No School in Session	February 17, 2020
Spring Break	No School in Session	April 13-17, 2020
Memorial Day	School Closed	May 25, 2020
Last Day of School	School in Session	June 16, 2020
School Closed - Additional Administrator/12 Month Employee Days: July 8-12, 2019		

School Status Legend:

No School in Session = Students and Teachers are NOT in school but Administrators ARE

School Closed = Students, Teachers, and Administrators are NOT in school

School In Session = Students, Teachers, and Administrators ARE in school

Staff Professional Development Day = Students are NOT in school but Teachers and Administrators ARE

Staff Work Day = Students are NOT in school but Teachers and Administrators ARE

3.4.2 Required Instructional Hours

In order to meet the State of California's required annual instructional time per year, the chart below lists the average hours per day and per week students should be engaged in school-approved educational activity.

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week	Required Annual Hours
Kindergarten	3 to 4 hours	17 hours	600 hours
Grades 1 – 3	5 hours	24 hours	840 hours
Grades 4 – 8	5 hours	25 hours	900 hours
Grades 9 – 12	6 hours	30 hours	1080 hours

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time. The school requires regular daily school work be completed on each day of the school calendar.

3.5 Enrollment, Withdrawal and Transfers

*No student will be involuntarily removed[i] from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's withdrawal has been issued.

In California, student eligibility requirements are determined by the state, which regulates all public schools including California Connections Academy Schools. Before enrolling, please review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades K–12.

California Connections Academy schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools. While we are required to collect documents that show that the age and residency requirements have been met, we do welcome students who have unusual circumstances, such as homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless will be enrolled promptly and may be awarded partial credits based on their educational history. Children of military families may also be enrolled in an expedited manner even if the student is unable to produce records typically required for enrollment (e.g., proof of residency or previous academic records) if proof is provided at the time of initial enrollment of active military service by the parent or legal guardian of the student. Contact the respective school office for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a California Connections Academy school.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, are available in Appendix III of this supplement and upon request. Please contact the School Counselor for more information.

Immunization Status

California laws regarding student immunization status apply to students enrolled in a California Connections Academy school. The California Connections Academy program is generally considered a 'non classroom based program' because students are in a virtual learning environment. Students may not be eligible to participate in certain classroom instruction, when applicable, as defined by school policy, if they do not have all required vaccinations.

Under California law, students are allowed to attend a public independent study program as long as they are not engaged in classroom-based instruction, regardless of their immunization status. The California Connections Academy virtual school program meets the criteria of an independent study program for purposes of enrollment. The schools are required to collect information from parents and report to the state on immunizations. Therefore, all immunization records should be submitted for students upon enrollment and resubmitted upon entry into seventh grade.

**Note: Students' immunization records do not need to document all vaccines required for full compliance with regulatory requirements to attend the school. However, students that want to participate in activities that are designated as classroom-based instruction, if and when the school offers this type of activity, must provide proof of all*

state-required vaccines or a proper exemption, such as a legally valid medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in these activities. See Definition of Classroom Instruction below for additional information. Caretakers should contact the School with any questions.

Definition of Classroom Instruction

California Connections Academy Schools are virtual charter schools and instruction is delivered exclusively online. The schools are defined under state law as non-classroom based schools using the independent study model. The school does offer certain face to face, in-person activities which currently include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered “classroom instruction” by school policy. While on occasion these in-person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law.

Military Family Eligibility

If you are a military family, and are moving outside of one of the CalCA service areas, please reach out to the school for additional information. The school has policies to facilitate enrollment of military families. California law provides that a child of a military family may continue attending, regardless of any change of residence of the military family or the end of military service of the student’s parent, as long as the residence at the time of the student’s initial enrollment was located within the residency boundaries required by one of the California Connections Academy schools. California law provides that students enrolled in grades Kindergarten through 8th grade may attend through the end of the school year in which the move took place, but would be ineligible to re-enroll for the following school year unless or until the family relocated back to an eligible county. For students who are in grades 9 through 12 at the time of their move, California law allows that the student remain enrolled with California Connections Academy through graduation.

3.5.2 Kindergarten and First Grade Admission Policies

Kindergarten: As required by California Education Code Section 48000, a kindergarten student may enroll in a CalCA School if the student is five years of age on or before September 1st of that school year. A CalCA School may enroll a student who turns five after September 2nd but before December 2nd; these students are considered “transitional kindergarteners” and would typically complete two years of kindergarten.

The School's policy is to follow the state's age guidelines for entry into Transitional Kindergarten and Kindergarten. Exceptions will be made if, and only if, the School Leader or Grade Level Principal determines that it is in the best interest of the student, and only after the Caretaker(s) is given information explaining the advantages and disadvantages of early admittance. State funding is partially based on student age, so it is only in very exceptional circumstances that the school would admit a student early if sufficient funding cannot be received for that student.

Please note that the transitional kindergarten program is subject to annual approval by the Board of Directors. Therefore, updates or changes to the implementation of the transitional kindergarten program may be added to this Supplement as needed.

3.5.3 Enrollment after the Start of the School Year

Students may enroll after the start of the school year or semester up until the point that enrollment is closed. The actual date that enrollment closes is determined annually by the school's Board of Directors. The date that enrollment closes for the year is typically in late February. At the discretion of the Board, enrollment may close at different times for different grade levels. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. See also the section in the High School Policies below entitled "Enrollment after the Start of the School Year."

Additional Information for High School

High school students entering mid-year or mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. CalCA school teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade in to the Connexus grade book that represents the student's efforts at the previous school. That grade will be averaged in with the CalCA grades earned in that same semester. If students enter after the school year has started and have no prior academic history for that school year or semester, they may be given an abbreviated schedule (fewer classes) depending on the date of enrollment. See also the Promotion information in *Section 6 High School Program and Policies.*

3.5.4 Dual Enrollment in another K-12 Program

Because the CalCA schools are full-time public charter school programs, students must be enrolled full-time in the school and must exit from their previous school prior to their effective enrollment date in a CalCA school. Under California law, students may *not* be enrolled in two

different public schools at the same time. Even one day of overlap is not allowed, so the prior public school must be notified of the student's exit immediately upon enrollment in a CalCA school. In addition, the California Education Code 47602(b) does not allow a student to attend a public charter school and a private school at the same time. Students must exit any full time private school prior to their effective enrollment date with a CalCA school.

If a student is confirmed to be enrolled in another public school or full time enrolled in a private school, the school reserves the right to dis-enroll the student from CalCA. If the student has been actively completing schoolwork and has been in contact with the teacher(s), the school will attempt to resolve the dual enrollment situation. If the student is not actively working and/or is not able to be contacted, the student will be removed from enrollment in the school.

While enrolled full-time at a CalCA school, it may be possible for a student to participate in a course or activity at another public or private school, for example, in order to fulfill University of California (UC "a-g") course requirements. (Please see Section 6 for requirements specific to high school students (grades 9-12)). Seeking such permission should be initiated *after* the start of the CalCA school year. Approval by California Connections Academy is based on individual circumstances and is subject to the policies and procedures of the partnering school and/or school district.

To make these arrangements, Caretakers must obtain the *Request for Local School Activities* form from the Virtual Library. The form essentially outlines the activity, lists contact information, and indicates that the cooperating school agrees to: 1) not claim or collect any state, local or federal funding for the student, and 2) assumes all liability for that student while on the school grounds. Once the form is completed and signed, the Caretaker should present it to the grade level Principal, who will ensure that the student is in good standing.

As students must be enrolled full-time at California Connections Academy, only a limited number of courses may be taken during the regular school year at a different school.

Violations of this policy may be grounds for dismissal from the program.

3.5.5 Dual Enrollment in a College or University

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in California Connections Academy. Many colleges have specific requirements in place which apply to the

enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take and students must be in good standing at Connections Academy to be permitted to enroll in college courses. Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will take into account prior to approval of concurrent enrollment in college classes include the following:

- Ability to maintain a 2.0 average GPA
- Passing all current courses
- Meeting legal attendance requirements
- No Honor Code violations

Note that the school requires sufficient time to process requests for dual enrollment in a college. Please submit your request at least 2 weeks in advance in order to provide your School Counselor adequate time to process. Contact the student's School Counselor for more information on the process and timeline. (See also the Credit for College Courses section in *Section 6 High School Programs and Policies, which includes information on grading and credits for college courses*.)

3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. Prior to any relocation, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled. Students must be participating in the program from the physical location established during the enrollment or re-enrollment process. If the student is not at that location, the procedures for a Location Change must be followed and the school must approve all temporary Location Changes. Approval of temporary Location Changes is subject to revocation at any time at the discretion of School Administration. If the Location Change is denied or is revoked and the student does not return to the approved physical location, the student is subject to withdrawal from the school due to geographic ineligibility. The maximum length of time that a family may apply for a temporary Location Change is five months and the request cannot cross over into a different school year. Families may apply for an extension or renewal of the Location Change, but approval must be obtained each time. For more information see the General Handbook.

Enrollment Following a Change of Residence

If a family undergoes a “Permanent In-Area Location Change” as defined in the General Handbook but maintains residency in a county served by that school, the student may remain enrolled in their current CalCA School. If a student undergoes a permanent location change to a county not served by that school, he/she is no longer eligible for enrollment in that CalCA school per state law, and must withdraw from the school. If the student moves to a county served by a different CalCA school, the student may transfer to the other CalCA school at any time during the school year.

Families must follow all procedures for the location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family may need to enroll in a different school. Students who are homeless are subject to the board approved Homeless Policies regarding enrollment eligibility if they change locations

For questions concerning enrollment changes or eligibility, please contact the school.

3.6.3 Mandatory Testing

As required by law, the CalCA schools must administer all achievement tests that are designated as part of the state’s California Assessment of Student Performance and Progress System. Additionally, students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all of the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state standardized testing is available on the state website (http://www.cde.ca.gov/ta/tg/ca).

More information about the administration of the tests will be posted by the school once the school year is underway.

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Education Management System (Connexus) and the school verifies that the attendance records are accurate. The school's attendance procedures under California law require that teachers determine final attendance based on several parameters, including the Connexus attendance log and the amount of work completed each day by the student. The day after each attendance month ends, attendance can only be changed in Connexus by the school. The cut off dates for each "attendance month" are determined by the school annually and Caretakers are notified by their homeroom or advisory teacher of these dates. These dates are also found in the Academic Calendar distributed to families by the school.

Connexus Attendance Codes

The following attendance codes are available in Connexus

Code	Definition	Who enters the code?
P	Present for school	Learning Coach (and the school, as necessary)
N	No educational activity occurred	Learning Coach (and the school, as necessary)

Hours of Schooling

In order to meet the state's requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each day and week that school is in session according to the school calendar:

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week
Kindergarten	3 to 4 hours	17 hours
Grade 1-3	5 hours	24 hours

Grade 4-8	5 hours	25 hours
Grade 9-12	6 hours	30 hours

Learning Coach Attendance Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in Connexus to indicate whether the student engaged in any educational activities for that school day. Sanctioned school events count as "educational activity". They should aim to meet the daily and weekly totals listed above to ensure compliance with state regulations and to ensure that students are given attendance credit for every day of school. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student's homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday) or student holidays.
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year. If a student completes their regularly assigned lessons before the end of the semester or school year, the family must contact the homeroom teacher for additional work so that the student will not be marked absent on a school day. Absences at the end of the semester or school year can still trigger issues in the students official attendance record, which is part of the student's official school record and cumulative file.

School Attendance Responsibilities

- **Review Attendance Records –** Teachers monitor and review attendance records on a daily and weekly basis. They remind Learning Coaches to enter attendance (P or N) for every school day. If a teacher has concerns about the validity of a student's attendance records, he/she may place the student in an "alarm" status, and will proceed with additional steps per school policy.

- **Monitor Attendance Issues** – School staff monitors student attendance. Families with low attendance rates are contacted by teachers and/or other school staff as appropriate; these staff members work with the family to help the student stay in compliance. The Attendance Manager can alter Learning Coaches' attendance records (with proper documentation).
- **Maintain the Integrity of the Attendance Data** – At the end of each attendance month, the attendance records are reviewed and the school locks attendance on Connexus to prohibit any further editing. Any requests for adjustments to the previously verified records must be sent in writing to the student's teacher as soon as possible for review, approval and adjustment.
- **Official Attendance Record** – Connexus attendance system is the record of the student's attendance as documented by the Learning Coach. It is, however, only one of many sources used to determine if a student is meeting the minimum requirements of the school program. In certain cases where it has been determined that a student has not completed enough work, or that certain other program requirements have not been fulfilled, the school may determine that the student has not fulfilled his/her contract with the school, resulting in sanctions up to and including withdrawal. The student's official attendance record for legal and funding purposes is held in a state approved attendance system used by the school to report attendance to the state and is part of the student's cumulative file. Requests for the student's official attendance record can be made to the State Attendance Manager.

4.3 Escalation Status

Enrolled students are in one of three escalation statuses:

1. On-Track
2. Approaching Alarm
3. Alarm

The assigned status is based on several criteria, as outlined in the General School Handbook and is a combination of measures that indicate if a student is demonstrating adequate participation and attendance in the program. This not only includes the actual attendance days recorded by the Learning Coach, but also lesson and assignment completion rates, compliance with the requirements of the Master Agreement, Student Performance, and/or amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of days "present" in the attendance records, if a student's work completion rates are not

on track or he/ she fails to communicate on a regular basis with the teacher, he/she will be placed in an escalated (Approaching Alarm or Alarm) status. It is important to recognize that just marking proper attendance will not keep a student's escalation status On-Track. Submission of regular student work is an equally important part of the final attendance credit, and so by the time the student is put on Approaching Alarm or Alarm status, the situation is critical and the student has likely already lost attendance credit. The situation must be remedied immediately to avoid the loss of further attendance credit.

When a student is in the Approaching Alarm or Alarm status, he/ she is in danger of being withdrawn. In order to remain enrolled in the school, students must be completing adequate schoolwork and complying with the terms of the Master Agreement. The school will work with the family to help get the student back on track. The student will first receive an "Approaching Alarm" WebMail from their teacher indicating what the student needs to do to get back to "On Track" status. If these efforts fail, the student first will be escalated to the Alarm status and, if necessary, may be officially withdrawn from the school for non-compliance. Families will be notified via WebMail message when the status changes to Alarm and by certified mail to notify the family of official withdrawal (see Section 3.5). If a student is withdrawn from the school during the school year for any reason, state law requires that a letter is sent notifying the student's last known school district of residence.

If a student is withdrawn for non-compliance with the School Attendance Policy, and attempts to re-enroll at a later date, a conference with the grade level Principal or designee is required. At the discretion of the grade level Principal, enrollment may be denied if the circumstances which led to the withdrawal for non-compliance have not changed.

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. While the CalCA Schools offer a great deal of flexibility within the program, minimum attendance requirements are established by the state and students who do not complete work daily, and who do not complete adequate work throughout each month are at risk of losing attendance credit and being considered either chronically absent or truant from school.

Due to state requirements, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the truancy is not addressed. Caretakers are held legally responsible for ensuring that their students

are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy and chronic absenteeism, and to comply with the terms of the Master Agreement, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in *Section 3.4.2 Required Instructional Hours* of this Supplement.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends all mandatory LiveLesson® sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends all required state or other proctored testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance and received approval if he/she needs to deviate from the regular school calendar. Students are expected to do some amount of school work on every school day of the academic calendar.

On at least a monthly basis, students' teachers review the attendance log and the amount of work completed by the student. If the student is not fully participating in school as outlined above, attendance credit for the student will not be able to be given by the teacher. The homeroom/advisory teacher would then override the attendance codes previously entered by a Learning Coach, directing that the attendance code be marked as, or changed to an 'N', if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused". Absences are generally considered "excused" for state approved reasons, and/or documented reasons only, such as student illness or the death of an immediate family member. The final decision about whether an absence is considered excused or unexcused will be made by the Executive Director (or designee).

According to Education Code 48260, a student is considered truant if he/she has three (3) or more unexcused absences from school in one school year. State law (as per Education Code 48263.6) defines a "chronic truant" as a student who has eighteen or more unexcused absences (10% of the school year) within a single school year. The state considers a student "chronically

absent" if the student misses 10% or more of the total days of enrollment for circumstances where the student is not enrolled in the school for the entire school year. Unexcused absences on a student's attendance record may result from lack of sufficient work completed. For this reason, it is crucial that a student complete school work each day and that sufficient school work is completed over the course of each month to meet the state minimum instructional time. (See also *Section 3.4.2 Required Instructional Hours and Section 4.2 Hours of Schooling).*

The processes in Section 4.3 above will apply for students who have excessive unexcused absences. In certain circumstances, the Counseling Department may also be involved in order to work with a student and family to reduce absences. Since the CalCA virtual charter programs follow California's independent study rules, withdrawal from a CalCA school for non-compliance with the Master Agreement may result from excessive unexcused absences.

No-Show Policy

CalCA schools require that students and their Learning Coaches and Caretakers comply with all school communication and contact requirements, starting with the initial phone contacts between school and student/family immediately following the student's enrollment. Therefore, if a student does not meet the school's established minimum criteria for initial engagement in the program as described below, the student may be withdrawn from the program and reported to the state as a "no show."

If, within two (2) weeks of the start of school or, for students enrolling after the start of school, within two (2) weeks of the student's enrollment date, the school is unable to make phone contact with the student or Caretaker, or if in the same time period the student has not logged in to Connexus and has not contacted the school, the student will be considered a "no show" and may be removed from the school's enrollment. Prior to removing the student from the school's enrollment, the school will make repeated attempts to contact the student, using all contact information provided by the family. Note that a working phone number is required for enrollment in the school; therefore, if the school is unable to contact the student or Caretaker via the phone numbers provided during enrollment, a certified letter will be sent and the student may be removed from enrollment if a phone number is not provided in accordance with the timeline outlined in the letter. See also Section 3.5.4 above regarding withdrawal due to Dual Enrollment.

5 GRADING AND STUDENT EVALUATION

CalCA Grading Policy

The grades given for any course (or for any subject area for elementary students) is the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of a clerical mistake, shall be final.

If a Caretaker or student elects to contest the final grade given by the teacher of the course or subject, the school's grade level Administrator will be consulted, and the teacher, to the extent practicable, will be given the opportunity to state orally, or in writing, or both, to the Administrator and the student/Caretaker the reasons for grade given. The teacher will also be given the opportunity to participate in all discussions related to a potential grade change and thereby have input into any decision to make a change to a final grade. When necessary, the School's Executive Director or designee may be involved in the discussions and will be authorized to make a final decision on whether a grade change should be made.

The School determines which courses are considered "weighted" for purposes of GPA calculation. For more information see also Section 6 High School Programs and Policies, under the High School Course Credit section below.

National Honor Society

Students who are in good academic standing, have attended a CalCA school for at least one semester, and meet grade level and other eligibility requirements, may be eligible to join the National Honor Society. Please contact the school for more details.

Advancement via Individual Determination (AVID)

The CalCA AVID program is available to students in 6th through 12th grade. AVID is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. At its heart, AVID is a philosophy that resonates with the ideas of holding students accountable to the highest standards, providing academic and social support, and expecting they will rise to the challenge. Students must apply for the program each year. Students who typically receive grades in the B through D range but who are willing to work hard and have a desire to go to college are ideal candidates for AVID. The class is given for credit for high school students.

Currently students in the CalCA AVID program have three (3) weekly AVID LiveLessons. Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. LiveLesson topics include the following: developing note-taking and study skills; exploring college and careers; and practicing writing, inquiry, collaboration, organization, and reading (WICOR).

For more information about this national program, please visit avid.org or contact the grade level administrator.

Gifted and Talented Program (Grades 3 through 8)

CalCA offers Gifted and Talented coursework for students in grades 3-8. Gifted and Talented (GT) courses are offered in English Language Arts and Science. In addition, elementary students in grades 3-4 who are formally designated as gifted in math are offered a GT math course. These courses are designed to provide additional academic challenges to students. Some students may already be formally designated at Gifted and Talented by their previous school prior to enrollment. Those students are eligible to be placed initially into GT courses if they choose. Students in grades 3 through 8 who are enrolling into a CalCA school and who are not already formally designated as Gifted and Talented are eligible only after completing CalCA coursework with a grade of A or B in their standard courses. For middle school English Language Arts GT courses, a student must complete a year of the standard English course, and for Science GT courses, a student must complete a semester of the standard science course.

Gifted and Talented courses have additional requirements to continue participation. Students can expect to work additional hours in these courses. Students and Caretakers must complete an acknowledgement of all course requirements prior to participation. Because the GT courses are based on projects and discussion, the additional requirements include mandatory attendance at LiveLessons and a working microphone. Students must also keep up on the coursework and maintain their grade above a minimum level to stay in the course. Details of the participation requirements for middle school students are laid out in the Middle School Gifted and Talented Acknowledgement Data Views which must be signed by both the student and Caretaker. Students who do not meet the continuing requirements of the program may be moved back to courses from the regular school curriculum.

Retention and Promotion in grades K-8

Student grade levels will be determined at the time of enrollment based on prior school history. Students will not be retained in a grade level already completed based on Caretaker request. If the Caretaker has concerns about the academic placement or abilities of the student, the teacher, counselor or grade level administrator should be consulted. Retention decisions for grades K-5 are made by the student's homeroom teacher. The recommendation for retention (repeating of a grade level) is made in the spring and the Caretaker is notified in writing. Final decisions for retention are made at the end of the school year. Students in grades 6-8 are not generally retained but rather are placed in academically appropriate courses and promoted to the next grade level.

6 HIGH SCHOOL PROGRAMS AND POLICIES

Promotion

Student grade levels will be determined at the time of enrollment based on prior school history. At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about such things as past enrollment history, previously earned credits, state testing results, and the school counselor's professional judgment.

Typically, students are placed in cohort grade level classifications regardless of credits previously earned. The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

Classification	Grade	Minimum # of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

California Connections Academy uses the Connections Academy standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more

community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in order to be able to complete their assigned coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will insure that the student will still be considered a full time student.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade and/or course load to most appropriately match the student's current academic needs.

Mathematics Placement

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). In particular, a student's 9th grade math course placement is a crucial crossroads for his/her future educational success.

The policy for all CalCA schools is listed below.

California Connections Academy – Mathematics Placement Policy

Maximum Age

Based on Education Code Section 47612(b) and CCR Title 5, Section 11960, all students, including students with an IEP or 504 Plan, who are below the age of 19 years old on the first day of attendance at the School are eligible to enroll. Any student, including students with an IEP or 504 Plan, who are 19 years of age or older may be eligible to enroll, but must meet specific eligibility requirements, including being continuously enrolled in public school prior to turning 19. Therefore, if a 19 year old student applies and has experienced a gap in public school enrollment, he/she is not eligible to enroll. Students who first apply when over 19 years of age are not eligible to enroll.

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of 19, remain continuously enrolled, and are making

adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

Students who are enrolled in 12th grade but do not meet the school's graduation requirements to graduate that year may be eligible to re-enroll in 12th grade the following year, subject to certain age and other eligibility criteria, including a determination by the School Leader or designee that the student was in good standing at the end of the previous school year. (See also Section 4.3 above).

For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

Progress Monitoring

When the school has identified concerns with a student's performance, a progress monitoring meeting may be set up with the student, parent, teachers, and an administrator. The purpose of this meeting is to discuss student progress in courses, next steps, and ways the school staff can support the student. Teachers will offer feedback on the student's progress as well as strategies for success in their course. Any student, Learning Coach or Caretaker who would like to request a progress monitoring meeting can reach out to the student's homeroom teacher.

Mid-Semester Deadline

The Mid-Semester Deadline is a high school-wide deadline that falls around the middle of each semester. Students will need to reach a target lesson in each of their classes by this date. The target lesson for each class is determined by the teacher of each course and will be communicated to both students and Caretakers. Students who do not reach the target lesson in one or more of their classes will receive "conference zeros" on all overdue assignments and will be required to take part in a Caretaker/Student/Homeroom Teacher conference to discuss the reason they are behind in school and come up with a plan for success going forward. Once this conference has taken place students will be able to complete their overdue assignments.

**Note: If students are following the planner each day, they will be current with lessons, and the Mid Semester Deadline conference will not be applicable. All students are expected to work daily and complete all assigned lessons.*

Graduation and Diploma Requirements

To be eligible to receive a diploma from CalCA, a student must meet **all** of the following requirements:

- Be enrolled at a CalCA school during the semester immediately prior to graduation, and not be enrolled full-time in any other school.
- Earn a minimum of 2.5 of the credits (or 5 courses) required for graduation at California Connections Academy, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation. *
- Earn a total of 22 credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

**Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as California Connections Academy schools.*

***Official transcripts from all previous schools must be received in order to issue a diploma. See "Credit from Other Schools" section below for more details.*

These requirements exceed the minimum requirements established by the state of California. Additional requirements of the University of California (UC) and California State University (CSU) are noted below.

The following chart summarizes the coursework and credits a student must complete to receive a diploma from a CalCA school (see first column). In addition, the requirements for entry into a University of California system or the California State University system are shown in the other columns for reference for those students on a college preparatory pathway.

Graduation Requirements

California Connections Academy Graduation Requirements	**University of Calif.** Requirements for Freshman Admission	**California State Univ.** Requirements for Freshman Admission
Language Arts – 4 credits • 4 years of approved English courses, usually following this pattern: • English 9 • English 10 • English 11 • English 12	**Language Arts** – 4 years 4 years of college-prep English that include frequent writing, and reading of classic and modern literature	**Language Arts** – 4 years 4 years of college prep English composition and literature
Mathematics – 2 credits • Algebra I (or higher)* • Other Mathematics *If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.	**Mathematics** – 3 years • Algebra I • Geometry • Advanced Algebra ***4 years recommended**	**Mathematics** – 3 years • Algebra I • Geometry • Algebra II or higher ***4 years recommended**

Science – 3 credits • Biological Science • Physical Science • Other Science	**Laboratory Science** – 2 years • Biology • Chemistry ***Note**: Physics may be substituted for either Biology or Chemistry* ***3 years recommended**	**Laboratory Science** – 2 years • Biological Science • Physical Science
Social Studies 3 credits • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit)	**Social Studies** 2 years • World History • U.S. History • *can take U.S. History (.5 year) and American Government (.5 yr) **OR** • Economics (.5 year)	**Social Studies** 2 years • U.S. History • **OR** U.S. History (.5 year) and Civics or Am. Government (.5 year) **AND** • Social Science (1 year)
Health and PE 2.5 credits • Health (.5 credit) • PE (2 credits)	**Physical Education** 0 years	**Physical Education** 0 years
Technology 1 credit • Any Technology	**Technology** 0 years	**Technology** 0 years
Foreign Language ,Art, OR CTE (Career and Technical Education) 1 credit	**Foreign Language** 2 years *Must be in the same language* ***3 years recommended**	**Foreign Language** 2 years *Must be in the same language* ***3 years recommended**

Visual/Performing Art 0 credits **(see above)**	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art
Additional Electives 5.5 credits	**Additional Electives** 1 year *Additional year chosen from UC a-g list	**Additional Electives** 1 year *Additional year chosen from UC a-g list
Total Credits: 22	**Total Courses: 15 Year Long Classes**	**Total Courses: 15 Year Long Classes**
TESTING There are currently no required state tests for a high school diploma.	**TESTING*** ACT Assessment + writing **or** SAT Reasoning Test Two SAT Subject Tests* ***Subject tests are recommended, though not required***	**TESTING** ACT Assessment **or** SAT Reasoning Test *CSU does not require writing scores for ACT or SAT

Note: *Due to the online environment, many, but not all of Connections Academy's lab sciences and visual and performing arts are currently "a-g" approved. Please refer to the options for satisfying "a-g" requirements on the UC website at http://www.ucop.edu/agguide/get-help/options/.*

UC "a-g" Course Approval

The UC "a-g" subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple AP courses and most core English, Math and Social Studies courses have been approved by the University of California.

Many lab science, visual/performing arts and career/technical education courses have also been approved. Additional courses may be submitted by the school annually for approval. The "a-g" approved courses for Connections Academy appear on the University of California Doorways Home website. (Go to www.ucop.edu/doorways or to https://doorways.ucop.edu/list/app/home?execution=e2s1). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information. New schools are not able to have approved "a-g" course lists until the second year in operation. During the 2019-20 school year, CalCA Central Coast and CalCA Monterey Bay do not have UC approved "a-g" course lists, but following the first year in operation, the UC approved "a-g" course lists for these new schools will match up with the other existing CalCA schools.

Alternatives to meet the UC "a-g" requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a 3 or more semester unit (or 4 or more quarter unit) UC-transferable California college course in the UC "a-g" subject(s). Students may also complete "a-g" course requirements prior to coming to, or after leaving a California Connections Academy school.

The UC and CSU "a-g" requirements are detailed below, and can be researched in more detail at the University of California website (www.universityofcalifornia.edu/admissions).

a-g	Content Area	Requirements
"a"	History/Social Science	2 years required
"b"	English	4 years required
"c"	Mathematics	3 years required, 4 years recommended
"d"	Laboratory Science	2 years required, 3 years recommended
"e"	Language other than English	2 years required, 3 years recommended

“f”	Visual and Performing Arts	1 year required
“g”	College Preparatory Electives	1 year required

Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student’s unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from CalCA schools based on satisfactory completion of his/her IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student’s transcript will reflect the earning of a Certificate of Completion.

Foster, Homeless, ~~Migrant~~Migratory and Adjudicated Youth Graduation Requirements

A student identified as foster, homeless, ~~migrant~~migratory, ~~or~~ adjudicated, or participating in a newcomer program and enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. ~~,~~ Foster, homeless, ~~migrant~~migratory or adjudicated students in grades 11-12 who have transferred schools after completion of their second year of high school, or are participating in a newcomer program, are eligible for full or partial credit for coursework satisfactorily completed while attending another school. If the student did not complete the entire course, credit will be applied to the same or equivalent course, and the school will not require the student to retake any completed portions of that equivalent~~the~~ course. ~~may be~~

Commented [FS1]: We might need to wait until the next round to include the change in this section. We feel we already addressed the minimum legal requirements in the changes we made earlier in the year, and this additional stuff will need to go through a review by the counseling and high school team and that can’t be done in the time frame for the Feb 25 board meeting.

Commented [FS2]: Our counseling team has been working on a partial credit procedures, I am not sure if this aligns in that is implies that even if a student took a small portion of the course they can get credit for the entire course in that they don’t need to “repeat”. Can this be altered as indicated? We may need to revisit this in the next revision.

Commented [RJ3R2]: Yes! This works. This and your next comment go hand in hand.

~~granted exceptions to CalCA coursework and/or other requirements on a case by case basis~~ The school will not require a migratory student or student participating in a newcomer program who did not complete an entire course to retake the uncompleted portion of the course unless the Executive Director (or designee), in consultation with the Caretaker, finds the student is able to complete the requirements in time to graduate high school. The student shall not be prevented from taking or retaking a course to meet California State University or University of California requirements.

Foster, homeless, migratory, adjudicated, and newcomer program students will be exempt from all coursework and other requirements adopted by the school that are in addition to the statewide coursework requirements, unless the student is reasonably able to complete the requirements on time to graduate by the end of the student's 12th grade year. The school will ~~make a determination on~~ determine any additional exceptions based on school policy and state law and notify an eligible student and their Caretaker of the exemption(s) within thirty (30) days of the transfer. Under state law, transfer requests made by the school, the student, or the Caretaker solely to qualify for these exemptions is not permitted.

If the Executive Director or designee determines the student is reasonably able to complete the school's additional graduation requirements within the student's fifth year of high school, the student may be permitted to stay in school for a fifth year. The school will inform the student (if 18 years of age or older) and/or Caretaker of the following possible outcomes:

- The student has the option to remain in school for a fifth year to complete the additional required coursework for graduation
- The student's completion of the additional graduation requirements may~~will~~ positively affect their ability to gain admission to a college or university
- The student's transfer opportunities available through California Community Colleges

Upon agreement of the student (if 18 years of age) and/or Caretaker, the student will be permitted to complete the additional coursework during their fifth year.

If the Executive Director or designee determines that the student is not likely, or not on track, to meet all school graduation requirements but will be able to meet the minimum state requirements, a diploma may be granted upon completion of the state requirements. To be granted such a diploma, the student must make a request to the School Counselor in advance.

Commented [FS4]: We are currently using IA processes to track this and so Richard may be involved but usually only at the point of final approval, and usually it is more that he and the high school principal are made aware, while the counseling team is doing the analysis.

Commented [FS5]: Is this required? See comments above, this seems like it adds policy that goes outside of the process for being granted the diploma exception, which is where the determination would happen of not being able to meet the normal graduation requirements. I would prefer we wait another month before including language on partial credits and when a student would have to re-take portions that were NOT completed before we add this sentence.

Commented [RJ6R5]: This is a required option for the student. Generally, the school cannot require a student to retake a course begun at another school. However, (basically) if all parties agree, the student may retake the portion of the class previously completed if it can be done on time to graduate.

Commented [FS7]: There is a process we use now after we identify eligible students, and I believe that it includes approval from the ST and possible CT (for ST under 18) before it is enacted, so we may need to modify the way this is worded, since it is more of an agreement we make rather than an automatic exemption that we give unilaterally.

Commented [RJ8R7]: This is now required. LEAs have to notify eligible students about this exemption.

Commented [FS9]: We don't have any way to tell if a ST or CT is transferring in to our school in order to do this. I have not seen any cases like this where we suspect this, usually we are identifying which students may be eligible and it is not being brought to our attention most often by the family. I guess the language is OK but I am a bit concerned that there is no way to tell if this is happening.

Commented [RJ10R9]: I included the language only because it was so expressly spelled out in the bill. Though, certainly not required and may be removed if you feel it is to burdensome.

Commented [FS11]: Please confirm that this is required by the law applied to charter schools.

Commented [RJ12R11]: This bill was written to specifically include charter schools to an already existing law.

Commented [FS13]:

See the California Department of Education website at http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp for more information.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, can be found in Appendix III of this supplement and are available upon request. Please contact the School Counselor for more information.

Commented [FS14R13]: This part does not seem to fit anymore with all the additional above. The "request in advance" is really just going through this whole process, and the granting of the diploma if the student meets the modified requiremetns also seems to be the outcome of the process above whereby the student is formally approved for the exceptions.

Commented [RJ15R13]: I agree, we can certainly remove the language. Admittedly, I am sometimes compelled to include the implied or obvious solely because of our ultimate audience (CT and ST).

High School Peer Mentoring

Students who enroll in a CalCA school after October 1st are eligible to be partnered with a peer mentor, under the guidance of teachers and counselors. Peer mentoring assists the enrolling student in making positive connections with other students and navigating Connexus, and also helps with the adjustment to online school.

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Accreditation

The four California Connections Academy Schools established prior to the 2019-20 school year are all accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because these schools are WASC-accredited, all of their high school courses are considered transferable to other high schools. California Connections Academy Central Coast and California Connections Academy Monterey Bay are currently in the WASC accreditation process, and expect to receive initial accreditation prior to the end of the 2019-20 school year. Course transferability prior to WASC accreditation is subject to the discretion of the receiving school. Because CalCA schools have all received accreditation in the past, it is expected that the courses for the new schools will be accepted as transferable. If assistance is needed, please contact a grade level administrator.

Early Graduation and Graduation Date

At the close of the second semester, the grade level School Leader, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation

requirements. The High School Principal or designee will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the High School Principal. The High School Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the High School Principal grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to Connexus.

The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements. Students who complete their graduation requirements during the summer may be given a graduation date of the last day of the previous school year but will usually have a graduation date based on the date they complete all summer coursework. Students enrolled in credit recovery courses who are making up credits towards the graduation requirements (see section on Project Success below) may be eligible to have a mid-semester graduation date if they complete all the required credits and are approved by their counselor for a mid-semester graduation.

Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the Executive Director (or designee) upon recommendation by the High School Principal or Director of Counseling Services.

Enrollment Following Completion of Graduation Requirements

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered 9th grade less than four school years earlier (in other words, if the student did not start high school more than four years prior to the expected completion date at the end of that school year). Students who have taken longer than four years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the CalCA graduation requirements.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in a CalCA School,* and official transcripts will be available at any time by request

Commented [FS16]: We need to cross reference this with the potential exemption above for special populations, because once they have modified graduation requirement approved, this could then apply to them so we need to make it consistent.

Commented [JD17R16]: Franci- can you update this section with your proposed edits?

through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by their CalCA School, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the school counselor or the school records department with any questions regarding transcript requests.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other accredited schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. CalCA typically does not award course credit from schools or programs which are not accredited. (See also the section below on *Credit for Coursework Completed in a Non-Standard School Program*.)

Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a California Connections Academy transcript. The School's grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: Credit for College Courses).

Semester and year-end GPA calculations will follow a four point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	98 – 100	Yes	4.00	4.50	5.00
A	92 – 97	Yes	4.00	4.50	5.00
A-	90 – 91	Yes	3.67	4.17	4.67
B+	88 – 89	Yes	3.33	3.83	4.33
B	82 – 87	Yes	3.00	3.50	4.00
B-	80 – 81	Yes	2.67	3.17	3.67
C+	78 – 79	Yes	2.33	2.83	3.33
C	72 – 77	Yes	2.00	2.50	3.00
C-	70 – 71	Yes	1.67	2.17	2.67
D+	68 – 69	Yes	1.33	1.83	2.33
D	62 – 67	Yes	1.00	1.50	2.00
D-	60 – 61	Yes	0.67	1.17	1.67
F	0 – 59	No	0.00	0.00	0.00

Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. Credit and grades for transferred courses are subject to verification through an official transcript from the previous school.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript, but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course in order to improve their grade; however repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will show on the transcript.

Schedule Changes and Adding/Dropping Courses

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a Caretaker (or the student, if 18 or older) must submit a written request to the School Counselor.

If the School Counselor receives a request to drop a course, the process must be completed no later than 30 calendar days prior to the last day of that semester. The final deadline to be withdrawn from a course is 30 calendar days prior to the end of each semester. Courses may not be dropped after the course withdrawal deadline. Requests to drop a course must be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the course withdrawal deadline, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to course withdrawal deadline of 30 calendar days before the last day of the semester, it

will appear on the student's transcript as a "withdraw pass" or "withdraw fail" depending on the grade earned at the time of withdrawal. Courses shown in this manner do not count in the student's GPA calculation.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within the Connexus. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request, or may go directly to www.parchment.com to set up an account and request a transcript. Both official and unofficial transcripts can be generated via the online Parchment system, which can be reached via a link from the School website, on the "Request a Transcript" page. Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through Connexus if the student is currently enrolled, and are able to request a transcript through Parchment if the student is not currently enrolled. Please contact the School with any questions regarding transcript requests.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over 18 years old.)

For students in grades K-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each California Connections Academy school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

In order to ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require 30 days' notice for letters of recommendation**. Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the Virtual Library.

Parents (or students over the age of 18) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of 18 and has graduated, he/she must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time, but may complete that course and start the next course at their own pace. Teacher support will be provided and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

Project Success

High school seniors that are severely credit deficient and meet specific requirements outlined by the high school Administrative team, will be evaluated for entrance into Project Success. This program sections the school year in to four (4) quarters instead of the traditional two (2) semesters. This allows students to complete more courses, including credit recovery courses, in order to earn the credits they need toward graduation at a faster rate. Entrance to the program and the courses taken are determined by the high school Administrative team and the high school Counseling team. Caretakers and students must agree to the requirements of the program prior to entrance.

Credit from other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. The accreditation status of the previous school is also considered when transferring credit. Official transcripts are required within the first 30 days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at the California Connections Academy school as well as any transfer credits. Transfer credits shown are based on official transcripts only**. An official transcript must be received from the student's previous school(s) in order to issue a diploma to graduating students.**

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. .Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher he/she will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.
2. **Portfolio**: The student submits a portfolio documenting coursework, which may include:
    - Samples of prior work
    - List of texts used in prior courses
    - Artwork
    - Writing samples
    - Report card from prior school/home school
    - Student Interview

- Other materials as requested by the school counselor

The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework. For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

The School Counselor and/or grade level Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Validation**: If the student earns a "C" grade or better in the Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

   For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized in order to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester at California Connections Academy.

High School Courses Taken in Middle School

Students ***may*** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript in order to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student's IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor for permission prior to earning high school credit for college courses taken while the student is still enrolled in California Connections Academy. Students wishing to earn high school credit for college courses must have written approval of the School Counselor in advance. The number of college courses taken in any semester will be limited by the School based on the student's individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice an processing time will be needed through the end of September.

Contact the student's Counselor for more information on the process and timeline. Students must be in good standing at California Connections Academy to be permitted to enroll in college courses. See also Section *3.5.5 Dual Enrollment in a College or University* above for more information. The School Counselor will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of the student's high school GPA. College credits and letter grades from dual enrollment courses will appear on the California Connections Academy high school transcript. The student is responsible for providing a copy of the college transcript to California Connections Academy at the conclusion of the course. If a student has replaced a core course in his/her schedule (defined here as one needed for high school

graduation) with a college course, and has reduced his/her course load of Connections courses, the grade in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances.

Students should provide the following to the School Counselor in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Regional Occupational Centers and Programs (ROCP)

California's 74 Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over 35 years. ROCPs provide high school students 16 years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months. ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take

an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit.

Work Permits Requests

Students under the age of 18 who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a "Permit to Employ and Work form (CDE Form B1-4)", otherwise known as a work permit. The School may issue the work permit upon written request, but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school, and are able to issue work permits. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a California Connections Academy designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School's legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who are fully enrolled for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student's prior academic record

when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work may be issued using the student's past academic history, but the permit issued will be temporary and will expire once school begins.

See the Frequently Asked Questions on the state website for more information about work permits and the state requirements.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students ***not*** be permitted to drive unaccompanied to any CalCA school sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a CalCA sanctioned event, students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.
- Must possess a valid driver's license and follow all rules regarding licensing.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.

*Exceptions may be made for science lab courses and for state testing. Contact the School more information about these limited exceptions.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the Virtual Library or the school).
- Document school permission to drive to Events by obtaining the School Leader's (or designee) signature on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Adhere to all state and local laws at all times.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, California Connections Academy shall not be liable for any injuries or damage; all liability rests with the student, his/her Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above*. If a student nevertheless permits another student or students to ride with him/her, California Connections Academy shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their

permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students

Enrollment Requirements

At the time of enrollment, all Caretakers who indicate their students have special needs are required to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. In order to serve each student promptly upon enrollment, it is important that any educational assessments and evaluation reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services, and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), California Connections Academy will proceed with admission of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the California Connections Academy school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless his/her IEP specifically provides for participation in independent study. (Education Code § 51745(c)). Applicants whose IEPs are silent as to participation in independent study are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented and comparable services provided while a 30-day administrative review is conducted.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches.

Conducting IEP Meetings

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually and all IEP meetings occur in compliance with all state and federal laws.

Related Services

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General Portion and this School Supplement regarding Location Transfers. Because services may be provided face to face, and because of potential licensing concerns for providers working across state lines, students receiving related services must almost always remain in the physical location with which they established enrollment eligibility for their CalCA school.

Child Find

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he/she will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along with the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed.

Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form in order for the team to proceed with a 504 Evaluation.

Due Process for Special Education

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Area) is responsible for special education oversight and assisting Caretakers if disagreements should arise.

Procedural Safeguards are available in the Virtual Library under “My School: California Connections Academy-Resources Special Education.” Any questions or concerns with regard to Procedural Safeguards can be answered by the Special Education Director.

7.3 English Language Learners

All families must complete the California Home Language Survey during the initial enrollment process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using California’s language proficiency assessment screener to determine English fluency within 30 days of enrollment. If the student has taken this test (currently the state is using the C English Language Proficiency Assessments for California or ELPAC) at a previous school, test results should be provided to the School during the enrollment process. If the student has not previously been tested, CalCA staff will contact the family to arrange testing within 30 days of enrollment. If the student has been designated as an English Language Learner (ELL) at any time, and has NOT yet been re-designated as fluent in English, California Connections Academy is required to administer an annual ELPAC test within a certain required timeline to determine the student’s progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services. Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselor, and EL teacher and administrator, when necessary.

Re-designating English Language Learners as Fluent in English

California Connections Academy is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. In order to determine if a student may be re-designated as fluent, the state mandates that four factors must be taken into account as follows:

1. Scores on the state assessment of English proficiency (currently the ELPAC)
2. Scores on state standardized assessments (currently under the CAASSP system)
3. Student progress and performance in the curriculum
4. Caretaker (parent/guardian) and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their school work as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process. See Appendix II for the complete Reclassification Policy of California Connections Academy Schools.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES

The CalCA Schools are public charter schools that provide a free virtual public school education to all enrolled students. As part of this free public education, the CalCA Schools offer enrolled students educational field trips, for which no fees are charged to enrolled students. The school also offers social events such as dances, picnics, graduation ceremonies, etc. Field trips and other school social events are NOT considered "classroom instruction" even though they usually take place in person at a designated location. Transportation to and from field trips and other events is *not* provided by the School; however, in order to ensure that students are able to attend as many field trips and events as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for enrolled students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for enrolled students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because his/her family

does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION

Medical Cannabis Administration

Pursuant to California state law, qualified students and their primary caregivers are solely responsible for the administration of medical cannabis,- to a qualified student . Students who require administration of medical cannabis during a school-sponsored activity or field trip may only receive medical cannabis administration from their Caretaker and/or Guardian. In order to receive medical cannabis a written recommendation for medical cannabis for the student must be provided and be on file with the school in accordance with the process described below.

Primary caregivers of a qualified student who may require administration of medical cannabis during a school-sponsored activity or field trip, should contact the ~~School Leader~~grade level principal at least two (2) weeks in advance of the activity/trip to discuss student needs, administration parameters, and to provide the required documentation demonstrating compliance with California law. Primary caregivers are solely responsible for the safekeeping, administration, and storage of any medical cannabis during a field trip or school-sponsored activity. After the primary caregiver has administered the medical cannabis they must remove any remaining medical cannabis from the school sponsored activity or field trip. Primary caregivers are **prohibited** from the following:

- Administering medical cannabis in a school setting in a way that causes disruption to the educational environment.
- Exposing other students or any other participant in the school sponsored activity to medical cannabis.

Students are **prohibited** from possessing, storing, or self-administering medical cannabis during a school-sponsored activity or field trip. The school prohibits student possession, use, distribution, sale, or being under the influence of a cannabis product in a manner inconsistent with provisions of JoJo's Act, applicable California law and this policy.

Commented [FS18]: This does not seem reasonable. Does this mean putting it back in their car? It implies they have to leave the event and that is not how the events work, unlike a parent coming on to a school campus while a student is in class and then leaving.

Commented [JD19R18]: Hi Franci, I can remove this sentence, but this is a required process as part of the bill.

Communication of Available Mental Health Services

CalCA wants to ensure that all families have access to valuable pupil mental health services resources in their local communities.

During the school year School Counselors work with families to identify long term community mental health support. There is a collaborative effort between the School Counselors and Student Services team to identify these resources.

- At the High School level, each high school student has an assigned School Counselor listed on their homepage in Connexus, along with a webmail button and business phone number.
- For Elementary and Middle School levels, please contact Mia Hardy, Director of School Counseling, to be referred to an available Counselor.

Year-round support and mental health services are provided in local communities. For the different school regions, some of the support services available are listed below:

Southern California

Orange County Health Care Agency - Behavioral Health
Los Angeles County Dept. of Mental Health
Riverside County Dept of Mental Health
San Bernardino County Dept. of Mental Health
San Diego County Behavioral Health Services

Central California

Kern County Mental Health Department
Fresno County Mental Health Services
Inyo County Public Health
Kings County Behavioral Health
Tulare County Health & Human Services

Northern California

Colusa County Behavioral Health Department
County of Glenn Behavioral Health
Lake County Behavioral Health Services
Mendocino County Behavioral Health Services
Napa County Mental Health
County of Sonoma- Behavioral Health Division

Yolo County Mental Health Services
Alameda County Behavioral Health
Amador County Behavioral Health
Calaveras County Mental Health
Contra Costa Health Services
Sacramento County Dept. of Health Services
San Joaquin County Behavioral Health
Stanislaus County Behavioral Health

National Suicide Prevention Lifeline-24/7 1-800-273-TALK (8255)
Crisis Text Line- Text HOME to 741741 anywhere in the US
From "What is Mental Health?" www.mentalhealth.gov

Should you have any questions or concerns please feel free to contact your School Counselor or a grade level administrator.

Suicide Prevention Policies

The Governing Board of the California Connections Academy schools have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found in Appendix II of this Supplement. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and also includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for California Connections Academy Schools. Additional resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp. Beginning in the 2019-20 school year, in accordance with state law, any school-issued student identification card will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

LGBTQ Youth

California Connections Academy is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identity or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at http://www.cde.ca.gov/ls/he/se/resources.asp.

Parental Information on California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade seven. California Connections Academy Schools provide this instruction in grades 7 and 10. By state law, instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

The oversight for this course will be provided by one or more designated~~the~~ school~~'s health/PE~~ teachers as a separate pass/fail non-credit bearing course from the standard Health and PE courses offered. The school will offer detailed information about the curriculum ~~for the course as soon as it is completed.~~as part of the parent notification.

Parents will have the ability to "opt out" of having their student participate in the comprehensive sexual health and HIV prevention education course. Parents will be notified annually and/or upon enrollment of the method for opting opt of the course. If the parents choose to opt out, the course will be removed from the student's course list.

You may find more information about the California Healthy Youth Act (California *Education Code* sections 51930–51939) and obtain copies of the law online at the California Department of Education website at https://www.cde.ca.gov/ls/he/se/faq.asp.

Freedom of Speech

The CalCA Schools respect students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, "school premises" includes Connexus as well as the School's physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.

- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts school work or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

Written Publications Code

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) still remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

Clothing/Buttons and Badges

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are considered to be constitutionally protected speech or communication.

9.2 Bullying and Prohibited Behaviors

California Connections Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community. The Non-Discrimination Policy for the California Connections Academy Schools can be found here.

It can also be found on the Virtual Library and on the school's website.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, gender identity, race, color, national origin, parenting or marital status, immigration status, disability or any other category protected by state or federal law.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying

includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Prohibited behaviors include all of the above.

The School Administration and School Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation by using the Uniform Complaint Procedure found here:

CalCA – California Connections Academy Uniform Complaint Procedure

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s') Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the Uniform Complaint Procedures available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the My School section of the Virtual Library.

This written report shall be promptly forwarded by the school staff member and/or administrator to the School Leader for review, investigation, and appropriate action.

Title IX complaints

Complaints regarding suspected discrimination in any school program based on the protected categories may be directed to the School's Title IX Coordinator. Contact information may be found on the school website. Complaints are filed using the Uniform Complaint Procedures available on the school website. The Title IX Notification can be found here.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

9.3 Discipline and Due Process for Students

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

Discipline Measures

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

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

1. Warning

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

2. Suspension

When a student is suspended, he/she is temporarily removed from class (i.e., Connexus) and/or

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

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

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

- *Cheating on tests or daily work*: A student who knowingly participates in copying, using another's work, and representing it as his/her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism*: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his/her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence*: An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Abusive conduct*: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying*: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.

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

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

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

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

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

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

Expulsion Committee

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

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

Due Process for Students

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

Suspension (no more than ten (10) days)

An informal hearing will be convened with the student, Caretaker, grade level Principal or Assistant Principal, and other staff members as appropriate. The grade level Principal (or Assistant Principal if designated) will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his/her version of the occurrence. If the Principal (or Assistant Principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her Caretaker. The student will be provided all due process as required by law. The Principal (or Assistant Principal if designated) has the authority to make a decision to suspend a student for up to 10 days.

Suspension of more than 10 days (Expulsion)

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the Principal will refer the case to the Executive Director, who may then request a hearing by the Board of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his/her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he/she will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

California Connections Academy requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his/her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Leader or designee.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions, but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides school work for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of “F” where applicable, and/or suspension.

9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Master Agreement, the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or behavior which violates the Prohibited Behavior policy.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, he/she has the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate California Connections Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with his/her supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter school or the state Department of Education as a last recourse.

Student and Employee Communications

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by California Connections Academy. All communications must be appropriate and remain educationally relevant.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

The CalCA Schools are publicly-funded charter schools, and provide a complete course of study upon enrollment. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you are enrolled in the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested or the neededmissing materials may be provided to you.

Commented [FS20]: For the 20-21 HB, we need more info on how this is going to work, per the updates to the general handbook, since the link within the courses will not longer be there.

Commented [JD21R20]: This will be addressed in the 2020-2021 Handbook once its determined how it will look in PCx.

10.2.2 Technology Provided by California Connections Academy

Consult the Hardware and Connectivity section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below.

The School typically provides one computer per household upon request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may take action against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

If the family indicates to the School that they need access to the Internet to participate in the Program, the School will provide the family with an Internet subsidy. The subsidy is awarded on a per family basis, not a per student basis, and is paid via debit card. The subsidy will be equal to $16.95 a month, but will be paid out three times during the year through a third party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be $50.85. In order for the household to receive the internet subsidy, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Debit Card Issuing Schedule

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families are not given a subsidy for the summer months.

Internet Safety Policy

It is the policy of each CalCA school (the "school") to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children's Internet Protection Act ("CIPA') (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or "Internet filters") shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by each Board for each of the CalCA schools at a public meeting, following normal public notice, in April of 2013.

APPENDIX I: RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS BOARD POLICY

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS BOARD POLICY

First APPROVED in 2015

As updated and amended August, 2018

Approved by Board of Directors on August 28, 2018

BACKGROUND and PURPOSE:

California Connections Academy schools are committed to serving all students, including students who have been identified as English Language Learners (ELL). This includes students who enter the program with an ELL designation from their previous school, as well as students who are newly identified after enrollment. The schools have a program in place for English Language Learners that is further described in the charters. Based on their identified level of proficiency and needs, students will receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level. It is the goal of California Connections Academy schools that ELL students receive high quality instruction and support in order to become fluent in English as quickly as possible. When a student identified as an ELL student becomes fluent in English, the student is considered to be "reclassified" and is thereafter identified as a Reclassified Fluent English Proficient (RFEP) student.

As Local Educational Agencies (LEAs) California Connections Academy schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (*Title 5, California Code of Regulations [CCR],* Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local Formatted: Centered Formatted: Highlight Page 2 of 4 reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of ELL students as they become fluent in English.

CRITERIA FOR RECLASSIFICATION:

EC Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of English language proficiency, which in California is the ELPAC.
2. Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
3. Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
4. Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the Smarter Balance CAASPP testing for ELA).

To meet the criteria laid out by the state, as well as take school based measures into account, California Connections Academy staff will systematically consider the following four areas in reclassifying ELL students as RFEP as follows:

1. **Current ELPAT scores:** If the student's current annual ELPA score *is WELL DEVELOPED* overall, for their specific grade level, then the remaining three criteria are considered.
2. **Standardized test results:** If the student's most current standardized test results demonstrate that the student is meeting expected grade level benchmarks for all students, and has been making progress in meeting the state standards in academic areas, then the next criteria will be considered. In absence of recent or reliable state standardized test data, local standardized test scores such as LEAP or Scantron may be used.
3. **Progress in the curriculum, including teacher input**: The student's grades and teacher input will be considered. If the recommendation from this analysis is that the student is ready to be reclassified, the final criteria will be considered.
4. **Parental input**: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.

SUPPORT and MONITORING OF RFEP STUDENTS:

In order to gather data on the success of the ELL program and the validity of the board approved reclassification criteria and processes, CalCA leadership will collect data and periodically report to the Board of Directors regarding the number of ELL students, the number of years students have been ELL, the reclassification rates and the success of RFEP students. Part of the reporting will include the status of the English Learner Progress Indicator from the California School Dashboard results.

Once a student is moved to RFEP status, an RFEP date is assigned and the student is monitored for two years from the RFEP date. Monitoring will include formal reviews a minimum of three times throughout the school year. If the student is struggling, additional academic support will be provided, based on an individual assessment of the student's needs.

RESPONSIBILITY:

The Director of Student Services, overseeing and in conjunction with the ELL Program Coordinator, is responsible for identifying students who may be reclassified based on ELPAC scores and for applying and documenting the remainder of the criteria, and for oversight of proper application of the reclassification policy to reclassification of ELL students.

The State Testing Coordinator is responsible for identification of students who need to take the ELPAC and for the ELPAC administration and scoring.

The Director of Business Services, overseeing and in conjunction with the staff member responsible for State Reporting, is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified, and for collecting any audit documentation or procedures that involve ELL or RFEP students.

The teaching staff assigned to each ELL or RFEP student is responsible for instruction of ELL students, assistance with monitoring of RFEP students, and for providing input into reclassification decisions.

APPENDIX II: YOUTH SUICIDE PREVENTION POLICY

CALIFORNIA CONNECTIONS ACADEMY Schools

Youth Suicide Prevention Policy

Approved by the Boards of Directors on August 22, 2017

And Updated February, 2020

Initially APPROVED BY:

Capistrano Connections Academy

Alpaugh Academies

Friends of California Virtual Education

Update approved by the Board of Directors of California Online Public Schools

BACKGROUND and INTENTION:

The Governing Boards of California Connections Academy Schools (governed by California Online Public Schools) recognizes that suicide is one of the leading causes of death among youth and that an even greater amount of youth consider and attempt suicide. In addition, the educational environment provided in our virtual school setting may attract students who have been bullied or otherwise previously victimized and who may therefore be more vulnerable.

California *Education Code* (*EC*) Section 215 mandates that the Governing Boards adopts a policy on pupil suicide prevention, intervention, and postvention for students in kindergarten through grade 12. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

Commented [FS22]: I need to discuss how these appendices are updated in terms of the board approval. It is fine to proceed with this now, but if we are including these policies as appendices, but they need to be updated, then I want to agendize that approval separately so it is clear the board updated the policy itself and it is not "buried" in a handbook update item. Including them as appendices was intended to keep it easier for parents to access the related policied and to help be sure that if the policy was updated , that update was also included here but we need to create a process I am comfortable with when updates are needed.

Commented [JD23R22]: I sent this over to Ashli, it's noted 😊

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment in order to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, {administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or Designee will ensure that the policies and procedures are reviewed periodically, but at least every five years, and revised as needed. The Director of Counseling Services will be responsible for development and implementation of training for all appropriate school staff.

The Director of Counseling Services or Designee will be the primary suicide prevention liaison for California Connections Academy Schools.

Additional comprehensive resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

Overall Strategic Plan for Suicide Prevention

The Director of Counseling Services shall develop and implement preventive strategies and intervention procedures as follows:

1. Which specifically address the needs of high-risk groups of students, including, but not limited to:

    - Youth bereaved or otherwise affected by suicide.
    - Youth with a history of suicide ideation or attempts.
    - Youth with disabilities, mental illness, or substance use disorders.
    - Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - Lesbian, gay, bisexual, transgender, or questioning youth.
    - Youth who have suffered traumatic experiences.
    - Youth who have been bullied or harassed.

2. Which cover:
    - Suicide Prevention
    - Suicide Intervention, Assessment and Referral
    - Suicide Response Action Plans for suicide or suicide attempts by students or staff members
    - Responding After a Suicide Death (Postvention)
3. Which include training for all appropriate employees.
4. Which include information, resources and roles for students, parents and family members/friends and which includes students and families to the greatest extent possible in the development and implementation of the policies and procedures. Information about the suicide prevention program and policies will be included in the School Specific Handbook Supplement.
5. Which will demonstrate support for the creation and implementation of programs and/or activities within the school environment that raise awareness about mental wellness and suicide prevention.
6. Which will examine ways to incorporate developmentally appropriate and student- focused suicide prevention education into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Suicide Prevention and Intervention Training and Education

California Connections Academy ~~Schools along with its partners~~ carefully reviewss available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Connections Academy ~~Schools along with its partners~~ has critically reviewed and will continue to review all materials and resources used in awareness and training efforts to ensure they align with best practices for safe messaging about suicide.

Training shall be provided for all school staff members unless the Director of Counseling determines that a staff member does not have any significant interaction with students.

Training will take place at least annually, and all staff will receive training on the risk factors and warning signs of suicide, suicide prevention, intervention and referral procedures, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed credentialed counselors who have received advanced training (as determined by the school) specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Additional professional development in suicide risk assessment and crisis intervention will be provided to mental health professionals (e.g. school counselors or psychologists) employed by California Connections Academy Schools/California Online Public Schools.

Materials provided for training shall include how to identify appropriate mental health resources, both within the school and within the larger community, and when and how to refer youth and their families to those services.

The training will include access to a list of resources for staff and families, including where additional programs that allow further self-training can be accessed.

The training also will include additional information regarding groups of students regarded to be at elevated risk for suicide, such as the groups listed above.

Employee Qualifications and Scope of Services

Employees of California Connections Academy Schools/California Online Public Schools and of any contracted entity working with California Connections Academy students~~their partners~~ must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, ongoing treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Intervention, Assessment, Referral

The Director of Counseling Services or Designee will be the primary suicide prevention liaison for California Connections Academy Schools.

All staff members will be informed about the notification process in case of a suicide crisis. A referral process should be disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Determination of notification to parents/guardians/caregivers should follow an assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

All attempts will be made to make sure that students experiencing suicidal ideation are not left unsupervised.

The Director of Counseling Services, in coordination with the Executive Leadership Team, have established crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult at a school office or at a school-sponsored activity.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

If parents/guardians/caregivers, after notification by the school, refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the Director of Counseling (or other appropriate designated school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

Responding After a Completed Suicide (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Director of Counseling Services for California Connections Academy Schools shall ensure that the schools have an action plan for responding to a suicide death as part of a general crisis response plan. One component would be the use of the Employee Assistance Plan already in place. The Suicide Death Response Action Plan (or Suicide Postvention Response Plan) should incorporate both immediate and long-term steps and objectives.

Areas to be addressed in the Suicide Postvention Response Plan are:

- Identify designated staff members and their roles
- Sharing of resources

- Identify students significantly affected by suicide death as well as students at risk of imitative behavior
- Notification of staff and families if appropriate
- Determination of what information can be disclosed and to whom
- Response to memorial requests, which should be handled in a thoughtful way with consideration of their impact on other students
- Consideration of media coverage if needed, including identifying a media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media and/or school based messaging outlets as needed:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
  - Include long-term suicide postvention responses such as important dates, long term support for family members, close friends, teachers, and/or students of deceased, and long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

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APPENDIX III: HOMELESS POLICY

California Connections Academy Schools

Homeless Education, Title X: McKinney-Vento Policy

Approved by Board of Directors on Aug. 28, 2018

The Board of Directors recognizes the right of all students, including those who are homeless, to receive a free appropriate public education and to be given meaningful opportunities to succeed in schools. The network of California Connections Academy Schools ("The School") will ensure that homeless children and youth are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of homeless children and youth, will be available to all students upon enrollment in Connexus® and at any school office location.

Definitions

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned

buildings, substandard housing, bus or train stations, or similar settings; and

- Migratory children who qualify as homeless because they are living in circumstances described above.

If a child or youth's living situation does not clearly fall into the situations described above, the school should refer to the McKinney-Vento definition of "fixed, regular and adequate nighttime residence" and consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Note that incarcerated children and youth and children and youth in foster care are *not* considered homeless.

Unaccompanied Youth means a youth not in the physical custody of a parent or guardian, who lack a fixed, regular, and adequate nighttime residence as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

School of Origin means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local Liaison is the staff person(s) designated by our School organization as the person(s) responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Homeless children and youth will be identified. Data will be collected on the number of enrolled students identified as homeless children; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each homeless child and youth has the right to remain at his or her school of origin or to attend any school that houses students who live in the attendance area or area of eligibility in which the child or youth is actually living. As a charter school, the School is a school of choice and eligibility of students to attend depends on student age and the county in which the student resides or has permanent residency. Therefore, in selecting a school, homeless children and youth will remain at their school of choice to the extent feasible, unless that is against the parent's or youth's wishes. Eligibility for homeless students enrolling for the first time in the school will be based on the location of the student at the time of enrollment. At the time of first enrollment, the student must be residing in a county served by one of the California Connections Academy schools. Once enrolled, students may remain at their school of choice the entire time they are in transition and until the end of any academic year in which they become permanently housed. This also applies if a child or youth loses his or her housing during the summer, in which case eligibility and continued enrollment is based on the location that was last documented for the student when they were deemed eligible to enroll. Homeless students who become permanently housed during the school year or during the summer before a school year starts will only be able to attend a California Connections Academy School at the start of that following school year if the location of the permanent housing is in a county served by one of the schools. Services that are required to be provided, including services under federal and other programs, will not be considered in determining feasibility. Because continued eligibility for homeless students is determined in accordance with federal law, the school will claim state pupil funding for any homeless student who decides to remain enrolled even if they are not residing in a county served by one of the California Connections Academy schools, but as long as they are still residing in the state of California.

Enrollment

The school shall immediately enroll the eligible homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, or other documentation. The Master Agreement is required by California law and will be collected as part of the application

process. School staff will expedite collection of the Master Agreement so that is does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportations services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

Training

The local liaison(s) will participate in, and share information with staff, regarding McKinney- Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED as REVISED by the Board of Directors on: August 28, 2018

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2017-18 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through September 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746
Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2017-18 Title II, Part A entitlement	$3,430
2017-18 Title II, Part A total apportionment issued	$3,430

Professional Development Expenditures

Professional development for teachers	$3,430
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$3,430
2017-18 Unspent funds Note: CDE will invoice the LEA for the unspent 2017-18 total apportionment issued.	$0

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Connections Academy North Bay (17 64055 0129601)

Status: Certified
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Date: 2/19/2020 6:19 AM

2018-19 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2018-19 allocation to determine funds to be carried over.

CDE Program Contact:
Kevin Donnelly, Federal Programs and Reporting Office, kdonnelly@cde.ca.gov , 916-319-0942

Carryover Calculation

2018-19 Title I, Part A LEA allocation	$23,596
Transferred-in amount	$10,000
2018-19 Title I, Part A LEA available allocation	$33,596
Expenditures and obligations through September 30, 2019	$33,596
Carryover as of September 30, 2019	$0
Carryover percent as of September 30, 2019	0.00%

Warning
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2019-20 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963
Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

Title II, Part A Transfers

2019-20 Title II, Part A allocation	$5,232
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title IV, Part A	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title II, Part A funds transferred out	$0
2019-20 Title II, Part A allocation after transfers out	$5,232

Title IV, Part A Transfers

2019-20 Title IV, Part A allocation	$10,000
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title II, Part A	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title IV, Part A funds transferred out	$0
2019-20 Title IV, Part A allocation after transfers out	$10,000

*****Warning*****
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2019-20 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Federal Programs and Reporting Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	$23,333
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2019-20 Title I, Part A LEA available allocation	$23,333

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$0
School parent and family engagement	$0
LEA parent and family engagement	$0
Direct or indirect services to homeless children, regardless of their school of attendance	$1,095

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2019-20 Approved indirect cost rate	5.12%
Indirect cost reservation	
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	$1,095
School parent and family engagement reservation	$0
Amount available for Title I, Part A school allocations	$22,238

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$5,232
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
Allocation after transfers	$5,232
Repayment of funds	
2019-20 Total allocation	$5,232
Administrative and indirect costs	$0
Equitable services for nonprofit private schools	$0
2019-20 Title II, Part A adjusted allocation	$5,232

*****Warning*****
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2019-20 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$10,000
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
2019-20 Title IV, Part A LEA available allocation	$10,000
Indirect cost reservation	$0
Administrative reservation	$0
Equitable services for nonprofit private schools	$0
2019-20 Title IV, Part A LEA adjusted allocation	$10,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Arturo Ambriz, Financial Accountability and Info Srv Office, AAmbriz@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options	Within the LEA
Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).	
Select a low income measure	FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy North Bay	0129601	K	12	1	196	77

*****Warning*****
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2019-20 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy North Bay	0129601	Y	40%	11/29/2016		

*****Warning*****
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2019-20 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes
a - Below LEA average and at or above 35% student low income
d - Waiver for a desegregation plan on file
e - Grandfather provision
f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	39.29%
Available Title I, Part A school allocations	$22,238
Available parent and family engagement reservation	$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy North Bay	0129601	1	196	77	39.29	*	*	1	288.80	22237.60			22237.60	

Warning
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2017-18 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through September 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746
Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2017-18 Title II, Part A entitlement	$14,296
2017-18 Title II, Part A total apportionment issued	$14,296

Professional Development Expenditures

Professional development for teachers	$14,296
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$14,296
2017-18 Unspent funds Note: CDE will invoice the LEA for the unspent 2017-18 total apportionment issued.	$0

*****Warning*****
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California Connections Academy@Central (54 71803 0112458)

Status: Certified
Saved by: Frances Sassin
Date: 2/19/2020 5:55 AM

2018-19 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2018-19 allocation to determine funds to be carried over.

CDE Program Contact:
Kevin Donnelly, Federal Programs and Reporting Office, kdonnelly@cde.ca.gov , 916-319-0942

Carryover Calculation

2018-19 Title I, Part A LEA allocation	$89,598
Transferred-in amount	$10,000
2018-19 Title I, Part A LEA available allocation	$99,598
Expenditures and obligations through September 30, 2019	$99,598
Carryover as of September 30, 2019	$0
Carryover percent as of September 30, 2019	0.00%

Warning
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2019-20 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963
Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

Title II, Part A Transfers

2019-20 Title II, Part A allocation	$16,288
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title IV, Part A	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title II, Part A funds transferred out	$0
2019-20 Title II, Part A allocation after transfers out	$16,288

Title IV, Part A Transfers

2019-20 Title IV, Part A allocation	$10,000
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title II, Part A	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title IV, Part A funds transferred out	$0
2019-20 Title IV, Part A allocation after transfers out	$10,000

*****Warning*****
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2019-20 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Federal Programs and Reporting Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	$88,598
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2019-20 Title I, Part A LEA available allocation	$88,598

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$0
School parent and family engagement	$0
LEA parent and family engagement	$0
Direct or indirect services to homeless children, regardless of their school of attendance	$2,190

Authorized Reservations

Public school Choice transportation	$0
Other authorized activities	$0
2019-20 Approved indirect cost rate	5.12%
Indirect cost reservation	
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	$2,190
School parent and family engagement reservation	$0
Amount available for Title I, Part A school allocations	$86,408

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$16,288
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
Allocation after transfers	$16,288
Repayment of funds	$0
2019-20 Total allocation	$16,288
Administrative and indirect costs	$0
Equitable services for nonprofit private schools	$0
2019-20 Title II, Part A adjusted allocation	$16,288

Warning
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2019-20 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$10,000
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
2019-20 Title IV, Part A LEA available allocation	$10,000
Indirect cost reservation	$0
Administrative reservation	$0
Equitable services for nonprofit private schools	$0
2019-20 Title IV, Part A LEA adjusted allocation	$10,000

*****Warning*****

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2019-20 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Arturo Ambriz, Financial Accountability and Info Srv Office, AAmbriz@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options	Within the LEA
Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).	
Select a low income measure	FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy@Central	0112458	K	12	1	552	325

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy@Central	0112458	Y	56%	01/27/2009		

*****Warning*****
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2019-20 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes
a - Below LEA average and at or above 35% student low income
d - Waiver for a desegregation plan on file
e - Grandfather provision
f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	58.88%
Available Title I, Part A school allocations	$86,408
Available parent and family engagement reservation	$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy@Central	0112458	1	552	325	58.88	*	*	1	265.87	86407.75			86407.75	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through September 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746
Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2017-18 Title II, Part A entitlement	$25,731
2017-18 Title II, Part A total apportionment issued	$25,731

Professional Development Expenditures

Professional development for teachers	$25,731
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$25,731
2017-18 Unspent funds Note: CDE will invoice the LEA for the unspent 2017-18 total apportionment issued.	$0

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Connections Academy @ Ripon (39 68650 0125849)

Status: Certified
Saved by: Frances Sassin
Date: 2/18/2020 8:18 PM

2018-19 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2018-19 allocation to determine funds to be carried over.

CDE Program Contact:
Kevin Donnelly, Federal Programs and Reporting Office, kdonnelly@cde.ca.gov , 916-319-0942

Carryover Calculation

2018-19 Title I, Part A LEA allocation	$167,140
Transferred-in amount	$10,060
2018-19 Title I, Part A LEA available allocation	$177,200
Expenditures and obligations through September 30, 2019	$177,200
Carryover as of September 30, 2019	$0
Carryover percent as of September 30, 2019	0.00%

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options	Within the LEA
Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).	
Select a low income measure	FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy @ Ripon	0125849	K	12	1	1,280	496

*****Warning*****
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2019-20 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy @ Ripon	0125849	Y	40%	01/23/2013		

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes
a - Below LEA average and at or above 35% student low income
d - Waiver for a desegregation plan on file
e - Grandfather provision
f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	38.75%
Available Title I, Part A school allocations	$160,079
Available parent and family engagement reservation	$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy @ Ripon	0125849	1	1280	496	38.75	*	*	1	322.74	160079.04			160079.04	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963
Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

Title II, Part A Transfers

2019-20 Title II, Part A allocation	$36,172
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title IV, Part A	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title II, Part A funds transferred out	$0
2019-20 Title II, Part A allocation after transfers out	$36,172

Title IV, Part A Transfers

2019-20 Title IV, Part A allocation	$12,141
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title II, Part A	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title IV, Part A funds transferred out	$0
2019-20 Title IV, Part A allocation after transfers out	$12,141

*****Warning*****
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2019-20 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Federal Programs and Reporting Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	$165,275
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2019-20 Title I, Part A LEA available allocation	$165,275

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$0
School parent and family engagement	$0
LEA parent and family engagement	$0
Direct or indirect services to homeless children, regardless of their school of attendance	$5,196

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2019-20 Approved indirect cost rate	5.12%
Indirect cost reservation	$0
Administrative reservation	$0

Reservation Summary

Total LEA required and authorized reservations	$5,196
School parent and family engagement reservation	$0
Amount available for Title I, Part A school allocations	$160,079

*****Warning*****
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2019-20 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$36,172
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
Allocation after transfers	$36,172
Repayment of funds	
2019-20 Total allocation	$36,172
Administrative and indirect costs	
Equitable services for nonprofit private schools	
2019-20 Title II, Part A adjusted allocation	$36,172

*****Warning*****
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2019-20 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$12,141
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
2019-20 Title IV, Part A LEA available allocation	$12,141
Indirect cost reservation	
Administrative reservation	
Equitable services for nonprofit private schools	
2019-20 Title IV, Part A LEA adjusted allocation	$12,141

*****Warning*****

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2019-20 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Arturo Ambriz, Financial Accountability and Info Srv Office, AAmbriz@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2017-18 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through September 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746
Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2017-18 Title II, Part A entitlement	$79,881
2017-18 Title II, Part A total apportionment issued	$79,881

Professional Development Expenditures

Professional development for teachers	$79,881
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$79,881
2017-18 Unspent funds Note: CDE will invoice the LEA for the unspent 2017-18 total apportionment issued.	$0

*****Warning*****
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California Connections Academy Southern California (30 66464 0106765)

Status: Certified
Saved by: Frances Sassin
Date: 2/18/2020 8:01 PM

2018-19 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2018-19 allocation to determine funds to be carried over.

CDE Program Contact:
Kevin Donnelly, Federal Programs and Reporting Office, kdonnelly@cde.ca.gov , 916-319-0942

Carryover Calculation

2018-19 Title I, Part A LEA allocation	$573,162
Transferred-in amount	$30,778
2018-19 Title I, Part A LEA available allocation	$603,940
Expenditures and obligations through September 30, 2019	$603,940
Carryover as of September 30, 2019	$0
Carryover percent as of September 30, 2019	0.00%

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2019-20 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes
a - Below LEA average and at or above 35% student low income
d - Waiver for a desegregation plan on file
e - Grandfather provision
f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	37.91%
Available Title I, Part A school allocations	$544,133
Available parent and family engagement reservation	$5,101

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
California Connections Academy Southern California	0106765	1	4039	1531	37.91	*	*	1	355.41	544132.71		$5,101	549233.71	

Warning
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2019-20 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
California Connections Academy Southern California	0106765	Y	40%	01/27/2009		

*****Warning*****
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2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options	Within the LEA
Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).	
Select a low income measure	FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
California Connections Academy Southern California	0106765	K	12	1	4,039	1,531

*****Warning*****
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2019-20 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963
Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

Title II, Part A Transfers

2019-20 Title II, Part A allocation	$108,851
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title IV, Part A	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title II, Part A funds transferred out	$0
2019-20 Title II, Part A allocation after transfers out	$108,851

Title IV, Part A Transfers

2019-20 Title IV, Part A allocation	$41,633
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title II, Part A	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title IV, Part A funds transferred out	$0
2019-20 Title IV, Part A allocation after transfers out	$41,633

*****Warning*****
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2019-20 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Federal Programs and Reporting Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Federal Programs and Reporting Office, RDerose@cde.ca.gov, 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	$566,766
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2019-20 Title I, Part A LEA available allocation	$566,766

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$5,668
School parent and family engagement	$5,101
LEA parent and family engagement	$567
Direct or indirect services to homeless children, regardless of their school of attendance	$16,965

Authorized Reservations

Public school Choice transportation	$0
Other authorized activities	$0
2019-20 Approved indirect cost rate	5.12%
Indirect cost reservation	$0
Administrative reservation	$0

Reservation Summary

Total LEA required and authorized reservations	$17,532
School parent and family engagement reservation	$5,101
Amount available for Title I, Part A school allocations	$544,133

*****Warning*****
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2019-20 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$108,851
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
Allocation after transfers	$108,851
Repayment of funds	$0
2019-20 Total allocation	$108,851
Administrative and indirect costs	$0
Equitable services for nonprofit private schools	$0
2019-20 Title II, Part A adjusted allocation	$108,851

*****Warning*****
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2019-20 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$41,633
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
2019-20 Title IV, Part A LEA available allocation	$41,633
Indirect cost reservation	$0
Administrative reservation	$0
Equitable services for nonprofit private schools	$0
2019-20 Title IV, Part A LEA adjusted allocation	$41,633

*****Warning*****

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2019-20 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Arturo Ambriz, Financial Accountability and Info Srv Office, AAmbriz@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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California Connections Academy North Bay
Consolidated Title I - Activity Summary
FY19-20

		Actual July	*Actual* August	*Actual* September	*Actual* October	*Actual* November	*Actual* December	*Actual* January	*Budget* February	*Budget* March	*Budget* April	*Budget* May	*Budget* June	Actual	Original Budget allocation updated Dec, 2019	Variance
Receipts		-	-	-	-	5,787.00	-		-	-	-			**5,787.00**	**23,333.00**	**17,546.00**
Allocation Percentage		3.720%	3.720%	3.720%	3.720%	2.980%	3.045%	3.021%	3.109%	3.133%	3.133%	3.133%	3.133%			
Expenses																
100 - Salaries																
	School Counselor	93.00	95.87	98.75	98.75	79.11	80.83	80.19	82.52	83.18	83.18	83.18	83.18			
	School Counselor	-	-	47.43	94.86	75.99	77.65	77.03	79.27	79.90	79.90	79.90	79.90			
	School Counselor	100.59	103.90	107.20	107.20	85.88	87.75	87.05	89.59	90.30	90.30	90.30	90.30			
	School Counselor	94.79	97.90	101.02	101.02	80.92	82.69	82.03	84.42	85.09	85.09	85.09	85.09			
	Teacher - Secondary	-	34.97	36.58	36.58	29.30	29.94	29.70	30.57	30.81	30.81	30.81	30.81			
	School Counselor	116.06	119.88	123.70	123.70	99.09	101.25	100.45	103.37	104.19	104.19	104.19	104.19			
	School Counselor	95.64	47.82	-	-	-	-	41.38	85.18	85.85	85.85	85.85	85.85			
	Teacher - Secondary	68.35	71.64	74.92	74.92	60.02	61.33	60.84	62.61	63.11	63.11	63.11	63.11			
	Teacher - Secondary	33.78	34.89	36.00	36.00	28.84	29.47	29.23	30.09	30.32	30.32	30.32	30.32			
	Teacher - Elementary	149.43	156.62	163.81	163.81	131.22	134.09	133.02	136.89	137.98	137.98	137.98	137.98			
	School Counselor	114.72	121.40	128.09	128.09	102.61	104.85	104.01	107.04	107.89	107.89	107.89	107.89			
	School Counselor	100.59	105.63	110.67	110.67	88.66	90.59	89.87	92.49	-	-	-	-			
	School Counselor	98.65	103.40	108.14	108.14	86.63	88.52	87.82	90.37	91.09	91.09	91.09	91.09			
	Teacher - Secondary	33.85	34.96	36.08	36.08	28.90	29.53	29.30	30.15	30.39	30.39	30.39	30.39			
	Teacher - Secondary	28.33	29.27	30.20	-	-	-	24.52	25.24	25.44	25.44	25.44	25.44			
	School Counselor	100.59	103.90	107.20	107.20	42.94	-	87.05	89.59	90.30	90.30	90.30	90.30			
	School Counselor	98.65	103.40	108.14	108.14	86.63	88.52	87.82	90.37	91.09	91.09	91.09	91.09			
	School Counselor	94.79	99.54	104.29	104.29	83.54	85.37	84.69	87.15	87.84	87.84	87.84	87.84			
	Teacher - Secondary	68.64	71.94	75.24	75.24	60.27	61.59	61.10	62.88	63.38	63.38	63.38	63.38			
	School Counselor	101.56	104.89	108.23	108.23	86.70	88.60	87.89	90.45	91.17	91.17	91.17	91.17			
	Teacher - Secondary	83.02	85.75	88.48	88.48	70.88	72.42	71.85	73.94	74.53	74.53	74.53	74.53			
	School Counselor	112.20	115.88	119.57	119.57	95.79	97.88	97.10	99.92	100.72	100.72	100.72	100.72			
	School Counselor	-	55.15	110.29	110.29	88.35	90.28	89.56	92.17	92.90	92.90	92.90	92.90			
	School Counselor	105.82	109.51	113.19	113.19	90.68	92.66	91.92	94.59	95.34	95.34	95.34	95.34			
	Teacher - Secondary	31.92	33.45	34.99	34.99	28.03	28.64	28.41	29.24	29.47	29.47	29.47	29.47			
	Teacher - Secondary	79.79	82.42	85.04	85.04	68.12	69.61	69.06	71.07	71.63	71.63	71.63	71.63			
	School Counselor	96.61	99.02	101.44	101.44	81.26	83.03	82.37	84.77	85.44	85.44	85.44	85.44			
	Teacher - Elementary	170.87	179.09	187.31	187.31	150.05	153.33	152.10	156.53	157.77	157.77	157.77	157.77			
	Teacher - Secondary	31.93	32.92	33.90	33.90	27.16	27.75	27.53	28.33	28.56	28.56	28.56	28.56			
	School Counselor	92.54	95.58	98.62	98.62	79.00	80.73	80.08	82.41	83.07	83.07	83.07	83.07			
	School Counselor	95.27	98.40	101.53	101.53	81.34	83.11	82.45	84.85	85.52	85.52	85.52	85.52			
	Teacher - Secondary	36.75	38.52	40.29	40.29	32.27	32.98	32.72	33.67	33.94	33.94	33.94	33.94			
	School Counselor	99.62	102.90	106.17	106.17	85.05	86.91	86.22	88.73	89.43	89.43	89.43	89.43			
	Total Salaries	**2,628.34**	**2,770.40**	**2,926.53**	**2,943.76**	**2,315.23**	**2,321.91**	**2,456.35**	**2,570.45**	**2,497.66**	**2,497.66**	**2,497.66**	**2,497.66**	**30,923.60**		**30,923.60**
200 - Benefits																
	Retirement 17.10%															
	Benefits 24.50%															
	Taxes 2.00%															
	Total Benefits	**1,145.96**	**1,207.90**	**1,275.97**	**1,283.48**	**1,009.44**	**1,012.35**	**1,070.97**	**1,120.72**	**1,088.98**	**1,088.98**	**1,088.98**	**1,088.98**	**13,482.69**		**13,482.69**
400 - Purchased Services																
Tutoring														-		-
Professional Development														-	-	-
Math Time to Talk														-		-
Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May be added as needed																
500 - Supplies																
Homeless Set-Aside													1,094.00	**1,094.00**		**1,094.00**
Total Supplies		-	-	-	-	-	-	-	-	-	-	-	**1,094.00**	**1,094.00**	-	**(1,094.00)**
Total Expenses		**3,774.30**	**3,978.30**	**4,202.49**	**4,227.24**	**3,324.68**	**3,334.26**	**3,527.32**	**3,691.17**	**3,586.63**	**3,586.63**	**3,586.63**	**4,680.63**	45,500.29	-	**45,500.29**
Net Grants Receivable/(Deferred)		**3,774.30**	**3,978.30**	**4,202.49**	**4,227.24**	**(2,462.32)**	**3,334.26**	**3,527.32**	**3,691.17**	**3,586.63**	**3,586.63**	**3,586.63**	**4,680.63**	**39,713.29**	**(23,333.00)**	

California Connections Academy @Central
Consolidated Title I - Activity Summary
FY19-20

		Actual July	*Actual* August	*Actual* September	*Actual* October	*Actual* November	*Actual* December	*Actual* January	*Budget* February	*Budget* March	*Budget* April	*Budget* May	*Budget* June	Actual	Original Budget allocation updated Dec, 2019	Variance
Receipts						21,974.00		-	-			-		**21,974.00**	**88,598.00**	**66,624.00**
Allocation Percentage		8.120%	8.120%	8.120%	8.120%	8.570%	8.724%	8.644%	8.568%	8.456%	8.456%	8.456%	8.456%			
Expenses																
100 - Salaries																
	School Counselor	203.00	209.27	215.55	215.55	227.49	231.58	229.45	227.43	224.46	224.46	224.46	224.46			
	School Counselor	-	-	103.53	207.06	218.54	222.46	220.41	218.47	215.62	215.62	215.62	215.62			
	School Counselor	219.56	226.78	234.00	234.00	246.97	251.41	249.09	246.90	243.68	243.68	243.68	243.68			
	School Counselor	206.90	213.70	220.50	220.50	232.72	236.91	234.72	232.66	229.62	229.62	229.62	229.62			
	Teacher - Secondary	-	76.34	79.84	79.84	84.27	85.78	84.99	84.24	83.14	83.14	83.14	83.14			
	School Counselor	253.34	261.67	270.00	270.00	284.96	290.09	287.41	284.88	281.17	281.17	281.17	281.17			
	School Counselor	208.76	104.38	-	-	-	-	118.41	234.75	231.68	231.68	231.68	231.68			
	Teacher - Secondary	149.19	156.37	163.54	163.54	172.61	175.71	174.09	172.56	170.31	170.31	170.31	170.31			
	Teacher - Secondary	73.74	76.16	78.58	78.58	82.94	84.43	83.65	82.91	81.83	81.83	81.83	81.83			
	Teacher - Elementary	326.18	341.87	357.56	357.56	377.37	384.16	380.62	377.27	372.34	372.34	372.34	372.34			
	School Counselor	250.41	265.00	279.59	279.59	295.08	300.39	297.62	295.00	291.15	291.15	291.15	291.15			
	School Counselor	219.56	230.57	241.58	241.58	254.96	259.55	257.15	254.89	-	-	-	-			
	School Counselor	215.34	225.70	236.06	236.06	249.14	253.62	251.28	249.07	245.82	245.82	245.82	245.82			
	Teacher - Secondary	73.89	76.32	78.75	78.75	83.11	84.61	83.83	83.09	82.01	82.01	82.01	82.01			
	Teacher - Secondary	61.85	63.88	65.91	-	-	-	70.16	69.55	68.64	68.64	68.64	68.64			
	School Counselor	219.56	226.78	234.00	234.00	123.48	-	249.09	246.90	243.68	243.68	243.68	243.68			
	School Counselor	215.34	225.70	236.06	236.06	249.14	253.62	251.28	249.07	245.82	245.82	245.82	245.82			
	School Counselor	206.90	217.27	227.64	227.64	240.25	244.58	242.32	240.19	237.05	237.05	237.05	237.05			
	Teacher - Secondary	149.82	157.03	164.23	164.23	173.34	176.45	174.82	173.29	171.03	171.03	171.03	171.03			
	School Counselor	221.68	228.96	236.25	236.25	249.34	253.83	251.49	249.27	246.02	246.02	246.02	246.02			
	Teacher - Secondary	181.21	187.17	193.13	193.13	203.83	207.49	205.58	203.77	201.11	201.11	201.11	201.11			
	School Counselor	244.90	252.95	261.00	261.00	275.47	280.42	277.83	275.39	271.79	271.79	271.79	271.79			
	School Counselor	-	120.38	240.75	240.75	254.09	258.66	256.28	254.02	250.71	250.71	250.71	250.71			
	School Counselor	230.98	239.03	247.08	247.08	260.77	265.46	263.01	260.70	257.29	257.29	257.29	257.29			
	Teacher - Secondary	69.67	73.02	76.37	76.37	80.60	82.05	81.30	80.58	79.53	79.53	79.53	79.53			
	Teacher - Secondary	174.17	179.90	185.63	185.63	195.91	199.44	197.60	195.86	193.30	193.30	193.30	193.30			
	School Counselor	210.88	216.15	221.42	221.42	233.69	237.89	235.70	233.63	230.58	230.58	230.58	230.58			
	Teacher - Elementary	372.98	390.92	408.86	408.86	431.52	439.28	435.23	431.40	425.77	425.77	425.77	425.77			
	Teacher - Secondary	69.70	71.85	74.01	74.01	78.11	79.51	78.78	78.08	77.06	77.06	77.06	77.06			
	School Counselor	201.99	208.63	215.27	215.27	227.20	231.28	229.15	227.13	224.17	224.17	224.17	224.17			
	School Counselor	207.95	214.79	221.63	221.63	233.91	238.12	235.92	233.84	230.79	230.79	230.79	230.79			
	Teacher - Secondary	80.23	84.08	87.94	87.94	92.82	94.49	93.61	92.79	91.58	91.58	91.58	91.58			
	School Counselor	217.45	224.60	231.75	231.75	244.59	248.99	246.70	244.53	241.33	241.33	241.33	241.33			
	Total Salaries	**5,737.14**	**6,047.23**	**6,388.01**	**6,425.62**	**6,658.24**	**6,652.27**	**7,028.57**	**7,084.12**	**6,740.08**	**6,740.08**	**6,740.08**	**6,740.08**	**78,981.53**		**78,981.53**
200 - Benefits																
	Retirement 17.10%															
	Benefits 24.50%															
	Taxes 2.00%															
	Total Benefits	**2,501.39**	**2,636.59**	**2,785.17**	**2,801.57**	**2,902.99**	**2,900.39**	**3,064.46**	**3,088.68**	**2,938.68**	**2,938.68**	**2,938.68**	**2,938.68**	**34,435.95**		**34,435.95**
400 - Purchased Services																
Tutoring														-		-
Professional Development														-		-
Internet Subsidy														-		-
Math Time to Talk														-		-
Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May be added as needed																
500 - Supplies																
Homeless Set-Aside													2,189.00	**2,189.00**		**2,189.00**
Total Misc		-	-	-	-	-	-	-	-	-	-	-	**2,189.00**	**2,189.00**	-	**(2,189.00)**
Total Expenses		**8,238.53**	**8,683.82**	**9,173.18**	**9,227.20**	**9,561.23**	**9,552.66**	**10,093.03**	**10,172.79**	**9,678.76**	**9,678.76**	**9,678.76**	**11,867.76**	115,606.48	-	**115,606.48**
Net Grants Receivable/(Deferred)		**8,238.53**	**8,683.82**	**9,173.18**	**9,227.20**	**(12,412.77)**	**9,552.66**	**10,093.03**	**10,172.79**	**9,678.76**	**9,678.76**	**9,678.76**	**11,867.76**	**93,632.48**	**(88,598.00)**	

California Connections Academy @ Ripon
Consolidated Title I - Activity Summary
FY19-20

		Actual July	*Actual* August	*Actual* September	*Actual* October	*Actual* November	*Actual* December	*Actual* January	*Budget* February	*Budget* March	*Budget* April	*Budget* May	*Budget* June	Actual	Original Budget allocation updated Dec, 2019	Variance
Receipts						40,991.00		108,852.00	-		-			**149,843.00**	**165,275.00**	**15,432.00**
Allocation Percentage		19.390%	19.390%	19.390%	19.390%	20.060%	20.067%	20.114%	20.229%	20.240%	20.240%	20.240%	20.240%			
Expenses																
100 - Salaries																
	School Counselor	484.75	499.73	514.71	514.71	532.50	532.68	533.92	536.99	537.27	537.27	537.27	537.27			
	School Counselor	-	-	247.22	494.45	511.53	511.71	512.90	515.84	516.12	516.12	516.12	516.12			
	School Counselor	524.30	541.54	558.78	558.78	578.09	578.29	579.63	582.96	583.27	583.27	583.27	583.27			
	School Counselor	494.06	510.30	526.54	526.54	544.74	544.93	546.19	549.33	549.62	549.62	549.62	549.62			
	Teacher - Secondary	-	182.29	190.66	190.66	197.25	197.32	197.78	198.91	199.02	199.02	199.02	199.02			
	School Counselor	604.97	624.86	644.74	644.74	667.02	667.26	668.81	672.64	673.00	673.00	673.00	673.00			
	School Counselor	498.49	249.25	-	-	-	-	275.55	554.26	554.56	554.56	554.56	554.56			
	Teacher - Secondary	356.26	373.40	390.53	390.53	404.03	404.17	405.11	407.43	407.65	407.65	407.65	407.65			
	Teacher - Secondary	176.07	181.86	187.65	187.65	194.14	194.20	194.65	195.77	195.88	195.88	195.88	195.88			
	Teacher - Elementary	778.90	816.36	853.83	853.83	883.33	883.64	885.69	890.77	891.25	891.25	891.25	891.25			
	School Counselor	597.97	632.81	667.64	667.64	690.71	690.95	692.55	696.53	696.90	696.90	696.90	696.90			
	School Counselor	524.30	550.59	576.87	576.87	596.80	597.01	598.40	601.83	-	-	-	-			
	School Counselor	514.22	538.96	563.69	563.69	583.17	583.37	584.73	588.08	588.40	588.40	588.40	588.40			
	Teacher - Secondary	176.45	182.25	188.05	188.05	194.55	194.62	195.07	196.19	196.29	196.29	196.29	196.29			
	Teacher - Secondary	147.69	152.54	157.40	-	-	-	163.27	164.21	164.30	164.30	164.30	164.30			
	School Counselor	524.30	541.54	558.78	558.78	289.04	-	579.63	582.96	583.27	583.27	583.27	583.27			
	School Counselor	514.22	538.96	563.69	563.69	583.17	583.37	584.73	588.08	588.40	588.40	588.40	588.40			
	School Counselor	494.06	518.82	543.59	543.59	562.37	562.57	563.87	567.11	567.41	567.41	567.41	567.41			
	Teacher - Secondary	357.76	374.97	392.18	392.18	405.73	405.87	406.82	409.15	409.37	409.37	409.37	409.37			
	School Counselor	529.35	546.75	564.15	564.15	583.64	583.85	585.21	588.56	588.88	588.88	588.88	588.88			
	Teacher - Secondary	432.72	446.95	461.17	461.17	477.11	477.27	478.38	481.13	481.39	481.39	481.39	481.39			
	School Counselor	584.80	604.03	623.25	623.25	644.79	645.01	646.51	650.22	650.57	650.57	650.57	650.57			
	School Counselor	-	287.45	574.90	574.90	594.76	594.97	596.35	599.77	600.10	600.10	600.10	600.10			
	School Counselor	551.57	570.79	590.00	590.00	610.39	610.60	612.02	615.54	615.86	615.86	615.86	615.86			
	Teacher - Secondary	166.37	174.37	182.37	182.37	188.67	188.74	189.18	190.26	190.36	190.36	190.36	190.36			
	Teacher - Secondary	415.92	429.59	443.26	443.26	458.58	458.74	459.80	462.44	462.69	462.69	462.69	462.69			
	School Counselor	503.56	516.15	528.74	528.74	547.00	547.20	548.47	551.62	551.91	551.91	551.91	551.91			
	Teacher - Elementary	890.65	933.49	976.33	976.33	1,010.07	1,010.42	1,012.77	1,018.58	1,019.12	1,019.12	1,019.12	1,019.12			
	Teacher - Secondary	166.43	171.57	176.72	176.72	182.83	182.89	183.31	184.37	184.46	184.46	184.46	184.46			
	School Counselor	482.33	498.18	514.04	514.04	531.80	531.99	533.22	536.28	536.57	536.57	536.57	536.57			
	School Counselor	496.58	512.90	529.23	529.23	547.52	547.71	548.98	552.13	552.42	552.42	552.42	552.42			
	Teacher - Secondary	191.57	200.79	210.00	210.00	217.26	217.33	217.84	219.09	219.21	219.21	219.21	219.21			
	School Counselor	519.26	536.34	553.41	553.41	572.53	572.73	574.06	577.35	577.66	577.66	577.66	577.66			
	Total Salaries	**13,699.89**	**14,440.36**	**15,254.12**	**15,343.95**	**15,585.10**	**15,301.38**	**16,355.42**	**16,726.39**	**16,133.18**	**16,133.18**	**16,133.18**	**16,133.18**	**187,239.32**		**187,239.32**
200 - Benefits																
	Retirement 17.10%															
	Benefits 24.50%															
	Taxes 2.00%															
	Total Benefits	**5,973.15**	**6,296.00**	**6,650.80**	**6,689.96**	**6,795.10**	**6,671.40**	**7,130.96**	**7,292.71**	**7,034.07**	**7,034.07**	**7,034.07**	**7,034.07**	**81,636.34**		**81,636.34**
400 - Purchased Services																
Tutoring														-		-
Professional Development														-	-	-
Math Time to Talk														-		-
Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May be added as needed																
500 - Supplies																
Homeless Set-Aside													5,199.00	**5,199.00**		**5,199.00**
Total Supplies		-	-	-	-	-	-	-	-	-	-	-	**5,199.00**	**5,199.00**	-	**(5,199.00)**
Total Expenses		**19,673.04**	**20,736.35**	**21,904.92**	**22,033.91**	**22,380.20**	**21,972.79**	**23,486.38**	**24,019.09**	**23,167.25**	**23,167.25**	**23,167.25**	**28,366.25**	274,074.66	-	**274,074.66**
Net Grants Receivable/(Deferred)		**19,673.04**	**20,736.35**	**21,904.92**	**22,033.91**	**(18,610.80)**	**21,972.79**	**(85,365.62)**	**24,019.09**	**23,167.25**	**23,167.25**	**23,167.25**	**28,366.25**	**124,231.66**	**(165,275.00)**	

California Connections Academy SoCal
Consolidated Title I - Activity Summary
FY19-20

		Actual July	*Actual* August	*Actual* September	*Actual* October	*Actual* November	*Actual* December	*Actual* January	*Budget* February	*Budget* March	*Budget* April	*Budget* May	*Budget* June	Projected Actual	Original Budget allocation updated Dec, 2019	Variance
Receipts		-	-		140,568.00		-	141,692.00	-		-			**282,260.00**	**566,766.00**	**284,506.00**
Allocation Percentage		61.770%	61.770%	61.770%	61.770%	63.540%	63.307%	63.257%	62.978%	63.088%	63.088%	63.088%	63.088%			
Expenses																
							100 - Salaries									
	School Counselor	1,544.25	1,591.98	1,639.70	1,639.70	1,686.69	1,680.50	1,679.18	1,671.77	1,674.70	1,674.70	1,674.70	1,674.70			
	School Counselor	-	-	787.57	1,575.14	1,620.27	1,614.33	1,613.06	1,605.93	1,608.76	1,608.76	1,608.76	1,608.76			
	School Counselor	1,670.26	1,725.17	1,780.08	1,780.08	1,831.09	1,824.37	1,822.93	1,814.89	1,818.08	1,818.08	1,818.08	1,818.08			
	School Counselor	1,573.90	1,625.64	1,677.39	1,677.39	1,725.45	1,719.13	1,717.77	1,710.18	1,713.19	1,713.19	1,713.19	1,713.19			
	Teacher - Secondary	-	580.73	607.38	607.38	624.78	622.49	622.00	619.26	620.34	620.34	620.34	620.34			
	School Counselor	1,927.22	1,990.58	2,053.94	2,053.94	2,112.79	2,105.04	2,103.39	2,094.10	2,097.78	2,097.78	2,097.78	2,097.78			
	School Counselor	1,588.03	794.02	-	-	-	-	866.59	1,725.54	1,728.57	1,728.57	1,728.57	1,728.57			
	Teacher - Secondary	1,134.92	1,189.51	1,244.10	1,244.10	1,279.75	1,275.06	1,274.05	1,268.43	1,270.65	1,270.65	1,270.65	1,270.65			
	Teacher - Secondary	560.91	579.35	597.79	597.79	614.92	612.67	612.18	609.48	610.55	610.55	610.55	610.55			
	Teacher - Elementary	2,481.30	2,600.65	2,720.00	2,720.00	2,797.95	2,787.68	2,785.49	2,773.19	2,778.06	2,778.06	2,778.06	2,778.06			
	School Counselor	1,904.94	2,015.91	2,126.87	2,126.87	2,187.81	2,179.79	2,178.07	2,168.46	2,172.27	2,172.27	2,172.27	2,172.27			
	School Counselor	1,670.26	1,753.98	1,837.70	1,837.70	1,890.36	1,883.43	1,881.95	1,873.64	-	-	-	-			
	School Counselor	1,638.14	1,716.93	1,795.73	1,795.73	1,847.18	1,840.41	1,838.96	1,830.84	1,834.06	1,834.06	1,834.06	1,834.06			
	Teacher - Secondary	562.11	580.59	599.07	599.07	616.23	613.97	613.49	610.78	611.85	611.85	611.85	611.85			
	Teacher - Secondary	470.48	485.95	501.42	-	-	-	513.49	511.22	512.12	512.12	512.12	512.12			
	School Counselor	1,670.26	1,725.17	1,780.08	1,780.08	915.54	-	1,822.93	1,814.89	1,818.08	1,818.08	1,818.08	1,818.08			
	School Counselor	1,638.14	1,716.93	1,795.73	1,795.73	1,847.18	1,840.41	1,838.96	1,830.84	1,834.06	1,834.06	1,834.06	1,834.06			
	School Counselor	1,573.90	1,652.79	1,731.68	1,731.68	1,781.31	1,774.77	1,773.37	1,765.54	1,768.65	1,768.65	1,768.65	1,768.65			
	Teacher - Secondary	1,139.71	1,194.53	1,249.35	1,249.35	1,285.15	1,280.44	1,279.43	1,273.78	1,276.02	1,276.02	1,276.02	1,276.02			
	School Counselor	1,686.32	1,741.76	1,797.20	1,797.20	1,848.69	1,841.91	1,840.46	1,832.34	1,835.56	1,835.56	1,835.56	1,835.56			
	Teacher - Secondary	1,378.50	1,423.82	1,469.14	1,469.14	1,511.24	1,505.69	1,504.51	1,497.86	1,500.50	1,500.50	1,500.50	1,500.50			
	School Counselor	1,862.98	1,924.23	1,985.48	1,985.48	2,042.37	2,034.88	2,033.28	2,024.30	2,027.85	2,027.85	2,027.85	2,027.85			
	School Counselor	-	915.71	1,831.43	1,831.43	1,883.91	1,877.00	1,875.52	1,867.24	1,870.52	1,870.52	1,870.52	1,870.52			
	School Counselor	1,757.11	1,818.33	1,879.55	1,879.55	1,933.41	1,926.32	1,924.80	1,916.31	1,919.67	1,919.67	1,919.67	1,919.67			
	Teacher - Secondary	529.99	555.48	580.97	580.97	597.62	595.43	594.96	592.33	593.37	593.37	593.37	593.37			
	Teacher - Secondary	1,324.97	1,368.52	1,412.08	1,412.08	1,452.54	1,447.22	1,446.08	1,439.69	1,442.22	1,442.22	1,442.22	1,442.22			
	School Counselor	1,604.17	1,644.27	1,684.37	1,684.37	1,732.64	1,726.28	1,724.92	1,717.31	1,720.33	1,720.33	1,720.33	1,720.33			
	Teacher - Elementary	2,837.31	2,973.78	3,110.26	3,110.26	3,199.38	3,187.64	3,185.13	3,171.07	3,176.64	3,176.64	3,176.64	3,176.64			
	Teacher - Secondary	530.19	546.58	562.97	562.97	579.10	576.97	576.52	573.97	574.98	574.98	574.98	574.98			
	School Counselor	1,536.53	1,587.04	1,637.55	1,637.55	1,684.48	1,678.30	1,676.98	1,669.58	1,672.51	1,672.51	1,672.51	1,672.51			
	School Counselor	1,581.93	1,633.94	1,685.94	1,685.94	1,734.25	1,727.89	1,726.53	1,718.91	1,721.93	1,721.93	1,721.93	1,721.93			
	Teacher - Secondary	610.29	639.64	669.00	669.00	688.17	685.64	685.10	682.08	683.28	683.28	683.28	683.28			
	School Counselor	1,654.20	1,708.58	1,762.97	1,762.97	1,813.48	1,806.83	1,805.41	1,797.44	1,800.59	1,800.59	1,800.59	1,800.59			
	Total Salaries	**43,643.22**	**46,002.11**	**48,594.48**	**48,880.64**	**49,365.75**	**48,272.50**	**51,437.48**	**52,073.18**	**50,287.72**	**50,287.72**	**50,287.72**	**50,287.72**	**589,420.24**		**589,420.24**
							200 - Benefits									
	Retirement 17.10%															
	Benefits 24.50%															
	Taxes 2.00%															
	Total Benefits	**19,028.44**	**20,056.92**	**21,187.20**	**21,311.96**	**21,523.47**	**21,046.81**	**22,426.74**	**22,703.91**	**21,925.45**	**21,925.45**	**21,925.45**	**21,925.45**	**256,987.22**		**256,987.22**
							400 - Purchased Services									
Tutoring														-		-
Professional Development														-	-	-
Math Time to Talk														-	-	-
Total Purchased Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May be added as needed																
							500 - Supplies									
Homeless Set-Aside	**Per LCAP**												16,965.00	**16,965.00**		**16,965.00**
Parent Involvement	**Per requirement**												5,668.00	**5,668.00**		**5,668.00**
	Total Misc	-	-	-	-	-	-	-	-	-	-	-	**22,633.00**	**22,633.00**	-	**(22,633.00)**
	Total Expenses	**62,671.67**	**66,059.03**	**69,781.68**	**70,192.59**	**70,889.22**	**69,319.31**	**73,864.22**	**74,777.09**	**72,213.16**	**72,213.16**	**72,213.16**	**94,846.16**	**869,040.46**	**566,766.00**	**302,274.46**

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for February, 2020

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA schools

DATE: February 18, 2020

BACKGROUND

With the change in structure of the Business Services Department, the format of the Financial Report for the Board is being updated. There will be two parts to the 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).

This written update 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. The report will include sections on the monthly financial statements, other financial matters, compliance and accountability matters, and other items that are part of the Business Services Department. The monthly reports on the school finances will typically focus on items that have changed or been significantly updated since the previous report.

FINANCIAL ITEMS:

Monthly Financial Reports:

Previously, financials were reported through December 2019. The January financials have been closed and shared in this board package. Overall, the schools are stable and in a better financial position than

reported last month. This is partly due to updated revenue calculations using the most updated funded ADA information and aligning the forecast with the state's revenue calculators. In addition, revenue that was received last year from the Low Performing Student Block Grant has been fully recognized now and shows up as revenue.

Although, based on the new revenue calculations, we are projected to end the school year in the positive, some of our monthly fund balances do not highlight that. In the interest of the schools and for reporting purposes, we have requested that OBL consider applying a portion of credits which we anticipate the schools will need in order to settle some deficiencies and provide a more accurate projection be applied in February. This is a practice that has been done in years past around the same time.

Expenses:

Overall, expense line items are tracking according to budget.

- New and Use Taxes are continually being monitored and appear to be charged accurately this month. Currently, all schools have spent between 55-57% of their budgeted allocation for this line item.
- SpED spending continues to increase as the SpED population continues to grow. Additionally, the LiveSpeech budget has officially been moved into the SpED budget, also adding to the increase.
    - We have transitioned our method of payment for our LiveSpeech services to be paid monthly by each school as opposed to being submitted through the Board Package as pass thru expenses. We have paid the delayed invoices of $76,732.00 for all schools combined, and will continue to pay invoices monthly as received.
- Areas that appear to be trending higher than others and why:
    - Facilities: items being charged to this line item are mostly being charged to the Prop 39 Grant. Money from this grant was received by the SoCal and Ripon schools several years ago. Some of the expenses will actually be shown as assets on the balance sheet while others, if under the capitalization threshold, will show as expenses.
    - Governance: the bulk of the items charged to this line item are paid out in the first half of the school year, i.e., accreditation cost, insurance, and school dues. As a result, this line item has paid out the bulk of its expenses, and should not receive a lot of additional charges.
    - Instructional: this item is under review for proper allocation between schools and will be reported on next month. Items charged to this line are curriculum based such as I-Ready.
    - Student Related: the bulk of charges made to this line item are SpED related and we continue to monitor in order to more accurately budget cost for the 2020-2021 school year. The forecast for this line is being revised in the updated budgets.
- Areas that appear to be trending lower than others and why:
    - Internet: fewer families needing/qualifying for internet reimbursement

- Professional services: spring conference season has not yet approached, thus this line may increase over time.
- Assessments: testing season as not yet started, we expect an increase in the spring for expenditures to this line item.

Updates:

- The CalCA Monterey Bay and CalCA Central Coast Holding and Checking accounts have been established. We will be reaching out to our authorizing districts and county offices and SELPA to share this information so we can start collecting funds in the near future. Currently the accounts have a balance of $100 each. This money was borrowed from the CalCA SoCal Holding account.
- We received a funding update from the El Dorado SELPA, there is no increase in the Special Education (SpED) funding rates at this time. We are still waiting to hear back from the Tulare SELPA, as it is possible to still see an increase from them as their rates are considerably lower. Tulare, is the SELPA we were originally anticipating the increase from initially but the state has not yet released any updated rate information.
- We have requested some accounts be removed from our JP Morgan Access web interface as they are not needed. The purpose of the JP Morgan account is to simplify wire transfers over the amount of $500,000. Many accounts with the exception of Southern California and Ripon do not usually have a need to make payments over this amount. Removing the other four schools from this system will decrease banking fees.
- In January we cleared the Due to/from between schools though November for all schools except Monterey Bay and Central Coast. We continue to work on paying the Due to/from for payroll, OBL, and between schools as revenue is received. Our goal is to make such transitions bi-monthly as financial balances allow for.
- We are currently working to develop an electronic payables and receivables process using Chase tools that can be implemented for the 2020-21 school year. A draft will be shared for approval when complete. This is still in process and will be finalized before the 2020-21 school year.

Special Education Providers Contract:

Included is an updated copy of our SpED vendor list. We have not entered into any new contracts with any providers since last month. There is a strong possibility that we will enter into a new contract this month or next with *Social Thinking* in order to provide in-person speech therapy to our students in need.

1099:

1099 Forms were mailed to the following vendors by the IRS deadline on Jan 29, 2020. These vendors qualify because they receive non-employee compensation from our corporation, which must be reported on the 1099M. Most of these are recurring service providers, and in addition, some of the new SpED providers qualified to receive 1099s for 2019. The 1096 form, which summarizes the 1099 reports, is expected to be mailed to the IRS by Friday, February 28, 2020 in order to meet the IRS deadline.

Allied Therapy Partners
Clifton Larson Allen, LLP
Community Therapy Services
Dustin Thompson Photography
El Paseo
John Bindernagel
Lauren Pettifer
MagNight Entertainment
Michael Ruhland
Mother Earth Flowers
Party Pals
Procopio, Cory, Hargreaves & Savitch LLP
SC Mobile Repair
Support Brands, LLC
Top Hat Balloon Werks

California Online Public Schools
dba California Connections Academy Schools

List of Special Education Related Service Providers
February 18, 2020

Service Provider	Description of Services Used	NPA Certified	Projected Usage	Rates Received	Contract Status
Allied Therapy Partners	· In-Person Speech/Language/PT evaluations and services · In-Person AND Virtual Occupational Therapy evaluations and services · Physical Therapy Evaluations and services	No	5 students	To Follow	In Progress
Anchor	· Individual/Parent Counseling	Yes	No more than 50 Students	Yes	Signed and Completed
Ball Tutoring	· Academic Tutoring Services	No	3 Students	Yes	Signed and Completed
CA and Global Tele therapy Communication	· Individual/Group Counseling · Behavior Intervention Services · Social Skills Counseling	Yes	Approx 50 Students	Yes	Signed and Completed
CARD	· Behavior Intervention Services · Parent Training · ABA Therapy	Yes	6 Students	To Follow	Signed and Completed
Community Center for the Blind and Visually Impaired	· Orientation and Mobility	No	1 Student	To Follow	Signed and Completed
Effectual Educational Consulting Services	· Adaptive PE Teachers · Behavior Intervention Services	Yes	1 Student	Yes	Signed and Completed
El Paseo	· School Psychologists • psycho-ed assessments • ERMHS • FBA • Orthopedic Impairment • Assistive Technology/AAC Services • Orientation and Mobility services • psychological/counseling services • Behavior Intervention services · School Nurses · Speech Pathologists · Occupational Therapists · Physical Therapists · Adaptive PE teachers · Deaf and Hard of Hearing teachers · Audiologists · Vision Impaired Services	Yes	80-100 Students	Yes	Signed and Completed
LiveSpeech	· Virtual Speech Services/Evals	No	80-100 Students	In contract approved in June	
Community Therapy Partners Melanie Criss, \	· Virtual OT Services/Evals	No	50 Students	To Follow	In Progess
Stanford Youth	· Individual/ Group Counseling · Behavior Intervention Services · OT · Social Skills Counseling	No	· 2 FTEs · 28 Students Currently · 50 Students is Goal	Yes	Signed and Completed
SUMA	· In-person OT Services	Yes	1 Student	Yes	Signed and Completed
Support Brands	· OT · PT · SLP	No	1 Student	Yes	Signed and Completed
Tutors of America	· Academic Tutoring	No	· ~~0~~ Students Currently · Used as back-up for Ball Tutoring	To Follow	N/A
Devereux Cleo Wallace Advance Behavioral Health	· Residental Treatment Center	Yes	1	Yes	Signed and Completed
Pediatric Therapy Services	· School Psychologists • psycho-ed assessments • ERMHS • Psychological/counseling services • Behavior Intervention services · Speech Pathologists · Occupational Therapists · Physical Therapists · Adaptive PE teachers · Audiologists ·	Yes		Yes	Signed and Completed
				NOTE: Summer Services = Extended School Year Services per IEP	
	Service Acronyms:				
	OT-Occupational Therapy				
	PT-Physical Therapy				
	SLP-Speech and Language Pathologist services				
	PE-Physical Education				
	ABA-Applied Behavior Analysis				

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

POLICY AND COMPLIANCE REPORT

Submitted for February, 2020

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written Policy and Compliance report for CalCA schools

DATE: February 19, 2020

BACKGROUND

With the change in structure of the Business Services Department, the format of the Financial Report for the Board is being updated. For the 2019-20 school year, there will be two parts to the report: the financial update, which will be provided by LaChelle Carter, Director of Finance, and the policy and compliance portion, which will be provided 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 reports which are 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 reports are submitted and the board meeting date, it will be provided verbally. These reports will include information for all CalCA schools, and board members are reminded that they have fiduciary responsibility for all schools the corporation operates. The report will include sections on the monthly financial statements, other financial matters, compliance and accountability matters, and 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, as well as ongoing budget updates.

COMPLIANCE AND REPORTING:

CALPADS Fall 2 reporting will be due in March, and this year there are major changes to how courses and teachers are reported. This is part of the state's effort to review all credentialing across the state. One area of focus is in how our courses are coded. We are analyzing the guidance coming from the state on this topic, and in particular, working to determine which of our courses are considered "independent study", since our entire program is considered "independent study" under California regulations. There are separate rules regarding teachers who oversee independent study courses.

As reported elsewhere, the new schools received confirmation of WASC accreditation. This is considered retroactive, allowing all diplomas issued this year to be from an accredited school.

The school State Accountability Report Cards (SARCs) were completed and uploaded for all six schools by the February 1 deadline.

Chromebooks were ordered to replace the units which will no longer work for online state testing. Updates to the cost are included in the financial forecasts and revised budgets. Due to the Corvid 19 outbreak in China, we may experience delays in delivery of the units, but will hopefully have sufficient time to prepare them for the testing schedule in late April.

As reported last month, the P1 attendance reports were submitted for all schools in late December. The P1 funded ADA counts are included in the table below. It is notable that the percent of funded ADA in the high school grades went up since this point in time last year.

School	P1 ADA	% in Grades 9-12	Percent who live within district boundaries
Southern California	**3778.68**	**53%**	**4.4%**
Ripon	**1184.50**	**54%**	**1.4%**
Central	**503.12**	**44%**	**0%**
North Bay	**175.68**	**57%**	**2.1%**
Monterey Bay	**248.66**	**49%**	**1.2%**
Central Coast	**36.31**	**41%**	**0%**

The next submission for P2 attendance is due in April and is what drives most of the revenue for the year. We are tracking monthly attendance to try to better forecast revenues and monitor for improved ADA rates with the various initiatives this year to improve student engagement and attendance.

Form 700s (Conflict of Interest Forms) and Conflict of Interest Code:

The annual filings for all Board members and certain designated staff members are due no later than April 1. All filing for Board members now is online through the FPPC eDisclosure system. E-mail notices should have been received already. Staff members now will file on paper with the school and not through the online system, with the exception of the Executive Director. Progress stalled on working with the FPPC to update the Code and list of designated filers, but will start up again soon, and updates are expected at future board meetings.

Please direct any questions to Franci Sassin, who is available for individual appointments to help.

Fiscal Reporting (see also the Financial Report)

The Second Interim draft reports are included for board information. The second interim reports are due March 15. We will include the January actuals as well as the revised budget information and the final reports will be brought back for ratification. We plan to submit some additional back up information for some authorizers.

El Dorado Charter SELPA will be collecting mid-year expenditure information in March. This is required for all members even if no federal funds are received. We are still waiting to hear about acceptance of the other four schools into El Dorado SELPA for next fiscal year.

The Funding Determinations required for the two new schools received approval from the state's Advisory Commission on Charter Schools. The final step in the process is approval at the State Board of Education, which will take place in mid-March and which I will plan to attend. Once approved, the schools will be eligible for full funding for the 2019-20 and 2020-21 school years, with a follow up report due to the state in the fall.

Federal funds and ConApp

The board approves detailed budgets for federal funds each year. The primary expenditures for federal funding sources is on staff costs. Extensive work is done in the fall to determine which staff members will be funded with federal funds, and which other activities may also be included. The amount of federal funds allocated to each school changes during the year. As of December, the amount of Title II and IV funds increased this year for most schools but Title I decreased somewhat. The detailed federal program budgets are included for board approval this month. We usually do not allocate funds for "indirect costs" or administrative work, but that is an option that we may consider since these are common allowable expenses of the federal grant funds. The two new schools are not receiving any federal funds this year, and next year will be revisited in June when we have estimates of the percent of low income students enrolling.

The quarterly federal cash reports were submitted at the end of January. We do still need to pay back extra interest earned by the SoCal school for federal funds deposited in the OC Treasury account from 2018-19. OCDE has now started implementing their new policy of transferring almost all funds out to the school each month, which will mean that no federal funds will be held for very long in the OCDE account, which earns interest, unlike our Chase bank accounts.

Additional CSI funds are available for schools identified for CSI support based on the December, 2019 Dashboard. We have not decided if we will be applying for additional federal funds under this grant, as we still have unexpended funds from last year.

The Consolidated Application (ConApp) reports were prepared and will be certified and submitted following board review and approval. These reports document past spending of federal funds as well as future plans. Title I, II and IV have reports in this system. We have plans for the Title IV funds which were included in the Federal Addendum, but if we are not able to find sufficient areas to spend those funds we may transfer Title IV funds into Title I, as we did last year.

AUDIT and TAX RETURNS:

The audit engagement letter is being presented to the board for approval this month. While we plan to stay with the same audit firm, the audit partner in charge of our audit is changing this year, in accordance with an Education Code section that governs public schools. Additional costs for the new schools has been added, but otherwise the costs are either the same of slightly lower per school than last year. There is one new fee added in for “technology and support”. Despite this, the overall cost per school is lower than last year.

Once the audit engagement has been approved and signed, we will report to each of the county offices regarding the audit firm and cost for the audit.

Formal acknowledgement was received that the federal ‘single audit’ on Title funds was accepted via the federal clearinghouse.

As reported last month, most information necessary for completion of the CalOPS tax returns has already been submitted to the auditors, and extensions were approved so the final due date to submit the tax returns is May 15. Board review is needed prior to submission. One consolidated tax return will be filed for CalOPS this year. We will attempt to get the tax returns completed no later than April.

POLICY ITEMS:

The General Handbook for 2020-21 was updated, with the majority of changes made in order to align with the changes to the Pearson Education Management System. The General Handbook applies to all Connections Academy schools across the country, but all state specific policies are included in the state

specific handbook supplement. Further updates to the State Handbook Supplement are expected but will be brought to the next board meeting for consideration.

Work is still ongoing for employment related matters, including a significant update to the employee handbook to better implement policies under CalOPS as the employer. Additional information will be brought forward at future meetings.

Work is also still ongoing for a review of the fiscal policies, along with creating an internal guideline of fiscal procedures. The Fiscal Policies may be brought to the board later this year for approval of any updates needed to accompany new practices such as electronic payments.

In compliance with the new laws for Boards which oversee multi-county charter organizations, the audio recording of the January meeting was posted on the board area of the school website, and is easy to access and listen to. Consideration is being given as to whether the approved minutes should also be posted on the website, although there is not an explicit rule that they must be.

The California Charter School Association annual conference is taking place in Long Beach in March. Board members are encouraged to attend as there are many new laws affecting charters that have gone into effect this year.

As reported last month, CCSA has put together a "work group" of member schools who are non-classroom based to work through issues in this sector of the state's charters during the two year moratorium on non-classroom based schools. I am attending as the CalCA representative. The group has been discussing policy, best practices and other issues that may become legislative priorities.

CHARTER RENEWAL AND NEW CHARTERS:

AUTHORIZER RELATIONSHIPS

CalCA North Bay

We are working to schedule a trip in late March to meet the new interim superintendent. This would be able to be considered the annual oversight visit for this school year.

CalCA Central Coast

The district hired a new interim superintendent, Alfonso Gamin, who started in January. We have an in-person meeting set up for early March.

CalCA Central

We have a meeting scheduled in early March with the AUSD interim superintendent. This will be considered the annual oversight visit and we will also begin discussions about charter renewal. We have

already begun work on the charter renewal documents so that we can get an early start and submit the charter renewal in the fall.

CalCA SoCal

The school prepared and submitted a report on student performance to the district in January, per a new clause in the operational MOU. This report is included in the board materials and covers the areas requested by CUSD for the annual oversight visit. The formal oversight visit, which will be focused on our LCAP, is taking place on March 26. We are also continuing to work with CUSD on the material revision to the charter, which they require for the SELPA change. The meetings with OCDE and CUSD for "differentiated assistance" are also scheduled for March.

CalCA Ripon

We will be following up regarding fiscal reporting when the second interim reports are ready prepared for submission in mid-March. We do not yet have a date for the formal annual oversight visit with the superintendent.

CalCA Monterey Bay

We received a student referral from SVUSD recently and the district is finding that they occasionally have students who can use a full time virtual school so they have asked to have more informational materials on hand. They are also working on ways to use the online courses that they have access to.

OTHER ACTIVITIES:

The Energy Efficiency upgrade projects at the SoCal office are completed. The remaining step is to submit the information to the landlord to allow the school to receive a rent abatement. We are still waiting to get support from our consulting firm, EcoMotion, to submit the amendment for a solar installation at the SoCal office. We are also considering submitting an amendment for a different type of solar installation at the Ripon (NorCal) office because the rooftop solar was denied by the landlord.

Work is continuing on the Ripon (NorCal) office lease and should be ready for board review soon.

The Safety Committee is meeting regularly and reviewed the School Safety Plan and did not find any needed amendments. The Safety Plan must be reviewed by March 1 each year. The current plan will likely be brought back for ratification at the next board meeting in order to document this process.

Training for the new Educational Management System, PCX (Pearson Connexus) have begun, focused on the enrollment system which is based in Sales Force. Business Services team members are attending the trainings.

California Connections Academy North Bay
Proposed Revised Budget
2019-2020

	Proposed Revised Annual Budget	Revised Budget 10/22/19
Forecasted Enrollment		
Forecasted ADM	210	206
Forecasted Total Enrollment	294	291
Forecasted Funded Enrollment	185	181
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	1,166,890	1,178,998
LCFF / General Purpose Block Grant - State EPA	36,934	33,308
Star Testing Reimbursement	364	362
Lottery	38,226	36,972
Special Education Pass through funds - State	30,823	36,200
Mandated Cost Reimbursement	6,123	5,865
Low Performing Student Block Grant	10,528	0
Total State Funding	1,289,888	1,291,706
Federal & Other Programs Funding		
Title I	23,333	29,000
Title II	5,232	5,000
Title IV	10,000	13,000
IDEA	27,000	27,000
E-Rate	300	300
Total Federal & Other Programs Funding	65,865	74,300
Local Funding		
LCFF / General Purpose Block Grant - Local	592,026	523,485
Total Local Funding	592,026	523,485
Other Funding		
Interest	14,090	500
OBL Grant	4,819	6,184
Total Other Funding	18,909	6,684
Total Revenue	**1,966,688**	**1,896,175**

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	118,186	117,560
Benefits	28,955	28,802
Pension	10,989	10,418
Taxes	5,037	5,388
Total Administrative Compensation	163,167	162,167
Instructional Compensation		
Salaries	544,036	656,148
Benefits	133,289	160,756
Pension	80,868	101,849
Taxes	10,656	12,565
Total Instructional Compensation	768,849	931,318
Total Compensation Expense	**932,016**	**1,093,486**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	10,495	10,300
Connexus Annual License (EMS)	125,940	123,600
Curriculum Postage	9,702	9,603
Direct Course Instruction Support	5,207	5,382
Educational Resource Center	26,447	25,956
Enrollment and Records Management	11,760	11,640
Facility Support Services	1,116	1,116
Hardware/Software - Employees	6,373	7,324
Human Resources Support	13,278	15,258
ISP Processing Fee	6,282	3,578
School Curriculum Supplies	4,684	5,378
Short-Term Sub Teaching Services	10,828	354
Special Populations Consultative Services	61,692	50,880
Student Technology Assistance- Laptops	85,100	82,302
Tangible/Intangible Instr. Materials	306,675	303,025
Technical Support and Repairs	31,485	30,900
Voice Over IP Services	3,824	4,394
Total Enrollment/Unit Based Fees	720,890	690,991
Revenue-Based Fees		
Marketing Services	18,900	18,263
School Adminstration	113,397	109,577
Treasury Services	28,349	27,394
Total Revenue Based Fees	160,646	155,235
Total Fee-Based Expenses	**881,537**	**846,226**

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	6,900	10,966
Student Testing & Assessment Travel	8,454	8,454
Student Testing Technology	10,350	6,266
Total Assessment	25,704	25,686
Authorizer Oversight		
District Oversight	17,958	17,358
STRS Reporting	1,187	1,187
Total Authorizer Oversight	19,145	18,545
Employee Related		
Staff Recruiting/Background Checks	750	1,433
Staff Training/Prof. Dvlpmt	15,000	14,704
Team Building	500	1,530
Travel and Conferences - Teachers	2,000	5,374
Travel and Conferences - Administration	1,000	3,342
Total Employee Related	19,250	26,382
Facilities		
Copiers/ Reproduction	1,085	1,085
Expensed Furniture and Equipment	500	1,878
Internet	600	1,678
Maintenance & Repairs	1,500	2,255
Office Postage	1,396	1,396
Office Rent	13,813	13,813
Office Supplies	1,882	1,882
Rent Operating Expense	1,797	1,797
Rent Storage Unit	450	450
Telephone	750	750
Utilities	1,000	1,000
Total Facilities	24,774	27,985
Governance		
Accreditation	1,000	1,000
Banking Fees	400	400
Board-Related Expenses	500	1,424
Dues - Staff	500	651
Dues - School	2,600	2,600
Insurance Expenses	329	329
Total Governance	5,329	6,404

Internet Service Provider		
ISP Payment Reimbursement	8,500	11,000
Total Internet Service Provider	8,500	11,000
Instructional		
LiveSpeech	-	800
Math Time to Talk	2,694	2,694
Other Curriculum	2,500	3,519
Summer School	3,252	3,252
Title I - SES Tutoring	500	1,500
Total Instructional	8,946	11,766
Professional Services		
Accounting Services/Audit	9,000	9,000
AERIES	750	1,900
Legal Services	1,500	2,791
Other School Contracted Services	2,475	2,475
Other School Expense	223	223
Total Professional Services	13,948	16,389
Student Related		
College and Career Grant	56,000	-
Graduation Expense	5,000	3,917
SPED Related Services	42,815	42,815
Student Activities	5,736	9,736
Total Student Related	109,552	56,468
Taxes		
Sales Tax And Use	13,637	13,475
Total Taxes	13,637	13,475
Pending Allocation		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	**248,784**	**214,100**
Adjustments and Credits		
Discretionary Service Credit	-	(115,000)
Total Adjustments and Credits	-	(115,000)
Total Program Expenses	**2,062,337**	**2,038,812**
Net Increase (Decrease)	***(95,648)***	***(142,636)***

California Connections Academy @Central
Proposed Revised Budget
2019-2020

	Proposed Revised Annual Budget	Revised Budget Approved 10/22/19
Forecasted Enrollment		
Forecasted ADM	569	572
Forecasted Total Enrollment	825	821
Forecasted Funded Enrollment	502	502
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	3,949,633	3,995,702
LCFF / General Purpose Block Grant - State EPA	850,201	633,172
Star Testing Reimbursement	1,005	1,004
Lottery	104,007	102,414
Special Education Pass through funds - State	68,503	115,640
Mandated Cost Reimbursement	13,709	14,587
Low Performing Student Block Grant	27,072	0
Total State Funding	5,014,130	4,862,519
Federal & Other Programs Funding		
Title I	88,598	98,000
Title II	16,288	14,000
Title IV	10,000	11,000
IDEA	71,000	71,000
E-Rate	900	900
Total Federal & Other Programs Funding	186,786	194,900
Local Funding		
LCFF / General Purpose Block Grant - Local	276,307	243,674
Total Local Funding	276,307	243,674
Other Funding		
Interest	1,310	1,200
OBL Grant	10,517	13,478
Total Other Funding	11,827	14,678
Total Revenue	**5,489,050**	**5,315,770**

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	279,147	256,609
Benefits	68,391	62,869
Pension	25,436	22,740
Taxes	12,016	11,760
Total Administrative Compensation	384,990	353,978
Instructional Compensation		
Salaries	1,526,162	1,418,393
Benefits	373,910	347,506
Pension	227,213	220,061
Taxes	30,180	27,149
Total Instructional Compensation	2,157,464	2,013,110
Total Compensation Expense	**2,542,454**	**2,367,088**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	28,468	28,600
Community Outreach	25,000	25,000
Connexus Annual License (EMS)	341,610	343,200
Curriculum Postage	27,225	27,093
Direct Course Instruction Support	10,865	11,592
Educational Resource Center	71,738	72,072
Enrollment and Records Management	33,000	32,840
Facility Support Services	2,437	2,437
Hardware/Software - Employees	17,199	15,985
Human Resources Support	35,831	33,301
ISP Processing Fee	15,988	11,749
School Curriculum Supplies	12,641	11,737
Short-Term Sub Teaching Services	30,201	10,000
Special Populations Consultative Services	201,824	175,960
Student Technology Assistance- Laptops	257,600	270,226
Tangible/Intangible Instr. Materials	844,150	835,525
Technical Support and Repairs	85,403	85,800
Voice Over IP Services	10,319	9,591
Total Enrollment/Unit Based Fees	2,051,499	2,002,707
Revenue-Based Fees		
Marketing Services	53,377	51,145
School Adminstration	320,263	306,867
Treasury Services	80,066	76,717
Total Revenue Based Fees	453,706	434,728
Total Fee-Based Expenses	**2,505,205**	**2,437,435**

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	15,000	19,000
Student Testing & Assessment Travel	13,555	23,555
Student Testing Technology	21,000	6,000
Total Assessment	49,555	48,555
Authorizer Oversight		
District Administrative Fees	11,600	11,600
District Oversight	50,761	48,725
STRS Reporting	2,590	2,590
Total Authorizer Oversight	64,951	62,915
Employee Related		
Staff Recruiting/Background Checks	1,000	2,000
Staff Training/Prof. Dvlpmt	45,000	49,179
Team Building	1,500	3,338
Travel and Conferences - Teachers	3,500	11,729
Travel and Conferences - Administration	2,000	7,294
Total Employee Related	53,000	73,540
Facilities		
Copiers/ Reproduction	2,368	2,368
Internet	2,000	4,099
Maintenance & Repairs	3,000	3,663
Office Postage	4,922	4,922
Office Rent	30,147	30,147
Office Supplies	4,500	7,154
Rent Operating Expense	3,923	3,923
Rent Storage Unit	1,500	1,500
Telephone	1,500	1,500
Utilities	2,500	2,500
Total Facilities	56,360	61,776
Governance		
Accreditation	1,000	1,000
Banking Fees	600	600
Board-Related Expenses	1,000	3,108
Dues - Staff	1,420	1,420
Dues - School	6,538	5,700
Insurance Expenses	717	717
Total Governance	11,275	12,546

Internet Service Provider		
ISP Payment Reimbursement	29,000	29,000
Total Internet Service Provider	29,000	29,000
Instructional		
LiveSpeech	-	4,750
Math Time to Talk	5,881	5,881
Other Curriculum	6,000	7,681
Summer School	6,883	6,883
Title I - SES Tutoring	500	5,000
Total Instructional	19,264	30,195
Professional Services		
Accounting Services/Audit	9,000	9,000
AERIES	2,000	4,010
Legal Services	3,000	6,092
Other School Contracted Services	5,401	5,401
Other School Expense	487	487
Total Professional Services	19,888	24,990
Student Related		
College and Career Grant	40,000	63,000
Graduation Expense	5,800	5,800
SPED Related Services	220,000	153,000
Student Activities	16,600	16,600
Total Student Related	282,400	238,400
Taxes		
Sales Tax And Use	43,101	43,803
Total Taxes	43,101	43,803
Pending Allocation		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	**628,794**	**625,719**
Adjustments and Credits		
Discretionary Service Credit	(50,000)	-
Total Adjustments and Credits	(50,000)	-
Total Program Expenses	**5,626,453**	**5,430,242**
Net Increase (Decrease)	***(137,404)***	***(114,472)***

California Connections Academy Central Coast
Proposed Revised Budget
2019-2020

	Proposed Revised Annual Budget	Revised et Adopted 10/22/19
Forecasted Enrollment		
Forecasted ADM	46	41
Forecasted Total Enrollment	68	59
Forecasted Funded Enrollment	41	36
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	263,444	238,725
LCFF / General Purpose Block Grant - State EPA	8,148	8,430
Star Testing Reimbursement	0	0
Lottery	8,433	7,340
Special Education Pass through funds - State	22,122	18,351
Mandated Cost Reimbursement	0	2,293
Total State Funding	302,146	275,140
Federal & Other Programs Funding		
E-Rate	200	200
Total Federal & Other Programs Funding	200	200
Local Funding		
LCFF / General Purpose Block Grant - Local	109,284	99,463
Total Local Funding	109,284	99,463
Other Funding		
Interest	500	500
OBL Grant	3,023	3,964
Total Other Funding	3,523	4,464
Total Revenue	**415,154**	**379,267**

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	59,329	73,633
Benefits	14,536	2,763
Pension	5,978	6,525
Taxes	2,494	3,374
Total Administrative Compensation	82,337	86,295
Instructional Compensation		
Salaries	122,061	443,875
Benefits	29,905	108,749
Pension	19,248	69,153
Taxes	2,293	8,528
Total Instructional Compensation	173,507	630,305
Total Compensation Expense	**255,844**	**716,600**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	2,321	2,050
Connexus Annual License (EMS)	27,852	24,600
Curriculum Postage	2,244	1,947
Direct Course Instruction Support	828	828
Educational Resource Center	5,849	5,166
Enrollment and Records Management	2,720	2,360
Facility Support Services	700	700
Hardware/Software - Employees	1,372	4,595
Human Resources Support	2,859	9,573
ISP Processing Fee	1,429	769
School Curriculum Supplies	1,009	3,374
Short-Term Sub Teaching Services	2,152	0
Special Populations Consultative Services	5,936	9,540
Student Technology Assistance- Laptops	21,850	17,694
Tangible/Intangible Instr. Materials	70,175	60,500
Technical Support and Repairs	6,963	6,150
Voice Over IP Services	823	2,757
Total Enrollment/Unit Based Fees	157,082	152,603

Revenue-Based Fees		
Marketing Services	3,925	3,604
School Adminstration	23,552	21,625
Treasury Services	5,888	5,406
Total Revenue Based Fees	33,365	30,635
Total Fee-Based Expenses	**190,448**	**183,238**
Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	800	2,419
Student Testing & Assessment Travel	1,683	1,683
Student Testing Technology	3,500	1,597
Total Assessment	5,983	5,698
Authorizer Oversight		
District Oversight	3,809	3,466
STRS Reporting	745	745
Total Authorizer Oversight	4,553	4,211
Employee Related		
Staff Recruiting/Background Checks	250	899
Staff Training/Prof. Dvlpmt	7,894	6,947
Team Building	250	960
Travel and Conferences - Teachers	2,782	3,371
Travel and Conferences - Administration	1,771	2,097
Total Employee Related	12,946	14,274
Facilities		
Copiers/ Reproduction	681	681
Expensed Furniture and Equipment	250	1,178
Internet	500	1,053
Maintenance & Repairs	1,415	1,415
Office Postage	876	876
Office Rent	8,666	8,666
Office Supplies	1,181	1,181
Rent Operating Expense	1,128	1,128
Rent Storage Unit	330	330
Telephone	500	945
Utilities	500	1,174
Total Facilities	16,026	18,627
Governence		
Accreditation	1,155	1,155
Banking Fees	200	400
Board-Related Expenses	500	893
Dues - Staff	100	408
Dues - School	500	1,650
Insurance Expenses	206	206
Total Governence	2,661	4,713

Internet Service Provider		
ISP Payment Reimbursement	2,000	5,775
Total Internet Service Provider	2,000	5,775
Instructional		
LiveSpeech	-	500
Math Time to Talk	1,690	1,690
Other Curriculum	2,208	2,208
Total Instructional	3,898	4,398
Professional Services		
Accounting Services/Audit	500	6,600
AERIES	995	995
Legal Services	1,000	1,751
Other School Contracted Services	1,000	1,553
Other School Expense	140	140
Total Professional Services	3,635	11,039
Student Related		
Graduation Expense	4,000	4,000
SPED Related Services	7,455	7,455
Student Activities	2,500	5,000
Total Student Related	13,955	16,455
Taxes		
Sales Tax And Use	3,293	3,209
Total Taxes	3,293	3,209
Pending Allocation		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	**68,950**	**88,398**
Adjustments and Credits		
Discretionary Service Credit	(111,000)	(619,000)
Total Adjustments and Credits	(111,000)	(619,000)
Total Program Expenses	**404,242**	**369,236**
Net Increase (Decrease)	***10,912***	***10,031***

California Connections Academy Monterey Bay
Proposed Revised Budget
2019-2020

	Proposed Revised Annual Budget	Revised Budget Approved 10/22/19
Forecasted Enrollment		
Forecasted ADM	296	286
Forecasted Total Enrollment	414	406
Forecasted Funded Enrollment	260	251
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	1,682,970	1,694,657
LCFF / General Purpose Block Grant - State EPA	51,942	29,401
Lottery	53,760	51,204
Special Education Pass through funds - State	141,021	128,011
Mandated Cost Reimbursement	-	15,996
Total State Funding	1,929,692	1,919,269
Federal & Other Programs Funding		
E-Rate	400	400
Total Federal & Other Programs Funding	400	400
Local Funding		
LCFF / General Purpose Block Grant - Local	708,023	693,816
Total Local Funding	708,023	693,816
Other Funding		
Interest	500	500
OBL Grant	6,046	7,928
Total Other Funding	6,546	8,428
Total Revenue	**2,644,662**	**2,621,913**

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	150,163	147,582
Benefits	36,790	36,157
Pension	14,419	13,078
Taxes	6,502	6,763
Total Administrative Compensation	207,875	203,581
Instructional Compensation		
Salaries	798,521	888,334
Benefits	195,638	217,642
Pension	123,304	138,377
Taxes	16,080	17,066
Total Instructional Compensation	1,133,543	1,261,418
Total Compensation Expense	**1,341,418**	**1,464,999**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	14,796	14,300
Connexus Annual License (EMS)	177,552	171,600
Curriculum Postage	13,662	13,398
Direct Course Instruction Support	8,386	6,624
Educational Resource Center	37,286	36,036
Enrollment and Records Management	16,560	16,240
Facility Support Services	1,401	1,401
Hardware/Software - Employees	8,965	9,190
Human Resources Support	18,678	19,145
ISP Processing Fee	8,846	5,300
School Curriculum Supplies	6,590	6,748
Short-Term Sub Teaching Services	14,661	0
Special Populations Consultative Services	51,304	48,760
Student Technology Assistance- Laptops	113,850	121,900
Tangible/Intangible Instr. Materials	430,775	421,425
Technical Support and Repairs	44,388	42,900
Voice Over IP Services	5,379	5,514
Total Enrollment/Unit Based Fees	973,079	940,480
Revenue-Based Fees		
Marketing Services	24,971	24,855
School Adminstration	149,826	149,128
Treasury Services	37,456	37,282
Total Revenue Based Fees	212,253	211,265
Total Fee-Based Expenses	**1,185,332**	**1,151,746**

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	14,250	17,196
Student Testing & Assessment Travel	11,781	11,781
Student Testing Technology	14,000	11,348
Total Assessment	40,031	40,325
Authorizer Oversight		
District Oversight	24,429	24,179
STRS Reporting	1,489	1,489
Total Authorizer Oversight	25,918	25,668
Employee Related		
Staff Recruiting/Background Checks	500	1,798
Staff Training/Prof. Dvlpmt	19,449	16,619
Team Building	500	1,919
Travel and Conferences - Teachers	2,500	6,743
Travel and Conferences - Administration	1,500	4,193
Total Employee Related	24,449	31,273
Facilities		
Copiers/ Reproduction	1,000	1,361
Expensed Furniture and Equipment	500	2,356
Internet	1,000	2,106
Maintenance & Repairs	2,830	2,830
Office Postage	1,751	1,751
Office Rent	17,332	17,332
Office Supplies	2,362	2,362
Rent Operating Expense	2,255	2,255
Rent Storage Unit	670	670
Telephone	1,200	1,891
Utilities	2,000	2,349
Total Facilities	32,901	37,264
Governance		
Accreditation	1,000	2,345
Banking Fees	585	585
Board-Related Expenses	1,000	1,787
Dues - Staff	816	816
Dues - School	3,350	3,350
Insurance Expenses	413	413
Total Governance	7,164	9,296

Internet Service Provider		
ISP Payment Reimbursement	10,500	11,725
Total Internet Service Provider	10,500	11,725
Instructional		
LiveSpeech	-	1,500
Math Time to Talk	3,381	3,381
Other Curriculum	2,000	4,416
Total Instructional	5,381	9,297
Professional Services		
Accounting Services/Audit	710	9,000
AERIES	1,000	2,005
Legal Services	1,500	3,502
Other School Contracted Services	2,000	3,105
Other School Expense	280	280
Total Professional Services	5,490	17,893
Student Related		
Graduation Expense	8,710	8,710
SPED Related Services	51,330	51,330
Student Activities	7,000	7,000
Total Student Related	67,040	67,040
Taxes		
Sales Tax And Use	18,719	19,183
Total Taxes	18,719	19,183
Pending Allocation		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	**237,592**	**268,963**
Adjustments and Credits		
Discretionary Service Credit	(130,000)	(274,000)
Total Adjustments and Credits	(130,000)	(274,000)
Total Program Expenses	**2,634,343**	**2,611,707**
Net Increase (Decrease)	***10,320***	***10,206***

California Connections Academy @ Ripon
Proposed Revised Budget
2019-2020

	Proposed Revised Annual Budget	Revised Budget 10/22/19
Forecasted Enrollment		
Forecasted ADM	1,343	1,331
Forecasted Total Enrollment	1,863	1,915
Forecasted Funded Enrollment	1,189	1,168
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	7,804,804	8,210,383
LCFF / General Purpose Block Grant - State EPA	2,078,754	1,430,636
Star Testing Reimbursement	2,357	2,336
Lottery	246,073	238,297
Special Education Pass through funds - State	177,665	268,640
Prop 39 Clean Energy Funds	44,016	43,180
Mandated Cost Reimbursement	39,678	36,261
Prior Year Revenue	47,450	-
Low Performing Student Block Grant	76,705	-
Total State Funding	10,517,502	10,229,733
Federal & Other Programs Funding		
Title I	165,275	161,000
Title II	36,172	27,000
Title IV	12,141	10,000
IDEA	148,000	148,000
E-Rate	2,100	2,100
Total Federal & Other Programs Funding	363,688	348,100
Local Funding		
LCFF / General Purpose Block Grant - Local	1,674,034	1,611,394
Total Local Funding	1,674,034	1,611,394
Other Funding		
Interest	8,000	6,000
OBL Grant	25,101	32,162
Total Other Funding	33,101	38,162
Total Revenue	**12,588,325**	**12,227,388**

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	658,193	612,764
Benefits	161,257	150,127
Pension	59,652	54,302
Taxes	28,246	28,082
Total Administrative Compensation	907,348	845,275
Instructional Compensation		
Salaries	3,564,733	3,340,495
Benefits	873,360	818,421
Pension	527,799	517,906
Taxes	70,243	63,899
Total Instructional Compensation	5,036,135	4,740,721
Total Compensation Expense	**5,943,483**	**5,585,996**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	67,128	66,550
Community Outreach	50,000	50,000
Connexus Annual License (EMS)	805,536	798,600
Curriculum Postage	61,479	63,195
Direct Course Instruction Support	29,491	28,566
Educational Resource Center	169,163	167,706
Enrollment and Records Management	74,520	76,600
Facility Support Services	5,816	5,816
Hardware/Software - Employees	41,168	38,151
Human Resources Support	85,766	79,482
ISP Processing Fee	38,492	24,322
School Curriculum Supplies	30,259	28,013
Short-Term Sub Teaching Services	70,770	2,376
Special Populations Consultative Services	393,048	354,040
Student Technology Assistance- Laptops	577,875	559,408
Tangible/Intangible Instr. Materials	1,931,625	1,984,125
Technical Support and Repairs	201,384	199,650
Voice Over IP Services	24,701	22,891
Total Enrollment/Unit Based Fees	4,658,219	4,549,490
Revenue-Based Fees		
Marketing Services	122,296	117,726
School Adminstration	733,774	706,355
Treasury Services	183,443	176,589
Total Revenue Based Fees	1,039,513	1,000,670
Total Fee-Based Expenses	**5,697,732**	**5,550,160**

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	6,500	81,606
Student Testing & Assessment Travel	50,000	54,617
Student Testing Technology	34,500	4,858
Total Assessment	91,000	141,080
Authorizer Oversight		
District Administrative Fees	12,400	12,400
District Oversight	115,576	112,524
STRS Reporting	6,182	6,182
Total Authorizer Oversight	134,158	131,106
Employee Related		
Staff Recruiting/Background Checks	2,000	5,000
Staff Training/Prof. Dvlpmt	93,549	93,549
Team Building	3,500	7,968
Travel and Conferences - Teachers	17,000	27,993
Travel and Conferences - Administration	12,000	17,409
Total Employee Related	128,049	151,918
Facilities		
Copiers/ Reproduction	5,651	5,651
Equipment/Supplies	2,500	17,500
Expensed Furniture and Equipment	1,000	9,783
Internet	4,000	8,743
Maintenance & Repairs	11,748	11,748
Office Postage	7,271	7,271
Office Rent	71,954	71,954
Office Supplies	9,806	9,806
Prop 39 Clean Energy Planning	44,016	43,180
Rent Operating Expense	9,363	9,363
Rent Storage Unit	2,500	4,000
Telephone	5,000	7,850
Utilities	7,000	9,751
Total Facilities	181,809	216,600
Governance		
Accreditation	1,000	1,000
Banking Fees	1,765	600
Board-Related Expenses	2,000	7,419
Dues - Staff	1,500	3,390
Dues - School	17,000	13,700
Insurance Expenses	1,713	1,713
Total Governance	24,978	27,821

Internet Service Provider		
ISP Payment Reimbursement	63,000	63,000
Total Internet Service Provider	63,000	63,000
Instructional		
LiveSpeech	-	7,500
Math Time to Talk	14,035	14,035
Other Curriculum	15,000	18,333
Summer School	32,038	32,038
Title I - SES Tutoring	500	5,000
Total Instructional	61,573	76,907
Professional Services		
Accounting Services/Audit	9,500	9,500
AERIES	5,000	9,800
Legal Services	7,500	14,539
Manager Services	5,000	5,000
Other School Contracted Services	12,892	12,892
Other School Expense	2,500	1,163
Total Professional Services	42,392	52,894
Student Related		
Graduation Expense	9,000	8,744
SPED Related Services	510,000	509,961
Student Activities	23,878	24,579
Total Student Related	542,878	543,283
Taxes		
Sales Tax And Use	89,278	88,498
Total Taxes	89,278	88,498
Pending Allocation		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	**1,359,116**	**1,493,107**
Adjustments and Credits		
Discretionary Service Credit	(412,500)	(402,000)
Total Adjustments and Credits	(412,500)	(402,000)
Total Program Expenses	**12,587,831**	**12,227,263**
Net Increase (Decrease)	***494***	***125***

California Connections Academy Southern California
Proposed Revised Budget
2019-2020

	Proposed Revised Annual Budget	Revised t Adopted 10/22/19
Forecasted Enrollment		
Forecasted ADM	4,204	4,196
Forecasted Total Enrollment	5,643	5,755
Forecasted Funded Enrollment	3,785	3,740
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	9,105,497	8,878,298
LCFF / General Purpose Block Grant - State EPA	757,050	726,648
Star Testing Reimbursement	7,571	7,480
Lottery	783,547	763,002
Special Education Pass through funds - State	614,091	860,000
Prop 39 Clean Energy Funds	105,577	0
Mandated Cost Reimbursement	117,000	115,785
Prior Year Revenue	103,672	0
Low Performing Student Block Grant	273,730	0
Total State Funding	11,867,734	11,351,214
Federal & Other Programs Funding		
Title I	566,766	596,000
Title II	108,851	101,000
Title IV	41,633	33,000
IDEA	519,000	519,000
E-Rate	6,800	6,800
Total Federal & Other Programs Funding	1,243,050	1,255,800
Local Funding		
LCFF / General Purpose Block Grant - Local	26,923,575	26,133,347
Total Local Funding	26,923,575	26,133,347
Other Funding		
Interest	67,134	50,000
OBL Grant	79,975	104,414
Total Other Funding	147,108	154,414
Total Revenue	**40,181,467**	**38,894,775**

California Connections Academy Southern California
Proposed Revised Budget
2019-2020

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	2,028,374	1,952,059
Benefits	496,952	478,254
Pension	185,198	172,987
Taxes	86,877	89,460
Total Administrative Compensation	2,797,401	2,692,760
Instructional Compensation		
Salaries	10,972,095	10,739,674
Benefits	2,688,163	2,631,220
Pension	1,638,516	1,665,835
Taxes	216,838	205,521
Total Instructional Compensation	15,515,612	15,242,250
Total Compensation Expense	**18,313,013**	**17,935,010**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	210,193	209,800
Community Outreach	550,000	550,000
Connexus Annual License (EMS)	2,522,316	2,517,600
Curriculum Postage	186,219	189,915
Direct Course Instruction Support	111,283	50,000
Educational Resource Center	529,686	528,696
Enrollment and Records Management	225,720	230,200
Facility Support Services	18,530	18,530
Hardware/Software - Employees	128,322	121,555
Human Resources Support	267,337	253,240
ISP Processing Fee	114,695	73,120
School Curriculum Supplies	94,317	89,252
Short-Term Sub Teaching Services	223,734	50,000
Special Populations Consultative Services	1,121,904	1,000,640
Student Technology Assistance- Laptops	1,358,150	1,681,750
Tangible/Intangible Instr. Materials	5,849,950	5,965,300
Technical Support and Repairs	630,579	629,400
Voice Over IP Services	76,993	72,933
Total Enrollment/Unit Based Fees	14,219,929	14,231,931
Revenue-Based Fees		
Marketing Services	389,013	373,614
School Adminstration	2,334,076	2,241,682
Treasury Services	583,519	560,420
Total Revenue Based Fees	3,306,608	3,175,716
Total Fee-Based Expenses	**17,526,537**	**17,407,647**

California Connections Academy Southern California
Proposed Revised Budget
2019-2020

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	179,250	206,000
Student Testing & Assessment Travel	179,121	179,121
Student Testing Technology	140,000	26,000
Total Assessment	498,371	411,121
Authorizer Oversight		
District Administrative Fees	1,200	1,200
District Oversight	367,861	357,383
STRS Reporting	19,697	19,697
Total Authorizer Oversight	388,758	378,280
Employee Related		
Staff Recruiting/Background Checks	10,000	15,000
Staff Training/Prof. Dvlpmt	312,305	312,305
Team Building	15,000	25,386
Travel and Conferences - Teachers	55,466	55,466
Travel and Conferences - Administration	89,190	89,190
Total Employee Related	481,961	497,347
Facilities		
Copiers/ Reproduction	18,005	18,005
Depreciation	2,000	2,000
Equipment/Supplies	15,000	66,500
Expensed Furniture and Equipment	10,000	31,170
Internet	17,000	27,856
Maintenance & Repairs	25,000	37,430
Office Postage	23,166	23,166
Office Rent	229,254	229,254
Office Supplies	31,243	31,243
Prop 39 Clean Energy Planning	105,577	31,539
Rent Operating Expense	29,833	29,833
Rent Storage Unit	9,000	9,000
Telephone	10,000	10,000
Utilities	20,000	20,000
Total Facilities	545,078	566,996
Governence		
Accreditation	1,070	1,070
Banking Fees	3,300	3,300
Board-Related Expenses	10,000	23,637
Dues - Staff	8,000	10,800
Dues - School	46,000	43,700
Insurance Expenses	5,457	5,457
Total Governence	73,827	87,964
Internet Service Provider		
ISP Payment Reimbursement	201,000	201,000
Total Internet Service Provider	201,000	201,000

California Connections Academy Southern California
Proposed Revised Budget
2019-2020

Instructional		
LiveSpeech	-	21,000
Math Time to Talk	44,719	44,719
Other Curriculum	65,000	58,412
Summer School	77,431	77,431
Title I - SES Tutoring	2,000	5,000
Total Instructional	189,149	206,561
Professional Services		
Accounting Services/Audit	12,500	9,500
AERIES	30,300	30,300
Legal Services	25,000	46,324
Manager Services	10,000	10,000
Other School Contracted Services	45,000	41,074
Other School Expense	3,706	3,706
Total Professional Services	126,506	140,905
Student Related		
Graduation Expense	43,000	41,048
SPED Related Services	1,315,582	1,315,582
Student Activities	86,000	81,634
Total Student Related	1,444,582	1,438,263
Taxes		
Sales Tax And Use	240,489	266,974
Total Taxes	240,489	266,974
Pending Allocation		
Expenses Pending Allocation	-	-
Total Pending Allocation	-	-
Total Other Expenses	**4,189,720**	**4,195,410**
Adjustments and Credits		
Discretionary Service Credit	-	-
Total Adjustments and Credits	-	-
Total Program Expenses	**40,029,270**	**39,538,067**
Net Increase (Decrease)	***152,197***	***(643,292)***

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: California Connections Academy North Bay
CDS #:
Charter Approving Entity:
County:
Charter #:

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT OF SECOND INTERIM REPORT FOR BOARD REVIEW

NOTES FOR FINAL DRAFT

Description	Object Code	Unrestricted	Restricted	Total	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	583,445		583,445	
Education Protection Account State Aid - Current year	8012	18,467		18,467	
State Aid - Prior Years	8019			0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	296,013		296,013	
Other LCFF Transfers	8091, 8097	0	0	0	
Total, LCFF Sources		**897,925**	**0**	**897,925**	
2. Federal Revenues (see NOTE in Section J)					
No Child Left Behind (incl. ARRA)	8290		**10,496**	**10,496**	
Federal Funding - Title I	*8290*		5,787		
Federal Funding - Title II-A	*8290*		2,209		
Federal Funding - Title IV	*8290*		2,500		
Prior Year Adjustments	8019			0	
Special Education - Federal	8181, 8182		0	0	
Child Nutrition - Federal	8220		0	0	
Other Federal Revenues	8110, 8260-8299	**0**	0	0	
Federal Funding - E-Rate		0	0	0	
Total, Federal Revenues		**0**	**10,496**	**10,496**	
3. Other State Revenues					
Special Education - State	StateRevSE		15,411	**15,411**	
All Other State Revenues	StateRevAO	**35,764**	**0**	**35,764**	
Star Testing	*StateRevAO*	0			
College and Career Block Grant	*StateRevAO*	0			
Mandated Cost Reimbursement	*StateRevAO*	6,123			
One Time State Funding	*StateRevAO*	0			
Lottery	*StateRevAO*	19,113	0		Update if any restricted lottery received
Miscellaneous State Funds	*StateRevAO*	0			
Classified Employee PD grant	*StateRevAO*	0			
Low Performing Student Block Grant	*StateRevAO*	10,528			Added from PY funds received
MediCAL	*StateRevAO*	0			
Prior Year Adjustments	*StateRevAO*				
Total, Other State Revenues		**35,764**	**15,411**	**51,176**	
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	**17,178**	**0**	**17,178**	
Interest Income	*LocalRevAO*	*14,090*			
Donation	*LocalRevAO*	*0*			
OBL Grant	*LocalRevAO*	*3,088*			
Prior Year Adjustments	*LocalRevAO*	*0*			
Total, Local Revenues		**17,178**	**0**	**17,178**	
5. TOTAL REVENUES		**950,867**	**25,907**	**976,775**	976,774.76

B.	**EXPENDITURES**					Budget will reflect adjustments, actuals will not because this is actual through January
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	228,615	28,086	256,701	
	Certificated Pupil Support Salaries	1200	22,726		22,726	Will add Title I counselor salary to restricted
	Certificated Supervisors' and Administrators' Salaries	1300	36,190	8,994	45,184	May add Title II or IV expenses
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		**287,532**	**37,080**	**324,611**	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	29,257	0	29,257	Usually report all under 2900
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	0	0	0	
	Total, Non-certificated Salaries		**29,257**	**0**	**29,257**	353,868.51
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	
3.	Employee Benefits					
	STRS	3101-3102	44,004	1,885	45,889	May add Title I restricted benefits
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	6,407	538	6,945	
	Health and Welfare Benefits	3401-3402	56,626.05	19,474	76,100	
	Unemployment Insurance	3501-3502	4,277	501	4,777	
	Workers' Compensation Insurance	3601-3602	6,336	742	7,077	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	Total, Employee Benefits		**117,649**	**23,139**	**140,788**	494,656.73
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	**4100**	**0**	**0**	**0**	May add restricted lottery to 4100
	Books and Other Reference Materials	**4200**	**178,684**	**0**	**178,684**	
	Tangible and Intangible Instructional Materials	*4200*	177,858			
	Other Curriculum	*4200*	825			
	minus restircted lottery funds	*4200*	0			
	Materials and Supplies	**4300**	**79,519**	**0**	**79,519**	
	Office Supplies	*4300*	842			
	Expensed Furniture and Equipment	*4300*	0			
	ConnexusTM Annual License (LMS)	*4300*	72,492			
	Hardware/Software - Employees	*4300*	3,542			
	School Curriculum Supplies	*4300*	2,608			
	Graduation	*4300*	36			
	Noncapitalized Equipment	**4400**	**46,623**	**0**	**46,623**	
	Student Technology Assistance	*4400*	46,623			
	Student Testing Technology	*4400*	0			
	Food	**4700**	**0**	**0**	**0**	
	Total, Books and Supplies		**304,826**	**0**	**304,826**	
5.	**Services and Other Operating Expenditures**					
	Subagreements for Services	**5100**	**167,797**	**41,860**	**209,657**	
	Educational Resource Center	*5100*	*15,223*			
	Short -Term Substitute Teaching	*5100*	*10,828*			
	Direct Course Instruction Support	*5100*	*2,604*			
	Technical Support and Repairs	*5100*	*18,123*			
	Enrollment and Records Management	*5100*	*6,813*			
	Human Resources Support	*5100*	*7,379*			
	Facility Support Services	*5100*	*508*			
	Community Outreach	*5100*	*0*			
	Accounting and Regulatory Reporting	*5100*	*6,041*			
	Treasury Services	*5100*	*16,300*			
	Marketing Services	*5100*	*10,867*			
	Special Populations Consultative Services	*5100*	*0*	*22,684*		
	Contractual Service Credit	*5100*	*0*			
	School Administration	*5100*	*65,201*			
	Title I - SES Tutoring	*5100*	*0*			
	Sale and Use Tax	*5100*	*7,909*			
	Special Education Direct Services	*5100*	*0*	*19,176*		

	Travel and Conferences	**5200**	**1,055**	**0**	**1,055**
	Travel and Conferences - Teachers	*5200*	*127*		
	Travel and Conferences - Administration	*5200*	*427*		
	Board Expenses	*5200*	*83*		
	Student Activities	*5200*	*419*		
	Dues and Memberships	**5300**	**2,354**	**0**	**2,354**
	Dues	*5300*	*2,354*		
	Insurance	**5400**	**329**	**0**	**329**
	Insurance - D&O	*5400*	*329*		
	Operations and Housekeeping Services	**5500**	**760**	**0**	**760**
	Maintenance & Repair	5500	*760*		
	Rentals, Leases, Repairs, and Noncap. Improvements	**5600**	**10,155**	**0**	**10,155**
	Copiers/Reproduction	*5600*	*267*		
	Rent	*5600*	*8,227*		
	Rent Operating Expense	*5600*	*886*		
	Rent Storage Unit	*5600*	*156*		
	Utilities	*5600*	*619*		
	Professional/Consulting Services and Operating Expend.	**5800**	**39,965**	**0**	**39,965**
	Student Testing & Assessment	*5800*	*5,400*		
	Staff Recruiting	*5800*	*162*		
	Staff Training / Prof. Dvlpmt.	*5800*	*12,439*		
	Team Building	*5800*	*128*		
	M&T Credit Suspense	*5800*	*2,496*		
	Banking Fees	*5800*	*0*		
	Financial Audit	*5800*	*997*		
	District Oversight	*5800*	*10,597*		
	District Administration	*5800*	*0*		
	STRS Reporting	*5800*	*692*		
	Accreditation and Consulting	*5800*	*0*		
	Internet Subsidy Payment Processing	*5800*	*2,027*		
	Legal	*5800*	*577*		
	Science Lab	*5800*	*0*		
	Science Lab - Other Contracted Services	*5800*	*0*		
	Other School Contracted Services	*5800*	*1,191*		
	Other School Expenses	*5800*	*8*		
	Prop 39 Clean Energy Planning	*5800*	*0*		
	AERIES	*5800*	*0*		
	LiveSpeech		*0*		
	Math Time to Talk	*5800*	*0*		
	Summer School	*5800*	*3,252*		
	Communications	**5900**	**9,071**	**0**	**9,071**
	ISP Payment Reimbursement	*5900*	*2,316*		
	Curriculum Postage	*5900*	*5,621*		
	Office Postage	*5900*	*508*		
	High Speed Internet	*5900*	*281*		
	Phone	*5900*	*345*		
	Total, Services and Other Operating Expenditures		**231,486**	**41,860**	**273,345**
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	*6900*	0	0	0
	Total, Capital Outlay		0	0	0
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	Total, Other Outgo		0	0	0
8.	TOTAL EXPENDITURES		970,750	102,078	1,072,828
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		(19,883)	(76,171)	(96,053)

(96,053.49)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: California Connections Academy @ Central
CDS #:
Charter Approving Entity:
County:
Charter #:

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT OF SECOND INTERIM REPORT FOR BOARD REVIEW

	Description	Object Code	Unrestricted	Restricted	Total	NOTES FOR FINAL DRAFT
A.	**REVENUES**					
1.	LCFF Sources					
	State Aid - Current Year	8011	1,974,817		1,974,817	
	Education Protection Account State Aid - Current year	8012	425,101		425,101	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	138,153		138,153	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		**2,538,071**	**0**	**2,538,071**	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		**35,405**	**35,405**	
	Federal Funding - Title I	*8290*		21,974		
	Federal Funding - Title II-A	*8290*		6,857		
	Federal Funding - Title IV	*8290*		6,574		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	**0**	0	0	
	Federal Funding - E-Rate		0	0	0	
	Total, Federal Revenues		**0**	**35,405**	**35,405**	
3.	Other State Revenues					
	Special Education - State	StateRevSE		34,251	**34,251**	
	All Other State Revenues	StateRevAO	**92,795**	**0**	**92,795**	
	Star Testing	*StateRevAO*	10			
	College and Career Block Grant	*StateRevAO*	0			
	Mandated Cost Reimbursement	*StateRevAO*	13,709			
	One Time State Funding	*StateRevAO*	0			
	Lottery	*StateRevAO*	52,004	0		Update if any restricted lottery received
	Miscellaneous State Funds	*StateRevAO*	0			
	Classified Employee PD grant	*StateRevAO*	0			
	Low Performing Student Block Grant	*StateRevAO*	27,072			Added from PY funds received
	MediCAL	*StateRevAO*	0			
	Prior Year Adjustments	*StateRevAO*				
	Total, Other State Revenues		**92,795**	**34,251**	**127,046**	
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	**8,051**	**0**	**8,051**	
	Interest Income	*LocalRevAO*	*1,310*			
	Donation	*LocalRevAO*	*0*			
	OBL Grant	*LocalRevAO*	*6,741*			
	Prior Year Adjustments	*LocalRevAO*	*0*			
	Total, Local Revenues		**8,051**	**0**	**8,051**	
5.	**TOTAL REVENUES**		**2,638,916**	**69,656**	**2,708,572**	2,708,572.36

B.	**EXPENDITURES**						Budget will reflect adjustments, actuals will not
1.	Certificated Salaries						because this is actual through January
	Certificated Teachers' Salaries	1100	562,001	69,779	631,781		
	Certificated Pupil Support Salaries	1200	55,412		55,412		Will add Title I counselor salary to restricted
	Certificated Supervisors' and Administrators' Salaries	1300	77,665	19,413	97,078		May add Title II or IV expenses
	Other Certificated Salaries	1900	0	0	0		
	Total, Certificated Salaries		**695,079**	**89,192**	**784,271**		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	63,302	0	63,302		Usually report all under 2900
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	0	0	0		
	Total, Non-certificated Salaries		**63,302**	**0**	**63,302**		847,573.22
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**		
3.	Employee Benefits						
	STRS	3101-3102	89,787	25,100	114,887		May add Title I restricted benefits
	PERS	3201-3202	0	0	0		
	OASDI / Medicare / Alternative	3301-3302	14,921	1,293	16,215		
	Health and Welfare Benefits	3401-3402	126,329.43	56,423	182,753		
	Unemployment Insurance	3501-3502	10,238	1,204	11,442		
	Workers' Compensation Insurance	3601-3602	15,168	1,784	16,951		
	Retiree Benefits	3701-3702	0	0	0		
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0		
	Other Employee Benefits	3901-3902	0	0	0		
	Total, Employee Benefits		**256,444**	**85,804**	**342,248**		1,189,821.43
4.	Books and Supplies						
	Approved Textbooks and Core Curricula Materials	**4100**	**0**	**0**	**0**		May add restricted lottery to 4100
	Books and Other Reference Materials	**4200**	**491,175**	**0**	**491,175**		
	Tangible and Intangible Instructional Materials	*4200*	489,358				
	Other Curriculum	*4200*	1,816				
	minus restircted lottery funds	*4200*	0				
	Materials and Supplies	**4300**	**217,203**	**0**	**217,203**		
	Office Supplies	*4300*	2,014				
	Expensed Furniture and Equipment	*4300*	0				
	ConnexusTM Annual License (LMS)	*4300*	197,502				
	Hardware/Software - Employees	*4300*	10,136				
	School Curriculum Supplies	*4300*	7,464				
	Graduation	*4300*	88				
	Noncapitalized Equipment	**4400**	**143,738**	**0**	**143,738**		
	Student Technology Assistance	*4400*	143,558				
	Student Testing Technology	*4400*	180				
	Food	**4700**	**0**	**0**	**0**		
	Total, Books and Supplies		**852,116**	**0**	**852,116**		
5.	**Services and Other Operating Expenditures**						
	Subagreements for Services	**5100**	**483,341**	**226,385**	**709,726**		
	Educational Resource Center	*5100*	*41,475*				
	Short -Term Substitute Teaching	*5100*	*30,201*				
	Direct Course Instruction Support	*5100*	*5,433*				
	Technical Support and Repairs	*5100*	*49,375*				
	Enrollment and Records Management	*5100*	*19,157*				
	Human Resources Support	*5100*	*21,117*				
	Facility Support Services	*5100*	*1,383*				
	Community Outreach	*5100*	*14,583*				
	Accounting and Regulatory Reporting	*5100*	*16,458*				
	Treasury Services	*5100*	*45,967*				
	Marketing Services	*5100*	*30,645*				
	Special Populations Consultative Services	*5100*		*59,395*			
	Contractual Service Credit	*5100*	*0*				
	School Administration	*5100*	*183,869*				
	Title I - SES Tutoring	*5100*	*0*				
	Sales and Use Tax	*5100*	*23,678*				
	Special Education Direct Services	*5100*	**0**	*166,990*			

	Travel and Conferences	**5200**	**4,141**	**0**	**4,141**
	Travel and Conferences - Teachers	*5200*	*290*		
	Travel and Conferences - Administration	*5200*	*1,113*		
	Board Expenses	*5200*	*180*		
	Student Activities	*5200*	*2,557*		
	Dues and Memberships	**5300**	**7,068**	**0**	**7,068**
	Dues	*5300*	*7,068*		
	Insurance	**5400**	**717**	**0**	**717**
	Insurance - D&O	*5400*	*717*		
	Operations and Housekeeping Services	**5500**	**1,660**	**0**	**1,660**
	Maintenance & Repair	5500	*1,660*		
	Rentals, Leases, Repairs, and Noncap. Improvements	**5600**	**22,229**	**0**	**22,229**
	Copiers/Reproduction	*5600*	*647*		
	Rent	*5600*	*18,025*		
	Rent Operating Expense	*5600*	*1,935*		
	Rent Storage Unit	*5600*	*272*		
	Utilities	*5600*	*1,350*		
	Professional/Consulting Services and Operating Expend.	**5800**	**100,495**	**0**	**100,495**
	Student Testing & Assessment	*5800*	*11,563*		
	Staff Recruiting	*5800*	*407*		
	Staff Training / Prof. Dvlpmt.	*5800*	*28,589*		
	Team Building	*5800*	*284*		
	M&T Credit Suspense	*5800*	*5,120*		
	Banking Fees	*5800*	*285*		
	Financial Audit	*5800*	*2,395*		
	District Oversight	*5800*	*28,668*		
	District Administration	*5800*	*6,767*		
	STRS Reporting	*5800*	*1,511*		
	Accreditation and Consulting	*5800*	*0*		
	Internet Subsidy Payment Processing	*5800*	*6,242*		
	Legal	*5800*	*1,413*		
	Science Lab	*5800*	*0*		
	Science Lab - Other Contracted Services	*5800*	*0*		
	Other School Contracted Services	*5800*	*346*		
	Other School Expenses	*5800*	*23*		
	Prop 39 Clean Energy Planning	*5800*	*0*		
	AERIES	*5800*	*0*		
	LiveSpeech		*0*		
	Math Time to Talk	*5800*	*0*		
	Summer School	*5800*	*6,883*		
	Communications	**5900**	**27,226**	**0**	**27,226**
	ISP Payment Reimbursement	*5900*	*9,334*		
	Curriculum Postage	*5900*	*15,804*		
	Office Postage	*5900*	*470*		
	High Speed Internet	*5900*	*680*		
	Phone	*5900*	*937*		
	Total, Services and Other Operating Expenditures		**646,876**	**226,385**	**873,261**
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
	Land and Land Improvements	6100-6170	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0
	Equipment	6400	0	0	0
	Equipment Replacement	6500	0	0	0
	Depreciation Expense (for accrual basis only)	*6900*	0	0	0
	Total, Capital Outlay		0	0	0
7.	Other Outgo				
	Tuition to Other Schools	7110-7143	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0
	All Other Transfers	7280-7299	0	0	0
	Debt Service:				
	Interest	7438	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0
	Total, Other Outgo		0	0	0
8.	TOTAL EXPENDITURES		2,513,817	401,381	2,915,199
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		125,099	(331,725)	(206,626)

(206,626.17)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: California Connections Academy Central Coast
CDS #:
Charter Approving Entity:
County:
Charter #:

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT OF SECOND INTERIM REPORT FOR BOARD REVIEW

NOTES FOR FINAL DRAFT

Description	Object Code	Unrestricted	Restricted	Total	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	131,722		131,722	
Education Protection Account State Aid - Current year	8012	4,074		4,074	
State Aid - Prior Years	8019			0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	54,642		54,642	
Other LCFF Transfers	8091, 8097	0	0	0	
Total, LCFF Sources		**190,438**	**0**	**190,438**	
2. Federal Revenues (see NOTE in Section J)					
No Child Left Behind (incl. ARRA)	8290		**0**	**0**	
Federal Funding - Title I	*8290*		0		
Federal Funding - Title II-A	*8290*		0		
Federal Funding - Title IV	*8290*		0		
Prior Year Adjustments	8019			0	
Special Education - Federal	8181, 8182		0	0	
Child Nutrition - Federal	8220		0	0	
Other Federal Revenues	8110, 8260-8299	**0**	0	0	
Federal Funding - E-Rate		0	0	0	
Total, Federal Revenues		**0**	**0**	**0**	
3. Other State Revenues					
Special Education - State	StateRevSE		11,061	**11,061**	
All Other State Revenues	StateRevAO	**4,217**	**0**	**4,217**	
Star Testing	*StateRevAO*	0			
College and Career Block Grant	*StateRevAO*	0			
Mandated Cost Reimbursement	*StateRevAO*	0			
One Time State Funding	*StateRevAO*	0			
Lottery	*StateRevAO*	4,217	0		
Miscellaneous State Funds	*StateRevAO*	0			
Classified Employee PD grant	*StateRevAO*	0			
Low Performing Student Block Grant	*StateRevAO*	0			
MediCAL	*StateRevAO*	0			
Prior Year Adjustments	*StateRevAO*				
Total, Other State Revenues		**4,217**	**11,061**	**15,277**	
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	**1,934**	**0**	**1,934**	
Interest Income	*LocalRevAO*	*0*			
Donation	*LocalRevAO*	*0*			
OBL Grant	*LocalRevAO*	*1,934*			
Prior Year Adjustments	*LocalRevAO*	*0*			
Total, Local Revenues		**1,934**	**0**	**1,934**	
5. TOTAL REVENUES		**196,589**	**11,061**	**207,650**	207,649.60

B.	**EXPENDITURES**					Budget will reflect adjustments, actuals will not because this is actual through January
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	114,009	13,883	127,892	
	Certificated Pupil Support Salaries	1200	12,044		12,044	
	Certificated Supervisors' and Administrators' Salaries	1300	22,098	5,529	27,627	
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		**148,151**	**19,412**	**167,563**	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	17,948	0	17,948	Usually report all under 2900
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	0	0	0	
	Total, Non-certificated Salaries		**17,948**	**0**	**17,948**	185,510.68
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	
3.	Employee Benefits					
	STRS	3101-3102	11,805	11,179	22,985	
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	3,521	281	3,803	
	Health and Welfare Benefits	3401-3402	27,553.21	12,180	39,733	
	Unemployment Insurance	3501-3502	2,242	262	2,504	
	Workers' Compensation Insurance	3601-3602	3,322	388	3,710	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	Total, Employee Benefits		**48,444**	**24,291**	**72,735**	258,245.70
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	**4100**	**0**	**0**	**0**	
	Books and Other Reference Materials	**4200**	**39,082**	**0**	**39,082**	
	Tangible and Intangible Instructional Materials	*4200*	38,573			
	Other Curriculum	*4200*	509			
	minus restircted lottery funds	*4200*	0			
	Materials and Supplies	**4300**	**17,300**	**0**	**17,300**	
	Office Supplies	*4300*	422			
	Expensed Furniture and Equipment	*4300*	0			
	ConnexusTM Annual License (LMS)	*4300*	15,645			
	Hardware/Software - Employees	*4300*	700			
	School Curriculum Supplies	*4300*	516			
	Graduation	*4300*	16			
	Noncapitalized Equipment	**4400**	**11,069**	**0**	**11,069**	
	Student Technology Assistance	*4400*	11,069			
	Student Testing Technology	*4400*	0			
	Food	**4700**	**0**	**0**	**0**	
	Total, Books and Supplies		**67,450**	**0**	**67,450**	
5.	**Services and Other Operating Expenditures**					
	Subagreements for Services	**5100**	**35,898**	**4,464**	**40,362**	
	Educational Resource Center	*5100*	*3,285*			
	Short -Term Substitute Teaching	*5100*	*2,152*			
	Direct Course Instruction Support	*5100*	*414*			
	Technical Support and Repairs	*5100*	*3,911*			
	Enrollment and Records Management	*5100*	*1,493*			
	Human Resources Support	*5100*	*1,458*			
	Facility Support Services	*5100*	*1,383*			
	Community Outreach	*5100*	*0*			
	Accounting and Regulatory Reporting	*5100*	*1,304*			
	Treasury Services	*5100*	*3,319*			
	Marketing Services	*5100*	*2,213*			
	Special Populations Consultative Services	*5100*	*0*	*1,007*		
	Contractual Service Credit	*5100*	*0*			
	School Administration	*5100*	*13,276*			
	Title I - SES Tutoring	*5100*	*0*			
	Sales and Use Tax	*5100*	*1,689*			
	Special Education Direct Services	*5100*	*0*	*3,457*		

	Travel and Conferences	**5200**	**374**	**0**	**374**	
	Travel and Conferences - Teachers	*5200*	*72*			
	Travel and Conferences - Administration	*5200*	*158*			
	Board Expenses	*5200*	*52*			
	Student Activities	*5200*	*93*			
	Dues and Memberships	**5300**	**82**	**0**	**82**	
	Dues	*5300*	*82*			
	Insurance	**5400**	**206**	**0**	**206**	
	Insurance - D&O	*5400*	*206*			
	Operations and Housekeeping Services	**5500**	**477**	**0**	**477**	
	Maintenance & Repair	5500	*477*			
	Rentals, Leases, Repairs, and Noncap. Improvements	**5600**	**6,321**	**0**	**6,321**	
	Copiers/Reproduction	*5600*	*128*			
	Rent	*5600*	*5,153*			
	Rent Operating Expense	*5600*	*555*			
	Rent Storage Unit	*5600*	*98*			
	Utilities	*5600*	*388*			
	Professional/Consulting Services and Operating Expend.	**5800**	**13,754**	**0**	**13,754**	
	Student Testing & Assessment	*5800*	*39*			
	Staff Recruiting	*5800*	*68*			
	Staff Training / Prof. Dvlpmt.	*5800*	*6,894*			
	Team Building	*5800*	*78*			
	M&T Credit Suspense	*5800*	*2,338*			
	Banking Fees	*5800*	*0*			
	Financial Audit	*5800*	*105*			
	District Oversight	*5800*	*3,025*			
	District Administration	*5800*	*0*			
	STRS Reporting	*5800*	*434*			
	Accreditation and Consulting	*5800*	*0*			
	Internet Subsidy Payment Processing	*5800*	*481*			
	Legal	*5800*	*267*			
	Science Lab	*5800*	*0*			
	Science Lab - Other Contracted Services	*5800*	*0*			
	Other School Contracted Services	*5800*	*24*			
	Other School Expenses	*5800*	*2*			
	Prop 39 Clean Energy Planning	*5800*	*0*			
	AERIES	*5800*	*0*			
	LiveSpeech		*0*			
	Math Time to Talk	*5800*	*0*			
	Summer School	*5800*	*0*			
	Communications	**5900**	**2,090**	**0**	**2,090**	
	ISP Payment Reimbursement	*5900*	*495*			
	Curriculum Postage	*5900*	*1,232*			
	Office Postage	*5900*	*121*			
	High Speed Internet	*5900*	*134*			
	Phone	*5900*	*108*			
	Total, Services and Other Operating Expenditures		**59,202**	**4,464**	**63,666**	
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0	0	
	Buildings and Improvements of Buildings	6200	0	0	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	
	Equipment	6400	0	0	0	
	Equipment Replacement	6500	0	0	0	
	Depreciation Expense (for accrual basis only)	*6900*	0	0	0	
	Total, Capital Outlay		0	0	0	
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	
	All Other Transfers	7280-7299	0	0	0	
	Debt Service:					
	Interest	7438	0	0	0	
	Principal (for modified accrual basis only)	7439	0	0	0	
	Total, Other Outgo		0	0	0	
8.	TOTAL EXPENDITURES		341,195	48,167	389,362	
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		(144,606)	(37,106)	(181,712)	(181,712.32)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: California Connections Academy Monterey Bay
CDS #:
Charter Approving Entity:
County:
Charter #:

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT OF SECOND INTERIM REPORT FOR BOARD REVIEW

NOTES FOR FINAL DRAFT

Description	Object Code	Unrestricted	Restricted	Total	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	841,485		841,485	
Education Protection Account State Aid - Current year	8012	25,971		25,971	
State Aid - Prior Years	8019			0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	354,012		354,012	
Other LCFF Transfers	8091, 8097	0	0	0	
Total, LCFF Sources		**1,221,467**	**0**	**1,221,467**	
2. Federal Revenues (see NOTE in Section J)					
No Child Left Behind (incl. ARRA)	8290		**0**	**0**	
Federal Funding - Title I	*8290*		0		
Federal Funding - Title II-A	*8290*		0		
Federal Funding - Title IV	*8290*		0		
Prior Year Adjustments	8019			0	
Special Education - Federal	8181, 8182		0	0	
Child Nutrition - Federal	8220		0	0	
Other Federal Revenues	8110, 8260-8299	**0**	0	0	
Federal Funding - E-Rate		0	0	0	
Total, Federal Revenues		**0**	**0**	**0**	
3. Other State Revenues					
Special Education - State	StateRevSE		70,511	**70,511**	
All Other State Revenues	StateRevAO	**26,880**	**0**	**26,880**	
Star Testing	*StateRevAO*	0			
College and Career Block Grant	*StateRevAO*	0			
Mandated Cost Reimbursement	*StateRevAO*	0			
One Time State Funding	*StateRevAO*	0			
Lottery	*StateRevAO*	26,880	0		Update if any restricted lottery received
Miscellaneous State Funds	*StateRevAO*	0			
Classified Employee PD grant	*StateRevAO*	0			
Low Performing Student Block Grant	*StateRevAO*	0			
MediCAL	*StateRevAO*	0			
Prior Year Adjustments	*StateRevAO*				
Total, Other State Revenues		**26,880**	**70,511**	**97,390**	
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	**3,877**	**0**	**3,877**	
Interest Income	*LocalRevAO*	*0*			
Donation	*LocalRevAO*	*0*			
OBL Grant	*LocalRevAO*	*3,877*			
Prior Year Adjustments	*LocalRevAO*	*0*			
Total, Local Revenues		**3,877**	**0**	**3,877**	
5. TOTAL REVENUES		**1,252,224**	**70,511**	**1,322,735**	1,322,734.67

B.	**EXPENDITURES**					Budget will reflect adjustments, actuals will not because this is actual through January
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	327,728	41,345	369,073	
	Certificated Pupil Support Salaries	1200	33,688		33,688	
	Certificated Supervisors' and Administrators' Salaries	1300	44,292	11,081	55,373	
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		**405,708**	**52,427**	**458,135**	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	35,973	0	35,973	Usually report all under 2900
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	0	0	0	
	Total, Non-certificated Salaries		**35,973**	**0**	**35,973**	494,107.47
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	
3.	Employee Benefits					
	STRS	3101-3102	48,305	22,407	70,711	
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	8,635	760	9,395	
	Health and Welfare Benefits	3401-3402	74,827.70	32,035	106,863	
	Unemployment Insurance	3501-3502	5,963	708	6,670	
	Workers' Compensation Insurance	3601-3602	8,834	1,049	9,882	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	Total, Employee Benefits		**146,563**	**56,958**	**203,521**	697,628.81
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	**4100**	**0**	**0**	**0**	May add restricted lottery to 4100
	Books and Other Reference Materials	**4200**	**254,264**	**0**	**254,264**	
	Tangible and Intangible Instructional Materials	*4200*	253,225			
	Other Curriculum	*4200*	1,039			
	minus restircted lottery funds	*4200*	0			
	Materials and Supplies	**4300**	**112,214**	**0**	**112,214**	
	Office Supplies	*4300*	1,097			
	Expensed Furniture and Equipment	*4300*	0			
	ConnexusTM Annual License (LMS)	*4300*	102,179			
	Hardware/Software - Employees	*4300*	5,121			
	School Curriculum Supplies	*4300*	3,771			
	Graduation	*4300*	47			
	Noncapitalized Equipment	**4400**	**62,723**	**0**	**62,723**	
	Student Technology Assistance	*4400*	62,723			
	Student Testing Technology	*4400*	0			
	Food	**4700**	**0**	**0**	**0**	
	Total, Books and Supplies		**429,201**	**0**	**429,201**	
5.	**Services and Other Operating Expenditures**					
	Subagreements for Services	**5100**	**229,779**	**34,117**	**263,897**	
	Educational Resource Center	*5100*	*21,458*			
	Short -Term Substitute Teaching	*5100*	*14,661*			
	Direct Course Instruction Support	*5100*	*4,193*			
	Technical Support and Repairs	*5100*	*25,545*			
	Enrollment and Records Management	*5100*	*9,753*			
	Human Resources Support	*5100*	*10,668*			
	Facility Support Services	*5100*	*1,383*			
	Community Outreach	*5100*	*0*			
	Accounting and Regulatory Reporting	*5100*	*8,515*			
	Treasury Services	*5100*	*21,628*			
	Marketing Services	*5100*	*14,419*			
	Special Populations Consultative Services	*5100*	*0*	*19,115*		
	Contractual Service Credit	*5100*	*0*			
	School Administration	*5100*	*86,512*			
	Title I - SES Tutoring	*5100*	*0*			
	Sales and Use Tax	*5100*	*11,045*			
	Special Education Direct Services	*5100*	0	*15,002*		

	Travel and Conferences	**5200**	**1,477**	**0**	**1,477**	
	Travel and Conferences - Teachers	*5200*	*162*			
	Travel and Conferences - Administration	*5200*	*580*			
	Board Expenses	*5200*	*104*			
	Student Activities	*5200*	*631*			
	Dues and Memberships	**5300**	**3,281**	**0**	**3,281**	
	Dues	*5300*	*3,281*			
	Insurance	**5400**	**413**	**0**	**413**	
	Insurance - D&O	*5400*	*413*			
	Operations and Housekeeping Services	**5500**	**954**	**0**	**954**	
	Maintenance & Repair	5500	*954*			
	Rentals, Leases, Repairs, and Noncap. Improvements	**5600**	**12,763**	**0**	**12,763**	
	Copiers/Reproduction	*5600*	*351*			
	Rent	*5600*	*10,328*			
	Rent Operating Expense	*5600*	*1,113*			
	Rent Storage Unit	*5600*	*196*			
	Utilities	*5600*	*776*			
	Professional/Consulting Services and Operating Expend.	**5800**	**40,304**	**0**	**40,304**	
	Student Testing & Assessment	*5800*	*102*			
	Staff Recruiting	*5800*	*215*			
	Staff Training / Prof. Dvlpmt.	*5800*	*15,949*			
	Team Building	*5800*	*162*			
	M&T Credit Suspense	*5800*	*4,686*			
	Banking Fees	*5800*	*0*			
	Financial Audit	*5800*	*210*			
	District Oversight	*5800*	*14,444*			
	District Administration	*5800*	*0*			
	STRS Reporting	*5800*	*869*			
	Accreditation and Consulting	*5800*	*0*			
	Internet Subsidy Payment Processing	*5800*	*2,727*			
	Legal	*5800*	*756*			
	Science Lab	*5800*	*0*			
	Science Lab - Other Contracted Services	*5800*	*0*			
	Other School Contracted Services	*5800*	*174*			
	Other School Expenses	*5800*	*11*			
	Prop 39 Clean Energy Planning	*5800*	*0*			
	AERIES	*5800*	*0*			
	LiveSpeech		*0*			
	Math Time to Talk	*5800*	*0*			
	Summer School	*5800*	*0*			
	Communications	**5900**	**12,545**	**0**	**12,545**	
	ISP Payment Reimbursement	*5900*	*3,390*			
	Curriculum Postage	*5900*	*8,047*			
	Office Postage	*5900*	*265*			
	High Speed Internet	*5900*	*371*			
	Phone	*5900*	*472*			
	Total, Services and Other Operating Expenditures		**301,516**	**34,117**	**335,634**	
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0	0	
	Buildings and Improvements of Buildings	6200	0	0	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	
	Equipment	6400	0	0	0	
	Equipment Replacement	6500	0	0	0	
	Depreciation Expense (for accrual basis only)	*6900*	0	0	0	
	Total, Capital Outlay		0	0	0	
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	
	All Other Transfers	7280-7299	0	0	0	
	Debt Service:					
	Interest	7438	0	0	0	
	Principal (for modified accrual basis only)	7439	0	0	0	
	Total, Other Outgo		0	0	0	
8.	TOTAL EXPENDITURES		1,318,962	143,502	1,462,463	
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		(66,738)	(72,991)	(139,729)	(139,728.76)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: California Connections Academy @ Ripon
CDS #:
Charter Approving Entity:
County:
Charter #:

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT OF SECOND INTERIM REPORT FOR BOARD REVIEW

NOTES FOR FINAL DRAFT

	Description	Object Code	Unrestricted	Restricted	Total	
A.	**REVENUES**					
1.	LCFF Sources					
	State Aid - Current Year	8011	3,902,402		3,902,402	
	Education Protection Account State Aid - Current year	8012	1,039,377		1,039,377	
	State Aid - Prior Years	8019			0	
	Transfers to Charter Schools in Lieu of Property Taxes	8096	837,017		837,017	
	Other LCFF Transfers	8091, 8097	0	0	0	
	Total, LCFF Sources		**5,778,796**	**0**	**5,778,796**	
2.	Federal Revenues (see NOTE in Section J)					
	No Child Left Behind (incl. ARRA)	8290		**185,862**	**185,862**	
	Federal Funding - Title I	*8290*		149,843		
	Federal Funding - Title II-A	*8290*		32,984		
	Federal Funding - Title IV	*8290*		3,035		
	Prior Year Adjustments	8019			0	
	Special Education - Federal	8181, 8182		0	0	
	Child Nutrition - Federal	8220		0	0	
	Other Federal Revenues	8110, 8260-8299	**0**	0	0	
	Federal Funding - E-Rate		0	0	0	
	Total, Federal Revenues		**0**	**185,862**	**185,862**	
3.	Other State Revenues					
	Special Education - State	StateRevSE		88,832	**88,832**	
	All Other State Revenues	StateRevAO	**330,941**	**0**	**330,941**	
	Star Testing	*StateRevAO*	55			
	College and Career Block Grant	*StateRevAO*	0			
	Mandated Cost Reimbursement	*StateRevAO*	39,678			
	One Time State Funding	*StateRevAO*	44,016			
	Lottery	*StateRevAO*	123,037	0		Update if any restricted lottery received
	Miscellaneous State Funds	*StateRevAO*	0			
	Classified Employee PD grant	*StateRevAO*	0			
	Low Performing Student Block Grant	*StateRevAO*	76,705			Added from PY funds received
	MediCAL	*StateRevAO*	0			
	Prior Year Adjustments	*StateRevAO*	47,450			
	Total, Other State Revenues		**330,941**	**88,832**	**419,773**	
4.	Other Local Revenues					
	All Other Local Revenues	LocalRevAO	**22,929**	**0**	**22,929**	
	Interest Income	*LocalRevAO*	*6,833*			
	Donation	*LocalRevAO*	*0*			
	OBL Grant	*LocalRevAO*	*16,096*			
	Prior Year Adjustments	*LocalRevAO*	*0*			
	Total, Local Revenues		**22,929**	**0**	**22,929**	
5.	**TOTAL REVENUES**		**6,132,666**	**274,694**	**6,407,361**	6,407,360.52

B.	**EXPENDITURES**					Budget will reflect adjustments, actuals will not because this is actual through January
1.	Certificated Salaries					
	Certificated Teachers' Salaries	1100	1,305,930	161,336	1,467,265	
	Certificated Pupil Support Salaries	1200	128,004		128,004	Will add Title I counselor salary to restricted
	Certificated Supervisors' and Administrators' Salaries	1300	184,737	46,248	230,985	May add Title II or IV expenses
	Other Certificated Salaries	1900	0	0	0	
	Total, Certificated Salaries		**1,618,670**	**207,584**	**1,826,254**	
2.	Non-certificated Salaries					
	Instructional Aides' Salaries	2100	0	0	0	
	Non-certificated Support Salaries	2200	150,993	0	150,993	Usually report all under 2900
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	
	Clerical and Office Salaries	2400	0	0	0	
	Other Non-certificated Salaries	2900	0	0	0	
	Total, Non-certificated Salaries		**150,993**	**0**	**150,993**	1,977,246.79
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	
3.	Employee Benefits					
	STRS	3101-3102	207,960	54,980	262,939	May add Title I restricted benefits
	PERS	3201-3202	0	0	0	
	OASDI / Medicare / Alternative	3301-3302	35,022	3,010	38,032	
	Health and Welfare Benefits	3401-3402	292,387.02	133,520	425,907	
	Unemployment Insurance	3501-3502	23,890	2,802	26,693	
	Workers' Compensation Insurance	3601-3602	35,393	4,152	39,545	
	Retiree Benefits	3701-3702	0	0	0	
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	
	Other Employee Benefits	3901-3902	0	0	0	
	Total, Employee Benefits		**594,652**	**198,464**	**793,116**	2,770,362.99
4.	Books and Supplies					
	Approved Textbooks and Core Curricula Materials	**4100**	**0**	**0**	**0**	May add restricted lottery to 4100
	Books and Other Reference Materials	**4200**	**1,146,147**	**0**	**1,146,147**	
	Tangible and Intangible Instructional Materials	*4200*	1,141,817			
	Other Curriculum	*4200*	4,330			
	minus restircted lottery funds	*4200*	0			
	Materials and Supplies	**4300**	**516,686**	**0**	**516,686**	
	Office Supplies	*4300*	4,765			
	Expensed Furniture and Equipment	*4300*	0			
	ConnexusTM Annual License (LMS)	*4300*	470,509			
	Hardware/Software - Employees	*4300*	23,583			
	School Curriculum Supplies	*4300*	17,366			
	Graduation	*4300*	464			
	Noncapitalized Equipment	**4400**	**328,188**	**0**	**328,188**	
	Student Technology Assistance	*4400*	328,038			
	Student Testing Technology	*4400*	150			
	Food	**4700**	**0**	**0**	**0**	
	Total, Books and Supplies		**1,991,021**	**0**	**1,991,021**	
5.	**Services and Other Operating Expenditures**					
	Subagreements for Services	**5100**	**1,119,880**	**425,128**	**1,545,008**	
	Educational Resource Center	*5100*	*98,807*			
	Short -Term Substitute Teaching	*5100*	*70,770*			
	Direct Course Instruction Support	*5100*	*14,745*			
	Technical Support and Repairs	*5100*	*117,627*			
	Enrollment and Records Management	*5100*	*44,053*			
	Human Resources Support	*5100*	*49,131*			
	Facility Support Services	*5100*	*3,882*			
	Community Outreach	*5100*	*29,167*			
	Accounting and Regulatory Reporting	*5100*	*39,209*			
	Treasury Services	*5100*	*105,757*			
	Marketing Services	*5100*	*70,505*			
	Special Populations Consultative Services	*5100*	*0*	*145,467*		
	Contractual Service Credit	*5100*	*0*			
	School Administration	*5100*	*423,027*			
	Title I - SES Tutoring	*5100*	*0*			
	Sales and Use Tax	*5100*	*53,200*			
	Special Education Direct Services	*5100*		*279,661*		

	Travel and Conferences	**5200**	**5,823**	**0**	**5,823**	
	Travel and Conferences - Teachers	*5200*	*689*			
	Travel and Conferences - Administration	*5200*	*2,608*			
	Board Expenses	*5200*	*431*			
	Student Activities	*5200*	*2,096*			
	Dues and Memberships	**5300**	**17,208**	**0**	**17,208**	
	Dues	*5300*	*17,208*			
	Insurance	**5400**	**1,713**	**0**	**1,713**	
	Insurance - D&O	*5400*	*1,713*			
	Operations and Housekeeping Services	**5500**	**7,774**	**0**	**7,774**	
	Maintenance & Repair	5500	*7,774*			
	Rentals, Leases, Repairs, and Noncap. Improvements	**5600**	**53,068**	**0**	**53,068**	
	Copiers/Reproduction	*5600*	*1,525*			
	Rent	*5600*	*42,881*			
	Rent Operating Expense	*5600*	*4,621*			
	Rent Storage Unit	*5600*	*812*			
	Utilities	*5600*	*3,230*			
	Professional/Consulting Services and Operating Expend.	**5800**	**321,699**	**0**	**321,699**	
	Student Testing & Assessment	*5800*	*59,352*			
	Staff Recruiting	*5800*	*954*			
	Staff Training / Prof. Dvlpmt.	*5800*	*67,826*			
	Team Building	*5800*	*972*			
	M&T Credit Suspense	*5800*	*11,144*			
	Banking Fees	*5800*	*1,015*			
	Financial Audit	*5800*	*6,444*			
	District Oversight	*5800*	*66,598*			
	District Administration	*5800*	*7,233*			
	STRS Reporting	*5800*	*3,606*			
	Accreditation and Consulting	*5800*	*0*			
	Internet Subsidy Payment Processing	*5800*	*14,312*			
	Legal	*5800*	*3,229*			
	Science Lab	*5800*	*0*			
	Science Lab - Other Contracted Services	*5800*	*0*			
	Other School Contracted Services	*5800*	*905*			
	Other School Expenses	*5800*	*2,054*			
	Prop 39 Clean Energy Planning	*5800*	*44,016*			Grant funds recognized in PY
	AERIES	*5800*	*0*			
	LiveSpeech		*0*			
	Math Time to Talk	*5800*	*0*			
	Summer School	*5800*	*32,038*			
	Communications	**5900**	**61,273**	**0**	**61,273**	
	ISP Payment Reimbursement	*5900*	*20,005*			
	Curriculum Postage	*5900*	*36,344*			
	Office Postage	*5900*	*1,118*			
	High Speed Internet	*5900*	*1,607*			
	Phone	*5900*	*2,199*			
	Total, Services and Other Operating Expenditures		**1,588,437**	**425,128**	**2,013,566**	
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0	0	
	Buildings and Improvements of Buildings	6200	0	0	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	
	Equipment	6400	0	0	0	
	Equipment Replacement	6500	0	0	0	
	Depreciation Expense (for accrual basis only)	*6900*	0	0	0	
	Total, Capital Outlay		0	0	0	
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	
	All Other Transfers	7280-7299	0	0	0	
	Debt Service:					
	Interest	7438	0	0	0	
	Principal (for modified accrual basis only)	7439	0	0	0	
	Total, Other Outgo		0	0	0	
8.	TOTAL EXPENDITURES		5,943,774	831,176	6,774,950	
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		188,893	(556,482)	(367,589)	(367,589.23)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: California Connections Academy Southern California
CDS #:
Charter Approving Entity:
County:
Charter #:

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

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

DRAFT OF SECOND INTERIM REPORT FOR BOARD REVIEW

Description	Object Code	Unrestricted	Restricted	Total	NOTES FOR FINAL DRAFT
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	4,552,748		4,552,748	
Education Protection Account State Aid - Current year	8012	378,525		378,525	
State Aid - Prior Years	8019			0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	13,461,787		13,461,787	
Other LCFF Transfers	8091, 8097	0	0	0	
Total, LCFF Sources		**18,393,061**	**0**	**18,393,061**	
2. Federal Revenues (see NOTE in Section J)					
No Child Left Behind (incl. ARRA)	8290		**324,578**	**324,578**	
Federal Funding - Title I	*8290*		282,260		
Federal Funding - Title II-A	*8290*		31,910		
Federal Funding - Title IV	*8290*		10,408		
Prior Year Adjustments	8019			0	
Special Education - Federal	8181, 8182		0	0	
Child Nutrition - Federal	8220		0	0	
Other Federal Revenues	8110, 8260-8299	**0**	0	0	
Federal Funding - E-Rate		0	0	0	
Total, Federal Revenues		**0**	**324,578**	**324,578**	
3. Other State Revenues					
Special Education - State	StateRevSE		307,045	**307,045**	
All Other State Revenues	StateRevAO	**933,388**	**0**	**933,388**	
Star Testing	*StateRevAO*	135			
College and Career Block Grant	*StateRevAO*	0			
Mandated Cost Reimbursement	*StateRevAO*	58,500			
One Time State Funding	*StateRevAO*	105,577			
Lottery	*StateRevAO*	391,773	0		Update if any restricted lottery received
Miscellaneous State Funds	*StateRevAO*	0			
Classified Employee PD grant	*StateRevAO*	0			
Low Performing Student Block Grant	*StateRevAO*	273,730			Added from PY funds received
MediCAL	*StateRevAO*	0			
Prior Year Adjustments	*StateRevAO*	103,672			
Total, Other State Revenues		**933,388**	**307,045**	**1,240,433**	
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	**118,411**	**0**	**118,411**	
Interest Income	*LocalRevAO*	*67,134*			
Donation	*LocalRevAO*	*0*			
OBL Grant	*LocalRevAO*	*51,277*			
Prior Year Adjustments	*LocalRevAO*	*0*			
Total, Local Revenues		**118,411**	**0**	**118,411**	
5. TOTAL REVENUES		**19,444,860**	**631,623**	**20,076,483**	20,076,482.89

B.	**EXPENDITURES**						Budget will reflect adjustments, actuals will not because this is actual through January
1.	Certificated Salaries						
	Certificated Teachers' Salaries	1100	4,177,612	517,141	4,694,754		
	Certificated Pupil Support Salaries	1200	411,298		411,298		Will add Title I counselor salary to restricted
	Certificated Supervisors' and Administrators' Salaries	1300	583,316	146,433	729,749		May add Title II or IV expenses
	Other Certificated Salaries	1900	0	0	0		
	Total, Certificated Salaries		**5,172,226**	**663,574**	**5,835,800**		
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	0	0	0		
	Non-certificated Support Salaries	2200	478,285	0	478,285		Usually report all under 2900
	Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0		
	Clerical and Office Salaries	2400	0	0	0		
	Other Non-certificated Salaries	2900	0	0	0		
	Total, Non-certificated Salaries		**478,285**	**0**	**478,285**		6,314,084.88
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**		
3.	Employee Benefits						
	STRS	3101-3102	660,042	185,743	845,785		May add Title I restricted benefits
	PERS	3201-3202	0	0	0		
	OASDI / Medicare / Alternative	3301-3302	111,586	9,622	121,208		
	Health and Welfare Benefits	3401-3402	937,761.55	422,660	1,360,421		
	Unemployment Insurance	3501-3502	76,282	8,958	85,240		
	Workers' Compensation Insurance	3601-3602	113,010	13,271	126,282		
	Retiree Benefits	3701-3702	0	0	0		
	PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0		
	Other Employee Benefits	3901-3902	0	0	0		
	Total, Employee Benefits		**1,898,681**	**640,255**	**2,538,936**		8,853,020.88
4.	Books and Supplies						
	Approved Textbooks and Core Curricula Materials	**4100**	**0**	**0**	**0**		May add restricted lottery to 4100
	Books and Other Reference Materials	**4200**	**3,483,486**	**0**	**3,483,486**		
	Tangible and Intangible Instructional Materials	*4200*	3,427,069				
	Other Curriculum	*4200*	56,417				
	minus restircted lottery funds	*4200*	0				
	Materials and Supplies	**4300**	**1,613,161**	**0**	**1,613,161**		
	Office Supplies	*4300*	15,136				
	Expensed Furniture and Equipment	*4300*	0				
	ConnexusTM Annual License (LMS)	*4300*	1,467,099				
	Hardware/Software - Employees	*4300*	74,169				
	School Curriculum Supplies	*4300*	54,612				
	Graduation	*4300*	2,146				
	Noncapitalized Equipment	**4400**	**940,848**	**0**	**940,848**		
	Student Technology Assistance	*4400*	940,508				
	Student Testing Technology	*4400*	340				
	Food	**4700**	**0**	**0**	**0**		
	Total, Books and Supplies		**6,037,495**	**0**	**6,037,495**		
5.	**Services and Other Operating Expenditures**						
	Subagreements for Services	**5100**	**3,748,137**	**1,082,368**	**4,830,504**		
	Educational Resource Center	*5100*	*308,091*				
	Short -Term Substitute Teaching	*5100*	*223,734*				
	Direct Course Instruction Support	*5100*	*55,642*				
	Technical Support and Repairs	*5100*	*366,775*				
	Enrollment and Records Management	*5100*	*132,183*				
	Human Resources Support	*5100*	*154,518*				
	Facility Support Services	*5100*	*11,729*				
	Community Outreach	*5100*	*320,833*				
	Accounting and Regulatory Reporting	*5100*	*122,258*				
	Treasury Services	*5100*	*334,538*				
	Marketing Services	*5100*	*223,025*				
	Special Populations Consultative Services	*5100*	*0*	*408,171*			
	Contractual Service Credit	*5100*	*0*				
	School Administration	*5100*	*1,338,150*				
	Title I - SES Tutoring	*5100*	*0*				
	Sales and Use Tax	*5100*	*156,662*				
	Special Education Direct Services	*5100*	0	*674,197*			

	Travel and Conferences	**5200**	**24,694**	**0**	**24,694**	
	Travel and Conferences - Teachers	*5200*	*2,191*			
	Travel and Conferences - Administration	*5200*	*8,002*			
	Board Expenses	*5200*	*1,373*			
	Student Activities	*5200*	*13,129*			
	Dues and Memberships	**5300**	**47,291**	**0**	**47,291**	
	Dues	*5300*	*47,291*			
	Insurance	**5400**	**5,457**	**0**	**5,457**	
	Insurance - D&O	*5400*	*5,457*			
	Operations and Housekeeping Services	**5500**	**12,621**	**0**	**12,621**	
	Maintenance & Repair	5500	*12,621*			
	Rentals, Leases, Repairs, and Noncap. Improvements	**5600**	**169,013**	**0**	**169,013**	
	Copiers/Reproduction	*5600*	*4,835*			
	Rent	*5600*	*136,603*			
	Rent Operating Expense	*5600*	*14,720*			
	Rent Storage Unit	*5600*	*2,588*			
	Utilities	*5600*	*10,266*			
	Professional/Consulting Services and Operating Expend.	**5800**	**889,649**	**0**	**889,649**	
	Student Testing & Assessment	*5800*	*146,795*			
	Staff Recruiting	*5800*	*3,022*			
	Staff Training / Prof. Dvlpmt.	*5800*	*215,606*			
	Team Building	*5800*	*2,157*			
	M&T Credit Suspense	*5800*	*37,815*			
	Banking Fees	*5800*	*(354)*			
	Financial Audit	*5800*	*18,979*			
	District Oversight	*5800*	*213,028*			
	District Administration	*5800*	*700*			
	STRS Reporting	*5800*	*11,490*			
	Accreditation and Consulting	*5800*	*1,070*			
	Internet Subsidy Payment Processing	*5800*	*41,090*			
	Legal	*5800*	*10,528*			
	Science Lab	*5800*	*0*			
	Science Lab - Other Contracted Services	*5800*	*0*			
	Other School Contracted Services	*5800*	*2,754*			
	Other School Expenses	*5800*	*1,960*			
	Prop 39 Clean Energy Planning	*5800*	*105,577*			Grant funds recognized in PY
	AERIES	*5800*	*0*			
	LiveSpeech		*0*			
	Math Time to Talk	*5800*	*0*			
	Summer School	*5800*	*77,431*			
	Communications	**5900**	**186,419**	**0**	**186,419**	
	ISP Payment Reimbursement	*5900*	*61,750*			
	Curriculum Postage	*5900*	*109,051*			
	Office Postage	*5900*	*3,556*			
	High Speed Internet	*5900*	*5,094*			
	Phone	*5900*	*6,968*			
	Total, Services and Other Operating Expenditures		**5,083,281**	**1,082,368**	**6,165,649**	
6.	Capital Outlay					
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)					
	Land and Land Improvements	6100-6170	0	0	0	
	Buildings and Improvements of Buildings	6200	0	0	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	
	Equipment	6400	0	0	0	
	Equipment Replacement	6500	0	0	0	
	Depreciation Expense (for accrual basis only)	*6900*	1,265	0	1,265	
	Total, Capital Outlay		1,265	0	1,265	
7.	Other Outgo					
	Tuition to Other Schools	7110-7143	0	0	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	
	All Other Transfers	7280-7299	0	0	0	
	Debt Service:					
	Interest	7438	0	0	0	
	Principal (for modified accrual basis only)	7439	0	0	0	
	Total, Other Outgo		0	0	0	
8.	TOTAL EXPENDITURES		18,671,233	2,386,196	21,057,429	
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		773,627	(1,754,573)	(980,946)	(980,946.21)

February 12, 2020

El Dorado Charter Special Education Local Plan Area
6767 Green Valley Road
Placerville, CA 95667

To Whom It May Concern;

California Connections Academy Schools (CalCA), operated by the non-profit public benefit corporation California Online Public Schools, has applied and been accepted to the El Dorado Charter SELPA for four of its charter schools which are transferring SELPAs for the 2020-21 school year. The names and charter numbers for each of the four schools are:

1. California Connections Academy Southern California (CalCA SoCal)—charter number 664
2. California Connections Academy @Ripon (CalCA Ripon)—charter number 1398
3. California Connections Academy @Central (CalCA Central)—charter number 804
4. California Connections Academy North Bay (CalCA North Bay)—charter number 1653

This letter serves as a letter of intent for all of the charter schools listed above to join the El Dorado Charter SELPA as members starting in the 2020-21 school year. The Board of Directors of California Online Public Schools has approved the Assurances and Participation Agreements and is supportive of joining. As Executive Director I am authorized to act on behalf of the Board of Directors to accept the offer of membership and confirm our intention to join El Dorado Charter SELPA, effective immediately.

Please feel free to contact me with any questions. Thank you for your approval of our application. We truly look forward to our partnership.

Sincerely,

Dr. Richard Savage
Executive Director
rsavage@calca.connectionsacademy.org

EL DORADO CHARTERSELPA
Special Education Local Plan Area

Dr. Ed Manansala
County Superintendent of Schools
El Dorado County Office of Education

David M. Toston
Associate Superintendent
El Dorado County SELPA / Charter SELPA

800-524-8100
530-295-2462
530-295-9227
6767 Green Valley Rd
Placerville, CA 95667

January 27, 2020

Richard Savage
California Online Public Schools
33272 Valle Rd.
San Juan Capistrano
rsavage@calca.connectionsacademy.org

Sent via Email

Dear Mr. Savage,

This letter is to confirm that the applications for the following schools have been reviewed and are approved for admission in the El Dorado Charter SELPA. To complete this process please submit a Letter of Intent, signed by the CEO, confirming your intent to join for the 2020-21 school year by, February 12, 2020.

- California Connections Academy Ripon
- California Connections Academy North Bay
- California Connections Academy Southern California
- California Connections Academy Central

We look forward to our continued partnership. Please contact Kelly Carnahan at kcarnahan@edcoe.org, or (530) 295-2452, if you have any questions.

Sincerely,

David M. Toston
Associate Superintendent

DMT:kc

cc:
Ed Manansala, Ed.D., El Dorado County Office of Education, Superintendent of Schools
Ziggy Robeson, Ripon Unified, Charter Authorizer
Kathy Skeels, San Joaquin County, Current/Geographic SELPA
Catherine Stone, Middletown Unified, Charter Authorizer
Patty Langstom, Lake County, Current/Geographic SELPA
Kirsten Vital, Capistrano Unified, Charter Authorizer
Donald Mahoney, Capistrano Unified, Current/Geographic SELPA
Gary Mekeel, Alpaugh Unified, Charter Authorizer
Tammy Bradford, Tulare County, Current/Geographic SELPA

CAPISTRANO UNIFIED SCHOOL DISTRICT

33122 VALLE ROAD, SAN JUAN CAPISTRANO CA 92675
TELEPHONE: (949) 234-9200/FAX: 496-7681 www.capousd.org

BOARD OF TRUSTEES

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AMY HANACEK

PATRICIA HOLLOWAY

SUPERINTENDENT
KIRSTEN M. VITAL

January 28, 2019

Richard Savage
Executive Director
California Connections Academy Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Dear Mr. Savage:

The District's Charter Review Team has set up annual visitation dates at each CUSD charter school. Your annual site visit will take place on Thursday, March 26 from 8:30-10:00 am. Annual site visits are a regular, systematic examination of a charter school's performance relative to the school's obligations under law and commitments in its charter. The District conducts an annual site visit of its authorized charter schools pursuant to its monitoring and oversight duties, articulated in California Education Code §47604.32. Site visits are an opportunity to gather and document evidence that is an important component of the body of evidence used to substantiate a renewal determination. The visit will be conducted with a small team of individuals with diverse backgrounds and expertise. The site visit is intended to be a snapshot of the current academic year and reflect the state of the school at a specific point in time.

Assembly Bill 1505(AB 1505) provides a substantial reworking and updating to the renewal criteria and process for charter schools. A key element of AB 1505 is the three-tiered charter renewal process based on the California Dashboard color indexes, which better aligns charter renewals with the new state dashboard accountability indicators. Beginning in the 2020-21 renewal cycle the three-tiered approach provides a different process for high, low and mid-range performing schools. The new criteria are tied more closely to the state dashboards, with an emphasis on academic indicators. Schools designated as Dashboard Alternative School Status (DASS) will not be included in the new criteria but will establish renewal targets locally.

As a result of AB 1505, the District felt this was a good opportunity to make the California Dashboard data the focus of this year's annual visits. Please complete the attached Dashboard self-assessment rubric and submit it to me at hacrowley@capousd.org at least one week prior to the scheduled visit. During the visit, the charter review team will start a dialogue with your leadership team about your Dashboard data, self-assessment document and the alignment of your student outcome data as compared to your LCAP goals and actions.

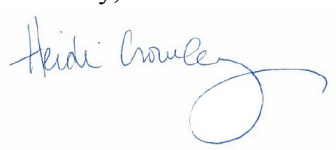
The annual site visit involves two types of activities:
1. Discussion/Document Review
2. Classroom/Live Lesson/Small Group Instruction Observations

Below is a sample schedule for the annual site visit:

Time Allotment	**Activity**
15 minutes	Visiting team arrives to meet with Charter School Leadership Team for introductions, discussion of the day's schedule and to answer any questions.
30 minutes	Charter school leadership team will present overview (goals, highlights from the beginning of the school year, Dashboard data, academic achievement data/outcomes, plans for the year, and alignment to LCAP)
30 minutes	Visiting team to tour classrooms and talk to students and teachers or watch live lesson/demos
15 minutes	Visiting team will debrief visit with school leadership team.

I look forward to working with you again this year in offering a choice of programs to the families within the Capistrano Unified School District. Should you ever have questions, concerns, or need assistance, please do not hesitate to contact me.

Sincerely,



Heidi Crowley
Coordinator, Charter School and Strategic Initiatives
(949) 234-9220

Capistrano Unified School District

Charter School Office

Site Visit CA School Dashboard Questions

2019-2020

Charter School:	
Section I: Indicator Areas	
Questions	**Narrative Explanation**
1. Which indicators showed the most progress?	
2. Which indicators showed the greatest need (Orange/Red)?	
3. Do you notice any performance gaps (some student groups in Blue/Green and others in Orange/Red)?	
4. What Actions/Services in your LCAP address these Indicator areas?	
5. What other questions do you have? What dynamics contribute to these outcomes?	
Section II: Student Group Outcomes	
6. Which student groups showed the most progress?	
7. Which student groups showed the greatest need (Orange/Red)?	
8. What Actions/Services in your LCAP address these student groups?	
9. What other questions do you have? How might dynamics contribute to these outcomes?	
Section III: Other Data Sources	
10. What additional relevant information did you find while exploring the data?	

California Connections Academy Southern California
Annual Performance and Oversight Report
2019-20

To: Capistrano Unified School District, Attention: Heidi Crowley

From: California Connections Academy Southern California

Prepared by: Dr. Richie Romero, Director of Student Achievement
Dr. Franci Sassin, Director of Business Services

Date: January 30, 2020

BACKGROUND

Capistrano Unified School District (District) renewed the charter for California Connections Academy Southern California (CalCA SoCal) during the 2018-19 school year. As part of the renewal process, the charter and District entered into a Memorandum of Understanding (MOU). Section 9.3 of the MOU requires that CalCA SoCal prepare a report annually of measurable pupil outcomes, including assessment and accountability data. Per the MOU, the updates provided in this report are to be incorporated, to the greatest extent possible, with other oversight activities. For the 2019-20 school year, as part of the annual oversight visit, the District has provided an outline with questions related to the school's Dashboard results for the 2019 School Dashboard produced by the CDE. Therefore, the focus of this year's annual report on student outcomes will respond to those questions. Additional follow up discussion may take place at the in-person visit by the District team, scheduled for March.

SCHOOL RESPONSES TO DISTRICT QUESTIONS

Section I: Indicator Areas

1. Which Indicators showed the most progress?

Our English Language Arts (ELA) and Suspension indicators continues to show success. ELA has remained Green in both 2019 and 2018. This is a sustained improvement from the Yellow rating in 2017. We continue to be proud of our Suspension indicator which continues to remain blue. The other indicator we are very proud of is our Graduation Rate indicator. While the indicator remains Red, we have shown an 8.1% increase in 2019.

2. ***Which indicators showed the greatest need (Orange/Red)?***

Our Math indicator remains Orange, however, our results are very consistent in terms of our Distance From Standard in 2019 and 2018. In a similar fashion our College Career Indicator (CCI), remains Orange and the percentage of students meeting the indicator is also very consistent in 2019 and 2018. This is the first year of the English Learner Progress Indicator (ELPI) has also received a rating of "Orange". This is the first year a color has been assigned, so a more complete analysis will be done in 2020 when there is enough years of ELPAC testing to truly determine a status and change based on student test results. The state added participation rates to this indicator, which was another change to how the indicator is calculated. Finally, our Chronic Absenteeism rating continues to be Red. This is another indicator that is showing a consistent percentage of absent students in both 2019 and 2018.

3. ***Do you notice any performance gaps (some student groups in Blue/Green and others in Orange/Red)?***

The ELA Indicator has the greatest variation among student groups. Our Asian student group is Blue and our All Students are Green. Our White, Hispanic, and Two or More Races are rated the same as All Students--Green. Our Socioeconomically Disadvantaged (SED), English Learners, and Students with Disabilities (SWD) student groups are rated Yellow. Our African American student group is rated Orange.

The Math Indicator also shows some variation. Our Asian student group is Blue. English Learners and our Hispanic student groups are Yellow. All Students, SED, SWD, Two or More Races, and our White student groups are Orange. Our African American student group is Red.

In the Chronic Absenteeism Indicator a majority of student groups are Red. The exceptions are our White student group which is Yellow and our Asian student group which is Green.

4. ***What Actions/Services in your LCAP address these indicator areas?***

Our LCAP is written to address all Dashboard Indicators. However, there are specific goal areas that address the indicators described in prompt #3. These are listed below.

ELA proficiency is specifically addressed in Goal 2 of the LCAP, which reads:

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

Math proficiency is specifically addressed in Goal 1 of the LCAP which reads:

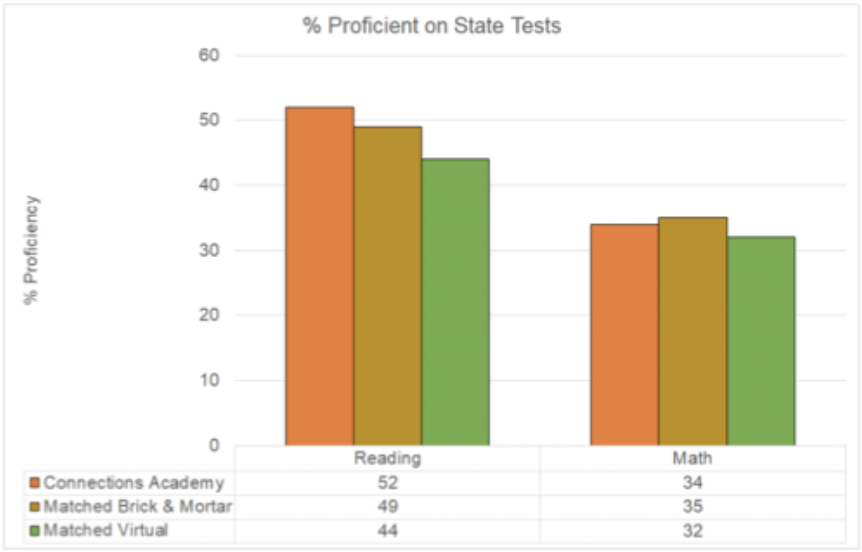
Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.
Chronic Absenteeism is addressed in Goal 3 of the LCAP, which reads:

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

5. ***What other questions do you have? What dynamics contribute to these outcomes?***

As a K-12 public school, we have many of the same challenges as our brick and mortar counterparts. However, there are also many factors which are of particular importance with an online, independent study instructional model in a charter school of choice. Among these is student mobility. In our on-line environment, we have found mobility to be the largest dynamic to overcome. We have found some encouraging data when we compare ourselves to educational organizations with a similar rate of mobility.

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)

Pearson

18

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 slightly underperform their matched brick and mortar counterparts. Despite these challenges, we are continuing to find ways to increase retention and better support students who arrive later in the year.

In terms of the challenges associated with the Chronic Absenteeism Indicator, we are working very hard to ensure our students engage with our program each day and that our Learning Coaches maintain accurate records of this activity. Consistent engagement and communication are crucial to student success in an online environment. It is important to note that attendance in a brick and mortar setting is quite different from independent study attendance, which is based on multiple factors including daily engagement as well as the "time value" of student work samples. The school is careful not to "overclaim" independent study attendance as this has fiscal and compliance implications, but this can negatively affect the number of days a student is marked absent in our setting. For example, a student may be high performing and may finish all their grade level curriculum several weeks early. If the family decides not to do additional enrichment activities, that student may end being marked "absent" due to a lack of daily engagement or work samples, and may show up as a "chronic absentee" even though the student was high performing and the family was taking advantage of the flexibility of an online school. We have been working to better communicate our expectations that student complete schoolwork on each day of the school calendar.

Section II: Student Group Outcomes

Please refer to the following data:

	SED 18	SED 19	EL 18	EL 19	SWD 18	SWD 19	White 18	White 19
ELA	-18.1	-9	-24.8	-14	-72.9	-36	28.2	26.1
Math	-105.9	-101.3	-94.6	-80.8	-145.2	-128.9	-50.9	-66.1
Grad Rate	48%	58.80%			44.60%	58.80%	64.10%	66.10%
Chron Abs	29.90%	31.40%	30.60%	30.80%	25.90%	34.60%	18.50%	16.90%
CCI	10.70%	12%			8.10%	8.60%	23.80%	22.30%
ELPI								
Suspension		0%	0%	0%		0%	0%	0%

	Hisp 18	Hisp 19	AA 18	AA 19	2 or More 18	2 or More 19	Asian 18	Asian 19
ELA	-8.4	6.6	-12.7	-27.9	31.7	24.2	62.1	81
Math	-98.9	-85.7	-94.8	-137.3	-52.1	-53.4	6.2	38.7
Grad Rate	53.20%	67.50%	47.20%	59.30%	52.50%	75.40%		
Chron Abs	25.90%	24.50%	25.40%	34.80%	18.80%	24.30%	11.80%	8.20%
CCI	11.80%	14%	11.10%	16.20%	18.80%	17.30%		
ELPI								
Suspension	0%	0%	0%	0%	0%	0%	0%	0%

6. ***Which student groups showed the most progress?***

Our student group progress shows some encouraging trends. Our SED student group increased from Orange to Yellow in ELA. They also increased from Red to Orange in math. Our SWD student group increased two levels from Red to Yellow in ELA. They also increased from Red to Orange in Math. Our Hispanic student group increased two levels from Orange to Green in ELA. They also increased two levels in math from Red to Yellow. Finally, our Hispanic student group also increased from Red to Orange in Chronic Absenteeism. Our Asian student group increased from Green to Blue in both ELA and math. They also increased from Yellow to Green in Chronic Absenteeism. Our Two or More Races student group increased two levels from Red to Yellow in Grad Rate.

7. ***Which student groups showed the greatest need (Orange/Red)?***

The student groups with the most overall Red and Orange ratings are our SED, SWD, and African American student groups. However, it is important to note again, our SWD student group showed gains in several indicators when comparing 2018 to 2019.

8. ***What Action/Services in your LCAP address the student groups?***

All goal areas of our LCAP are written with the needs of all student groups in mind.

9. ***What other questions do you have? How might dynamics contribute to these outcomes?***

Please refer back to prompt #5 for more information. It is important to note that due to the high student mobility, the actual students making up each student group each year are most often different individual students who started in our school with very different academic needs despite their demographic profile. We are looking at ways to do more longitudinal tracking of individual students to be able to better demonstrate individual student academic growth and school engagement. There is also research evidence to support that students who make the choice to learn in an online environment do much better after two years. The first year appears to be needed to get “used to” the different educational setting and if the students do decide to continue, they are able to make better academic progress. For this reason, student retention and student support are important metrics that we track, and we are continually looking for ways to improve in these areas.

Section III: Other Data Sources

10. ***What additional relevant information did you find while exploring the data?***

To continue the conversation regarding mobility, we want to provide some data on students that stay in our program for a longer period of time. Below you will find a table for matched students,

by school year, who took a beginning of the year diagnostic assessment in either LEAP or Scantron and showed growth between the beginning of year diagnostic and end of year diagnostic.

Reading		
Grade Level / Test	1718 Growth	1819 Growth
LEAP ELA 2	84.2%	84.8%
LEAP ELA 3	29.9%	65.5%
LEAP ELA 4	66.1%	62.8%
LEAP ELA 5	59.3%	54.1%
LEAP ELA 6	56.3%	62.3%
LEAP ELA 7	57.0%	55.1%
LEAP ELA 8	45.1%	48.9%
Scantron Reading 9	77.2%	83.5%
Scantron Reading 10	71.6%	79.9%
Scantron Reading 11	69.8%	69.4%

Math		
Grade Level / Test	1718 Growth	1819 Growth
LEAP Math K	100.0%	78.9%
LEAP Math 1	96.3%	77.3%
LEAP Math 2	89.6%	69.9%
LEAP Math 3	83.7%	64.5%
LEAP Math 4	74.3%	54.2%
LEAP Math 5	75.8%	52.2%
LEAP Math 6	60.1%	45.8%
LEAP Math 7	64.3%	40.9%
LEAP Math 8	67.6%	37.9%
Scantron Math 9	71.1%	52.6%
Scantron Math 10	60.1%	60.1%
Scantron Math 11	66.7%	61.4%

Based on this data, it is clear that students who stay with us do show growth. In both reading and math we are showing levels of consistent growth across most grades in both 1718 and 1819. We are continuing to look at additional methods to measure individual student growth during each school year as well as across school years, including other standardized tests

which may be administered online which may be better measures than our current internal assessments.

Section IV: Dashboard Indicator Enhancement Strategies

The following is a listing of strategies either in progress or in planning which we will implement for the purposes of improving student achievement outcomes. More information is available upon request on any of these initiatives. The strategies are listed by Dashboard Indicator.

ELA and Math Enhancement Strategies

- Participation Rate
    - Opt Out Reconsideration Process
    - Habitual "No Shows" Task Force
    - Extend the registration window closer to test date
- Refined PLC Process including professional development
- Elementary and Middle School Summer Intervention Program
- ES iReady and Learning Lab Program Development
- Middle School Math Initiative
- SBAC Specific Instruction and Materials
- "Verified Data" Identification and Analysis

Graduation Rate Enhancement Strategies

- Grad rate progress monitoring with Project Success and the Rainbow List
- Inclusion of Rainbow List into High School teacher Student Contact Record
- Counselor Homeroom Transition
- High School SpEd Teacher Homeroom Transition
- CalCA run Summer School Program
- Development of a College Career Access Pathway
- Development of CTE Pathways and certificate programs

Chronic Absenteeism Enhancement Strategies

- Reevaluating current policies and procedures around attendance verification while retaining all compliance procedures
- Additional training of homeroom teachers regarding attendance
- Sharing of best practices regarding communication to families about attendance
- Improved communication with families through multiple channels regarding school expectations for attendance and daily engagement
- Monthly progress monitoring through reports sent schoolwide with each student's status as measured through the state's metric, including cumulative attendance tracking
- Middle School Advisory teachers creating new process to monitor Learning Coach attendance-taking practices in order to better identify repeat offenders and therefore intervene more quickly

College and Career Indicator Enhancement Strategies

- CTE Pathway Development
- College Career Access Pathway Development
- Reconsider the CAASPP test schedule for AP students for better alignment

English Learner Progress Enhancement Strategies

- Participation rate, Participation rate, Participation rate
- Ripon 2019 = 55.1% (Green), but we are “Orange” due to participation issues
- Central 2019 = 45.5% (Yellow), but we are “Orange” due to participation issues
- Professional development

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Suspension Rate Enhancement Strategies

- Stay the course.

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MARILYN S. GEORGE, Ed.D.
Executive Vice President

February 12, 2020

Dr. Richie Romero
Director of Student Achievement
California Connections Academy Central Coast
33272 Valle Rd.
San Juan Capistrano, CA 92675

Dear Dr. Romero:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2020 Commission Meeting. The ACS WASC Commissioners have determined California Connections Academy Central Coast (TK - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the initial visit report, and the satisfactory completion of the on-site initial accreditation visit.

It is the decision of the Commission to grant California Connections Academy Central Coast (grades Transitional Kindergarten through 12th) Initial Accreditation Status through June 30, 2023.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit Committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC Visiting Committee will conduct a site visit to review the school's self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school's programs and operations and the impact on student learning.

Accreditation status is conditioned upon California Connections Academy Central Coast's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).

ACS WASC | 533 Airport Boulevard, Suite 200, Burlingame, CA 94010 | mail@acswasc.org | 650 696-1060

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at https://webportal.acswasc.org. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges**,"** until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

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If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The Commission looks forward to California Connections Academy Central Coast's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Gregory A. Franklin
Commission Chairperson

Enclosures: Initial Visit Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Accreditation Stamp and Embosser Order Form

cc: Chairperson, Initial Visit Committee
Superintendent

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