



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

GOVERNING BOARD for:
California Connections Academy @ North Bay Charter (CalCAN)
California Connections Academy @ Central(CenCA)
California Connections Academy @ Ripon (CalCAR)
Capistrano Connections Academy (CapoCA)

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, January 22, 2019 at 3:30 p.m. PT

Telephone Conference Call Locations:
CalCAR School Site: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CapoCA School Site: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
2277 Fair Oaks Blvd. Ste. 150, Sacramento, CA 95825
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 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. Review and Acceptance of Board Member Resignation: Tim Batiuk (attached) – E. Pavlich
- IV. 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 "About Us" page at www.connectionsacademy.com

- I. Routine Business
 - a. Approval of Agenda – E. Pavlich
- II. Public Hearing on the Independent Study Policies (to follow) – F. Sassin
- III. Oral Reports
 - a. Executive Director's Report – R. Savage
 - i. Potential New Charter School Update
 - b. Site Administrator's Reports (attached)
 - i. CalCAN (MSR attached) – L. Dombek
 - ii. CenCA (MSR attached) – M. White
 - iii. CalCAR (MSR attached) – K. Mannix
 - iv. CapoCA (MSR attached) – H. Tamayo
 - c. CalCA Financial Report (to follow) – F. Sassin
 - i. 990 Update
 - ii. P1 Attendance Reporting Update
 - iii. Budget Development Process Update – F. Sassin/ J. Daniels/ D. Kozub
 - iv. Consolidated Financial Report (attached)
 - v. CalCAN Financial Report (attached)
 - vi. CenCA Financial Report (attached)
 - vii. CalCAR Financial Report (attached)
 - viii. CapoCA Financial Report (attached)
- IV. Board Strategic Development
 - a. Governance Unification Update – R. Savage/ F. Sassin
 - i. School Banking Accounts Update
 - b. Board Composition Update – J. Daniels
- V. Consent Agenda
 - a. Approval of Minutes from the December 4, 2018 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Connections Education Invoice(s) (attached)
 - d. Approval of LiveSpeech Invoice(s) (attached)
 - e. Approval of the Revised 2019-2020 Master Agreement (to follow)
 - f. Approval of Revised Independent Study Policy (to follow)
 - g. Ratification of First Interim Financial Reports (attached)
 - h. Ratification of Material Revision to Renewal of Charter Petition of Capistrano Connections Academy (California Connections Academy Southern California) (attached)

- i. Approval of School Accountability Reports (SARC) (attached)
 - j. Approval of Revision(s) to 2018-2019 School Year State Specific School Handbook: Various Revisions (to follow)
 - k. Approval of the 2019-2020 School Year General School Handbook (to follow)
 - l. Approval of the 2019-2020 School Year State Specific School Handbook (to follow)
- VI. Action Items
- a. Approval of Funded Enrollment Targets for the 2019-2020 School Year – R. Savage
 - b. Approval of Memorandum of Understanding for a Conditional Charter Renewal for Capistrano Connections Academy (California Connections Academy Southern California) (attached) – R. Savage/ F. Sassin/ J. Daniels
 - c. Approval of Officers for the 2018-2019 School Year – L. Coleman
- VII. Information Items
- a. State & Strategic Client Relations Update – J. Daniels
 - i. Board Support Update
 - b. Partner School Leadership Team (PSLT) Update – B. Rosta
 - i. School Operations Metrics (attached)
 - c. Sponsoring District(s) Update – E. Pavlich
- VIII. 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) – B. Rosta
- IX. Adjournment and Confirmation of Next Meeting on Tuesday, February 26, 2019 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, January 18, 2019

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
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
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8803 Cardinal Avenue, Fountain Valley, CA 92615
8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

**Coleman, Laura**

Board resignation1 message

Tim Batiuk

Sun, Jan 6, 2019 at 1:40 PM

Hi Laura, I have decided that it is time to resign from the board. We are focusing on family, travel and fun. I am confident that California Connections is in good hands and will flourish in the future. I will always be grateful for the opportunity to be part of CA.

Thanks. Tim Batiuk

Sent from my iPhone



Site Administrator Report
California Connections Academy Schools
2018-19

Month for Report: January

Enrollment Update

DATA as of January 7, 2019					
	Capo	Ripon	Central	North Bay	All CalCA
Enrolled	4147	1427	535	202	6311
Approved	35	23	8	4	70
Pre-Approved	456	209	81	41	787
Applicant	327	173	82	21	603

Field Trip Update

Total Attendance* for Recent Field Trips

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

Capistrano

- 11/15: LA Times: 29
- 11/16: Aquarium of the Pacific: 72
- 11/27: Second Harvest Distribution Center Service Learning: 6
- 12/5: Biola University: 8
- 12/10: The Huntington Library, Art Collections, and Botanical Gardens: 6
- 12/17: Rancho Los Cerritos: 45

Central

- 11/15: Planetarium and Science Center: 35
- 12/7: Holiday Card Party for Veterans: 13

Ripon

- 11/15: California Academy of Sciences: 3
- 11/28: Center of Science and Industry: 21
- 12/13: Jelly Belly Candy Company: 69

North Bay

- 12/10: Cheese Factory/Gingerbread Houses: 24
- 12/14: West County Museum: 3

Upcoming Field Trips

Capistrano

- 1/9: Fullerton Arboretum
- 1/10: Heart Rock Trail
- 1/11: La Brea Tar Pits
- 1/15: Old Orange County Courthouse Museum
- 1/16: Chapman University
- 1/16: UCLA Campus Tour
- 1/23: Copper Creek Falls Hike

Central

- 1/9: Bravo Farms Vintage Cheese Factory
- 1/16: Cerro Coso Comm College

Ripon

- 1/10: Hilmar Cheese Factory
- 1/11: Rosicrucian Egyptian Museum
- 1/16: Unseen Forces: Physics at Work
- 1/22: Chabot Science Center
- 1/30: Blue Heron Trails

North Bay

- 1/11: Luther Burbank Home & Gardens
- 2/19: Mid-Year Picnic

Outreach Update

TV STARS! Our very own Susan Bunnell Christensen and student Simi Singh appeared on Sacramento FOX 40 in December showing how to make festive eco-friendly crafts for children to prevent winter learning loss. You may view the online article [here](https://fox40.com/2018/12/11/eco-friendly-diy-christmas-decor/) <<https://fox40.com/2018/12/11/eco-friendly-diy-christmas-decor/>>.

OUTSTANDING VOLUNTEER: Thrilled to share our very own high school teacher, Grant Murray, was recognized by the city of Garden Grove along with his Congressman for Grant's tireless efforts supporting the OC Autism Foundation, a non-profit which serves children and families affected by Autism and other disabilities. Capistrano school attended the Foundation's 9th Annual OC Autism Foundation Breakfast with Santa and Resource Fair in Garden Grove December 15th which was attended by 3,000 guests.

CalCA teachers hosted two virtual information sessions in December; three planned for January.

CalCA was promoted on social media utilizing content provided from holiday parties, elementary teacher profiles (first time doing this using Frankie Toner and Lisa LaSarge), AVID training, parent advisory committee Live Lesson, field trips (Riley's Farm, Explorit Science Center, San Luis Wildlife Reserve and more) and other items.

Outreach manager contacted 101 prospective parents and other community members from October 1-December 21 (Q4); of these 43 prospective parents were contacted (as well as miscellaneous calls) in December.

Family Relationship team: 2,810 calls were made by Family Relationship Team members from August through December 2018. Majority of calls were outreach calls to new Learning Coaches; several calls were to elementary and middle school Get Started students and Learning Coaches.

SITE REPORTS

Capistrano: Heather Tamayo, Site Administrator

The Capistrano office is alive and well, after taking some much needed time off to recharge our batteries for the second half of the school year! We left on quite a high note, with our Capistrano holiday party. More than 120 staff members and their families attended, and enjoyed the food, photos and activities that we have come to enjoy. It is truly one of the highlights of the year, and certainly creates an atmosphere that reminds all of us that we are a strong, caring work family.

We jumped right back into the swing of things and are off and running in 2019. January offers many field trips in the counties that we serve: field trips that are typically highly attended. In keeping with events that allow us to engage with families, Capistrano staff is preparing for Physical Fitness Testing, as well as the Mid-Year Picnic on February 21, in Irvine and San Bernardino. While a busy time, we embrace the opportunity to be with our families in-person, and deepen our relationships.

In early January, new Administrative Assistant, Elyse Venegas, joined our in-office team. She will be providing support to the Business Services team. In addition, Middle School welcomed Social Studies 7 teacher, Gerry Mallory. More outstanding additions to the California Connections Academy family! We welcome Elyse and Gerry with open arms, and look forward to making them feel welcome and supported in their new roles.

Central: Marcus White, Site Administrator

We are excited to be back from the holidays here at Central. It has been great hearing about all the fun our teachers and families had over the break. All of our focus has now shifted to finishing out the semester strong. Our teachers are working hard to assist students with any help needed to ensure Semester A courses are passed. Finally, we are eagerly looking forward to our mid-year picnic on February 22 at the Fresno Bowlero.

Ripon: Kara Mannix, Site Administrator

Just prior to break we had a hugely successful field trip to the Jelly Belly Factory- teachers reported having a great time with the families who attended and everyone was thrilled with both the turnout and the tour. Like the other regions, teachers are working diligently to identify students who need extra support to successfully complete their semester courses. We jumped back in from break with both feet and hit the ground running to serve all of our families. The Ripon staff continues to grow and we are very excited to have welcomed Natalie Sanchez to the Ripon team. Natalie started right after winter break and is teaching High School Science. We are also looking forward to gathering with our families for the upcoming mid year picnic.

North Bay: Leslie Dombek, Site Administrator

Happy New Year! Our North Bay Team had a wonderful holiday with family and friends and we hope you did, too. We all had a great recharge to our batteries and are ready to kick off 2019 focussed on student success. Our teachers are determined to reach all of our kids and kids across CalCA to get them to the semester finish line successfully. With just a few weeks left in the semester, our teachers are working with their PLCs and departments to help get kids to passing through motivation, test corrections, extra credit and individualized resources. We are having lots of great conversations with families!

We are excited for our upcoming field trips and our mid year bowling picnic in February. The mid year picnic is always a great success and a fun time for everyone. This year's NEON theme should make it even more fun!

Lastly, we had a new North Bay family member join us just before break. Our awesome elementary teacher, Katelyn Lee, had her baby girl, Adeline Piper Lee, on Dec. 20. Both mom and baby are happy and resting at home. :)

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay

Report Date

December 31, 2018

Currently Enrolled

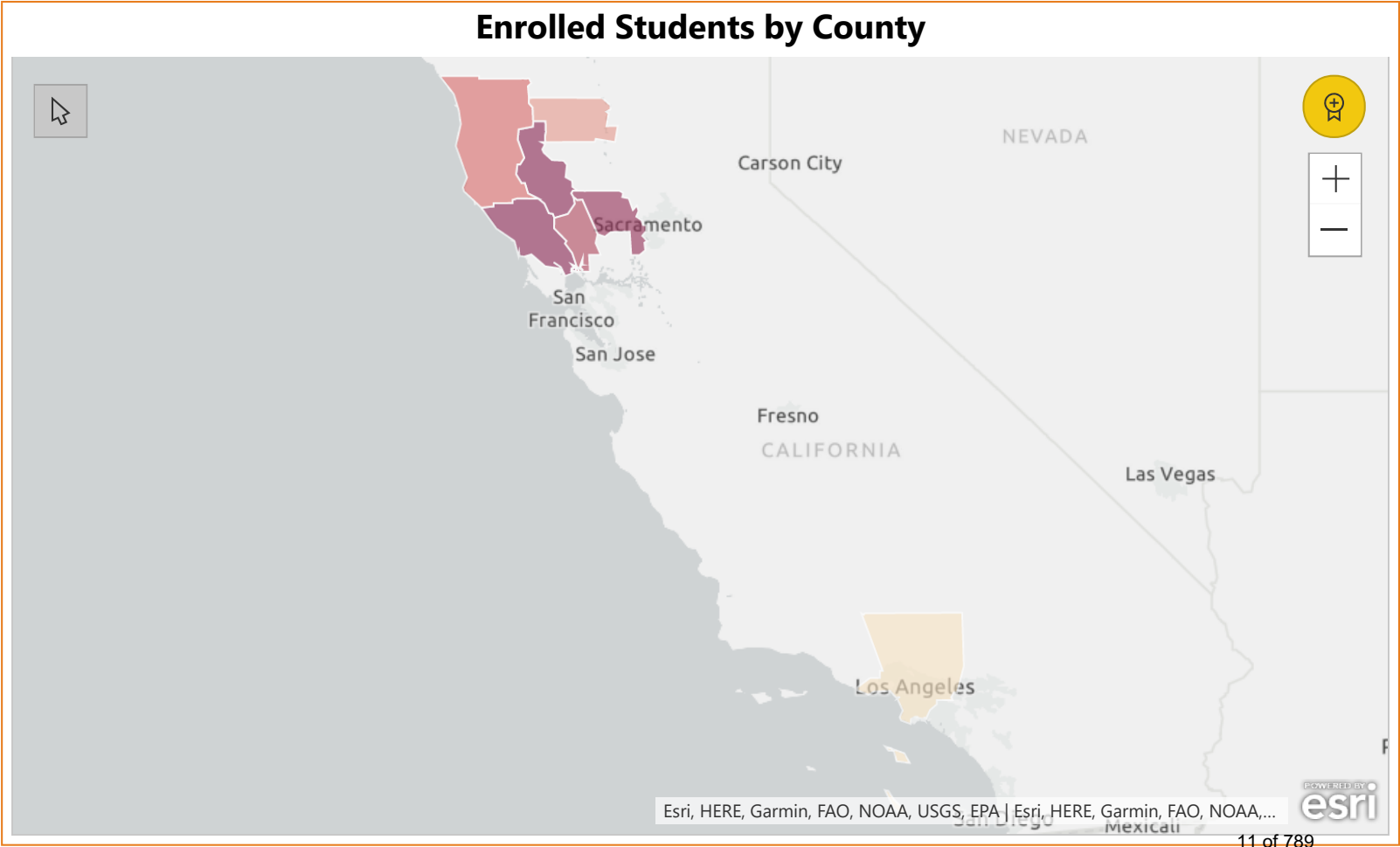
201

Total YTD Enrolled

246

Enrollment Services Complete (Stage 4)

253



California Connections Academy at North Bay

December 31, 2018

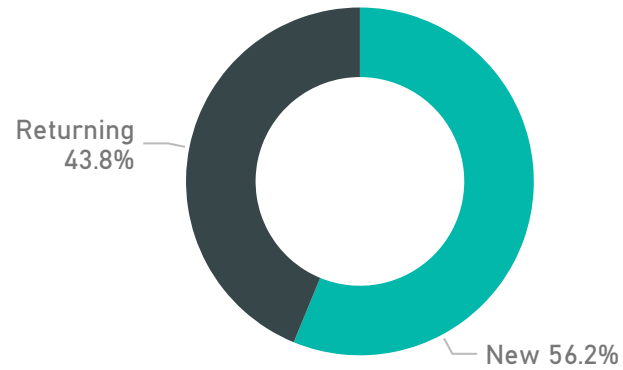
Current Enrollment Month-Over-Month Change

-5%

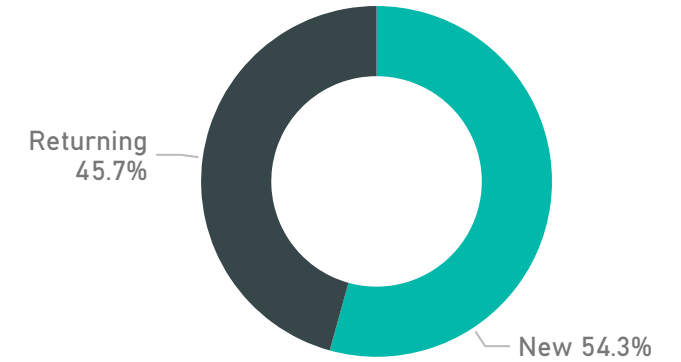
Current Enrollment Year-Over-Year Change

8%

New and Returning

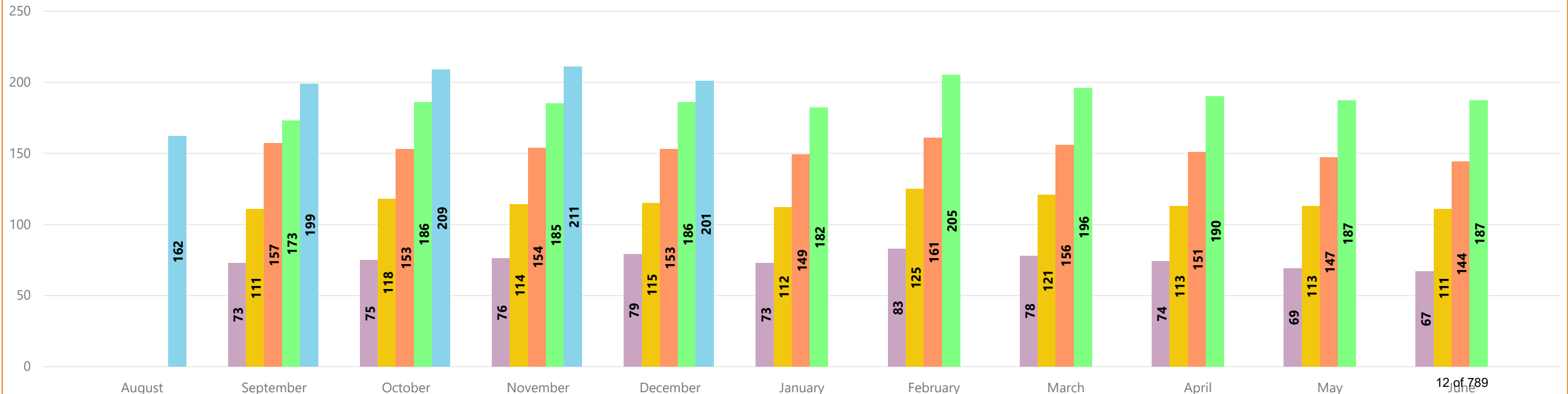


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

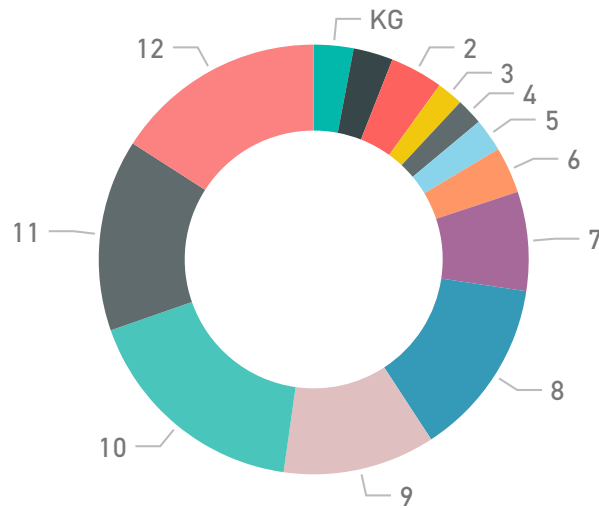
schoolYear 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



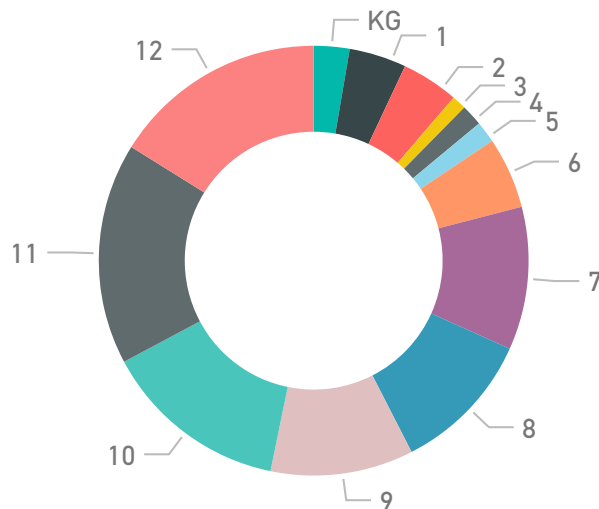
California Connections Academy at North Bay

December 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

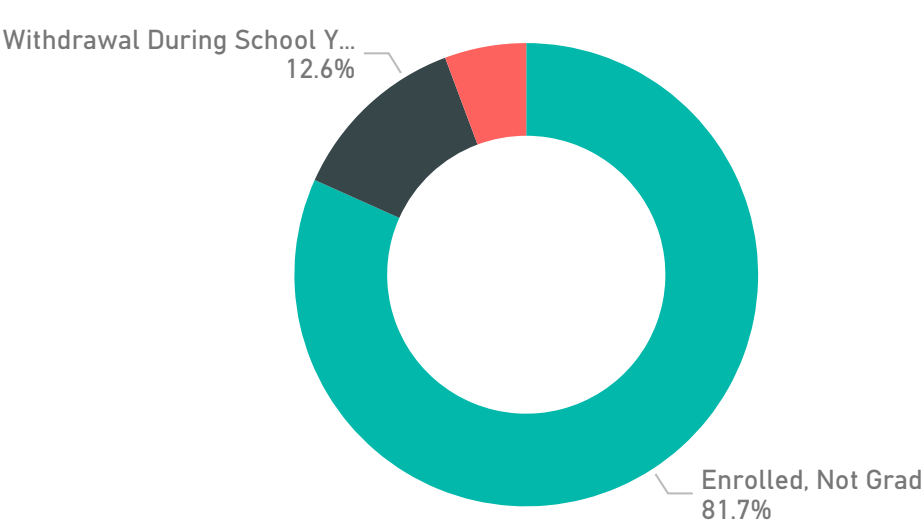


Grade Distribution

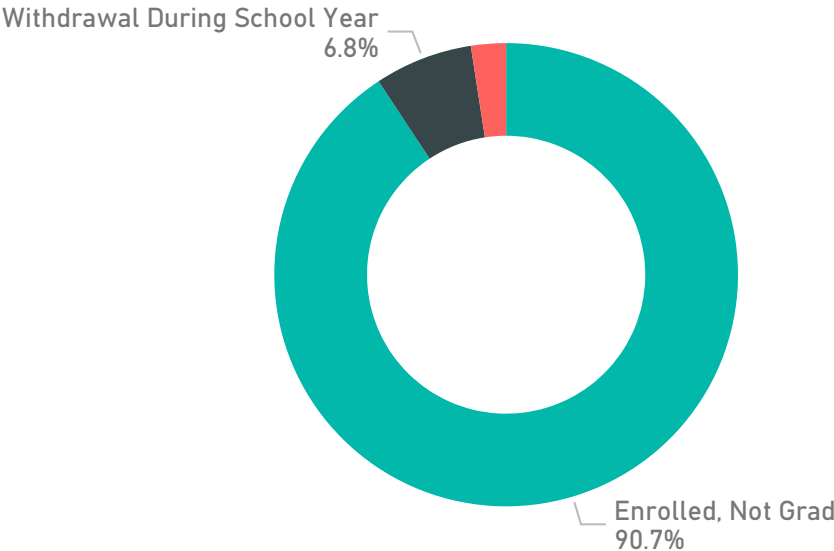
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	21	11%	21	11%	21	10%	20	10%
KG	5	3%	5	3%	7	3%	6	3%
1	8	4%	8	4%	6	3%	6	3%
2	8	4%	8	4%	8	4%	8	4%
3-5	8	4%	11	6%	16	8%	13	6%
3	2	1%	3	2%	6	3%	4	2%
4	3	2%	4	2%	4	2%	4	2%
5	3	2%	4	2%	6	3%	5	2%
6-8	50	27%	54	29%	50	24%	49	24%
6	10	5%	11	6%	8	4%	7	3%
7	20	11%	17	9%	15	7%	15	7%
8	20	11%	26	14%	27	13%	27	13%
9-12	107	58%	101	54%	124	59%	119	59%
9	20	11%	23	12%	25	12%	23	11%
10	26	14%	30	16%	35	17%	35	17%
11	31	17%	21	11%	31	15%	29	14%
12	30	16%	27	14%	33	16%	32	16%
Total	186	100%	187	100%	211	100%	201	100%

California Connections Academy at North Bay
December 31, 2018

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	186	91%	187	76%	211	88%	201	82%
Prior To Engagement	5	2%	8	3%	13	5%	14	6%
Withdrawal During School Year	14	7%	51	21%	16	7%	31	13%
Total	205	100%	246	100%	240	100%	246	100%

Enrollment Services Complete (Stage 4)

253

California Connections Academy at North Bay

December 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
▲				
Different/Better Schooling Option (Not related to socialization)	6	25	12	25
Life change	1	5	1	2
Mismatch Academic	1	5		
Regulation	4	13	1	2
Student wants more socialization	2	3	2	2

Different/Better Schooling Option (Not...

Student wa...

Regulation

Life change

15 of 789

California Connections Academy at North Bay

December 31, 2018

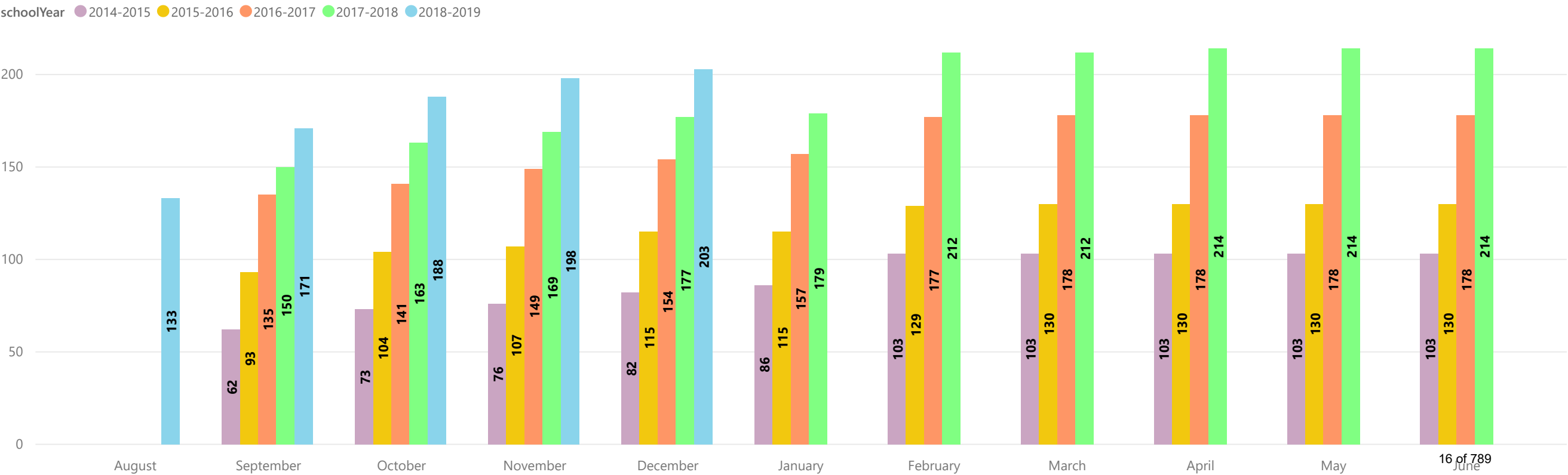
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	159	159	174	165
WD During School Year	14	50	13	27
WD Prior To Engagement	5	8	13	14

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.17	1.18	1.21	1.22

Monthly Total Households



California Connections Academy at North Bay
December 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	42	44	57	54
Not Hispanic or Latino	144	143	154	147

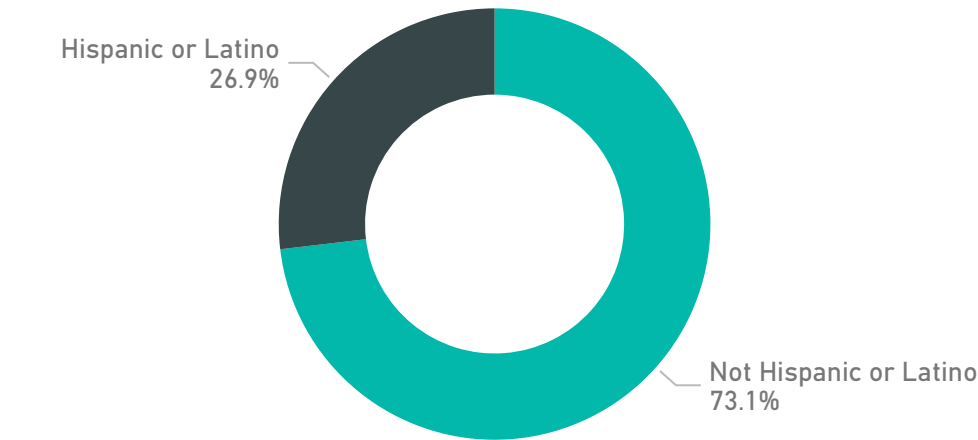
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	17	16	17	16
Asian	12	12	15	15
Black/African American	12	15	20	19
Native Hawaiian or Other Pacific Islander	2	3	4	4
White	159	159	182	172

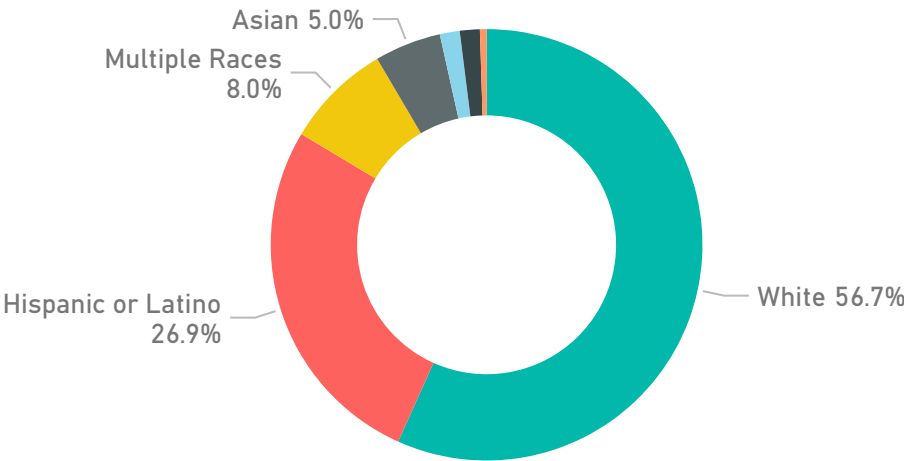
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1	3	3
Asian	9	9	10	10
Black/African American	4	6	3	3
Hispanic or Latino	42	44	57	54
Multiple Races	12	12	16	16
Native Hawaiian or Other Pacific Islander	1	1	1	1
White	117	114	121	114

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay
December 31, 2018

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	101	108	111	107
M	85	79	100	94

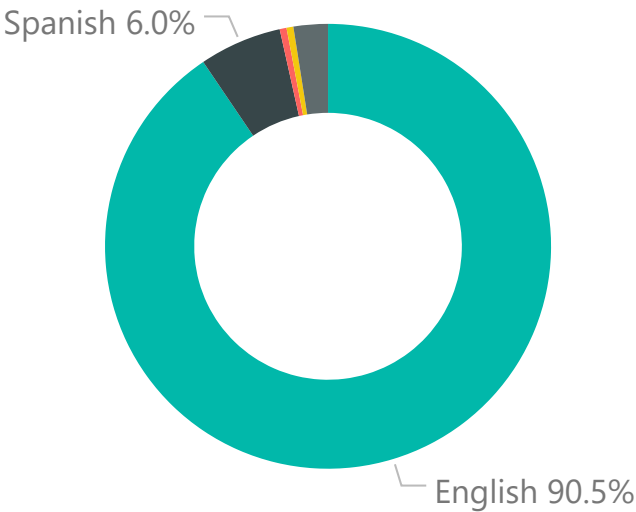
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	174	175	192	182
Spanish	7	7	12	12
Russian	1	1	1	1
Arabic			1	1
Another Language	4	4	5	5

Enrolled Students by Gender



Enrolled Students by Language



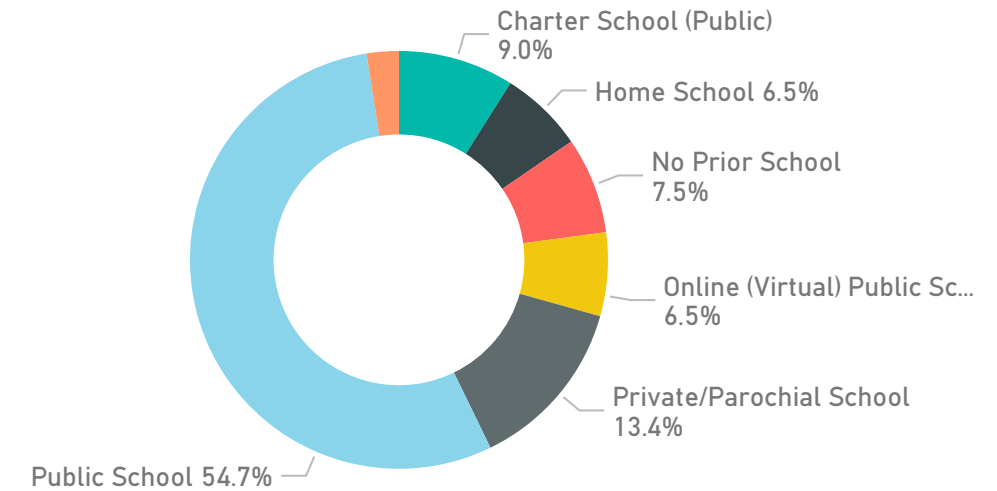
California Connections Academy at North Bay

December 31, 2018

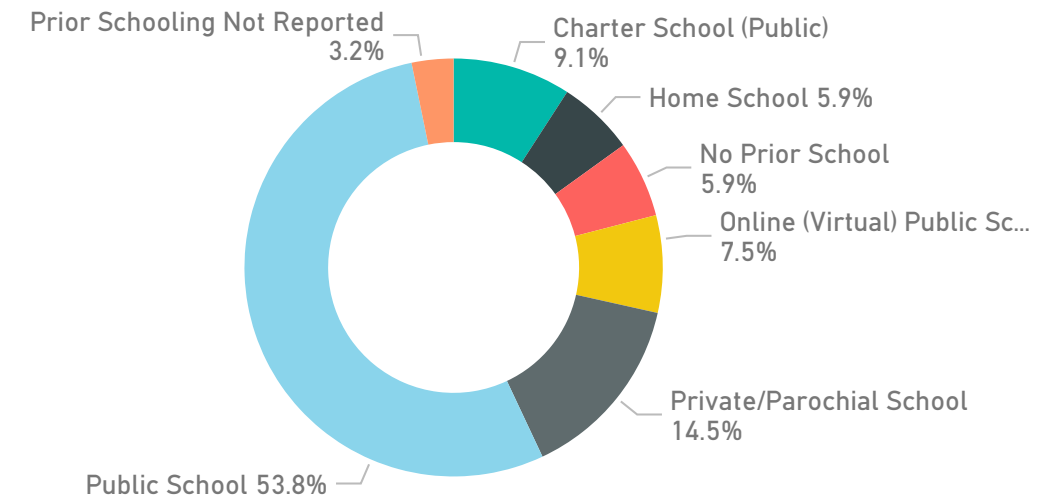
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	17	17	19	18
Home School	11	10	14	13
No Prior School	11	9	16	15
Online (Virtual) Public School	14	15	14	13
Private/Parochial School	27	28	26	27
Public School	100	102	116	110
Prior Schooling Not Reported	6	6	6	5

Prior Schooling December 31, 2018

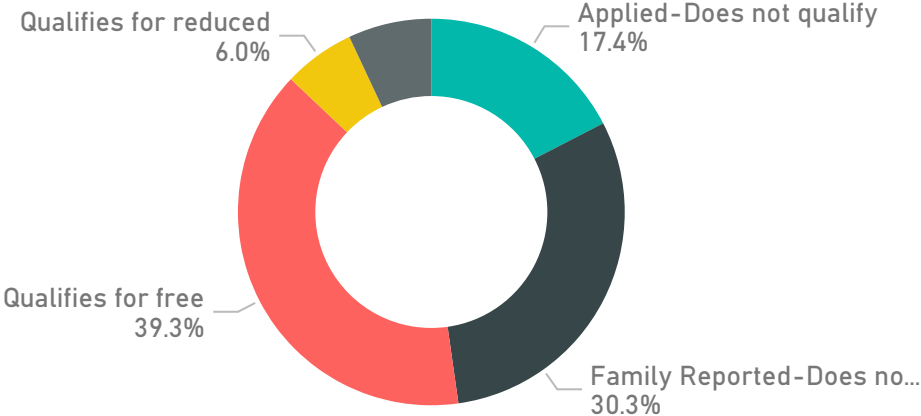


Prior Schooling December 31, 2017

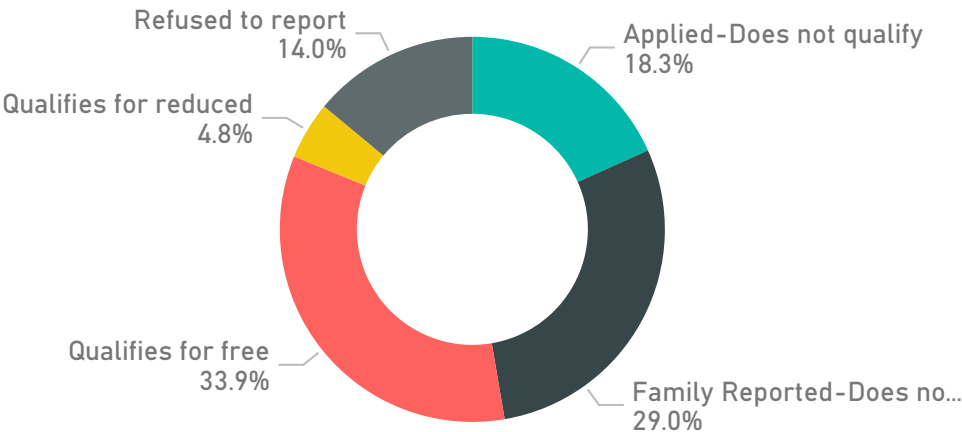


California Connections Academy at North Bay
December 31, 2018

FARM Eligibility
December 31, 2018



FARM Eligibility
December 31, 2017



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	3	3	1	1
Emotionally Impaired	5	6	5	5
Other Health Impaired	6	5	5	5
Specific Learning Disability	10	15	17	16
Speech/Language Impaired	4	4	1	1

Specific Learning Disability

Other Health Impaired

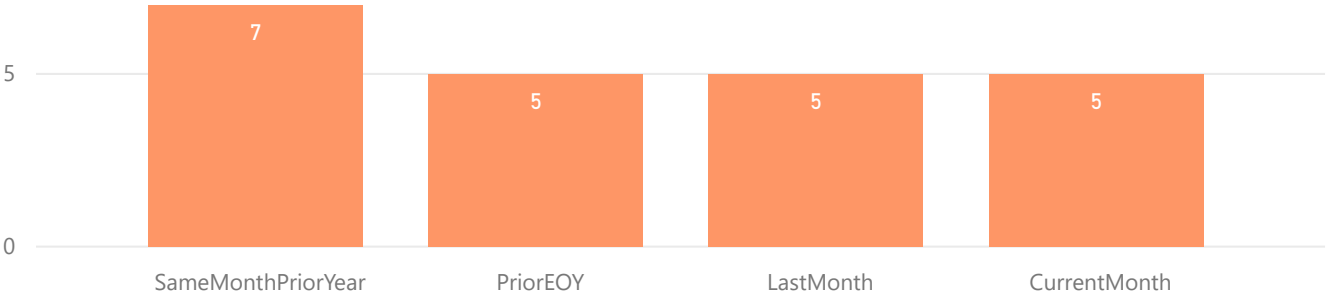
Sp...

Emotionally Impaired

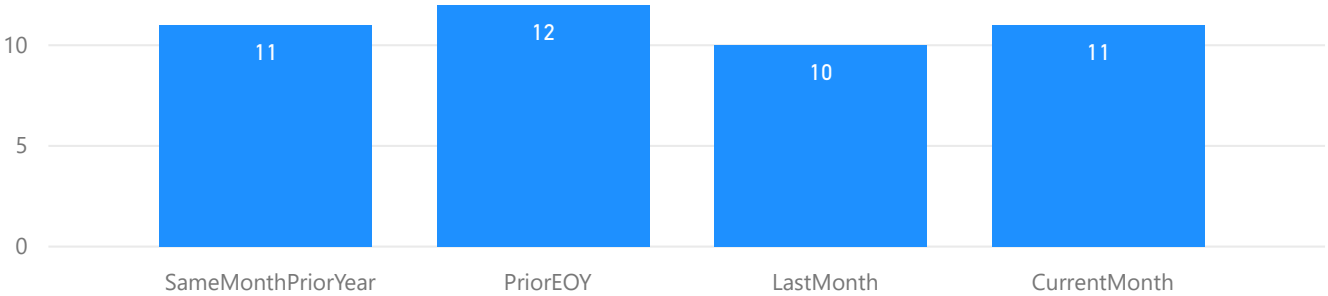
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California Connections Academy at North Bay
December 31, 2018

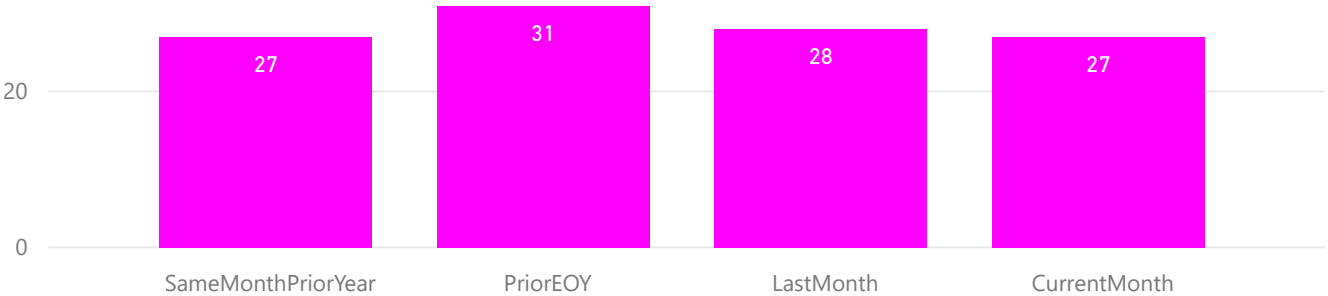
Gifted



Plan504



IEP



Currently Enrolled

201

Gifted

2%

Plan504

5%

IEP

13%

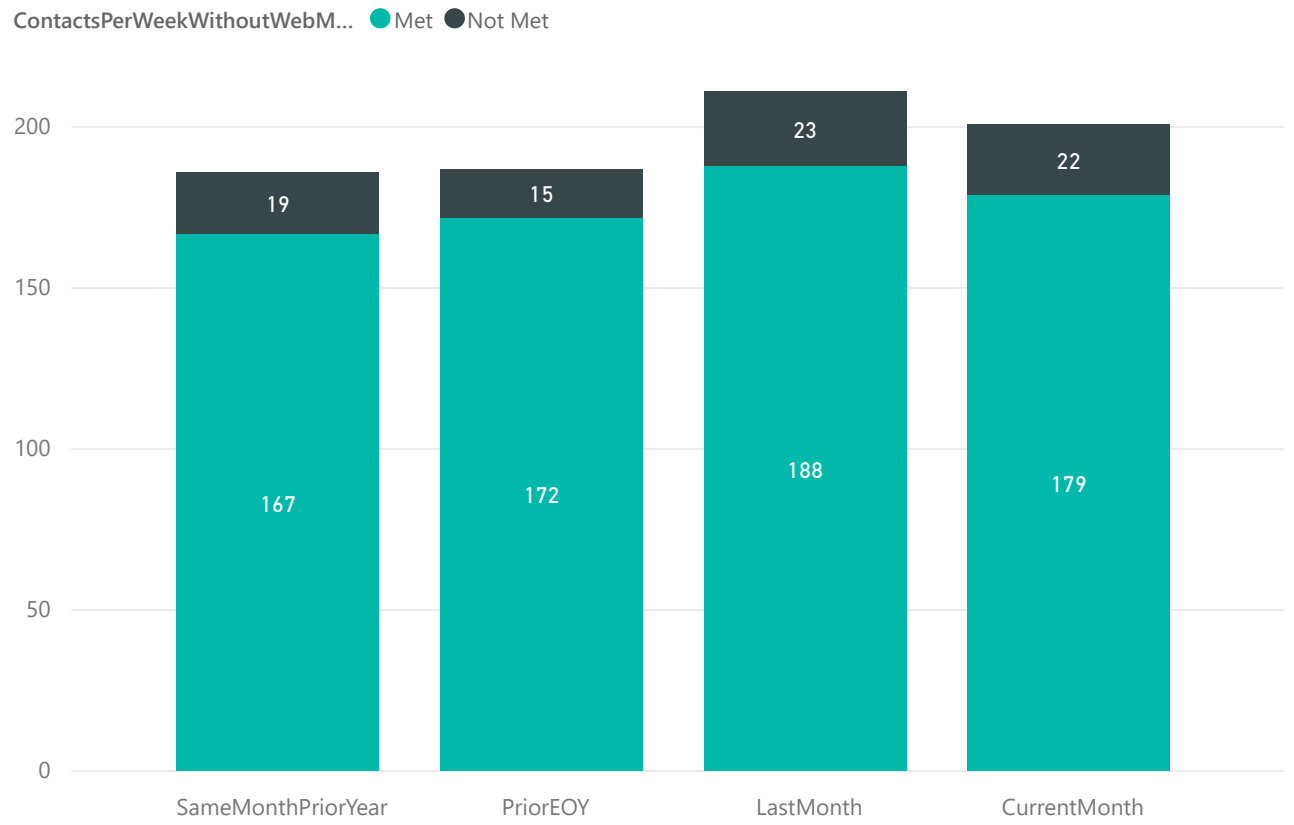
Not in Special Population

79%

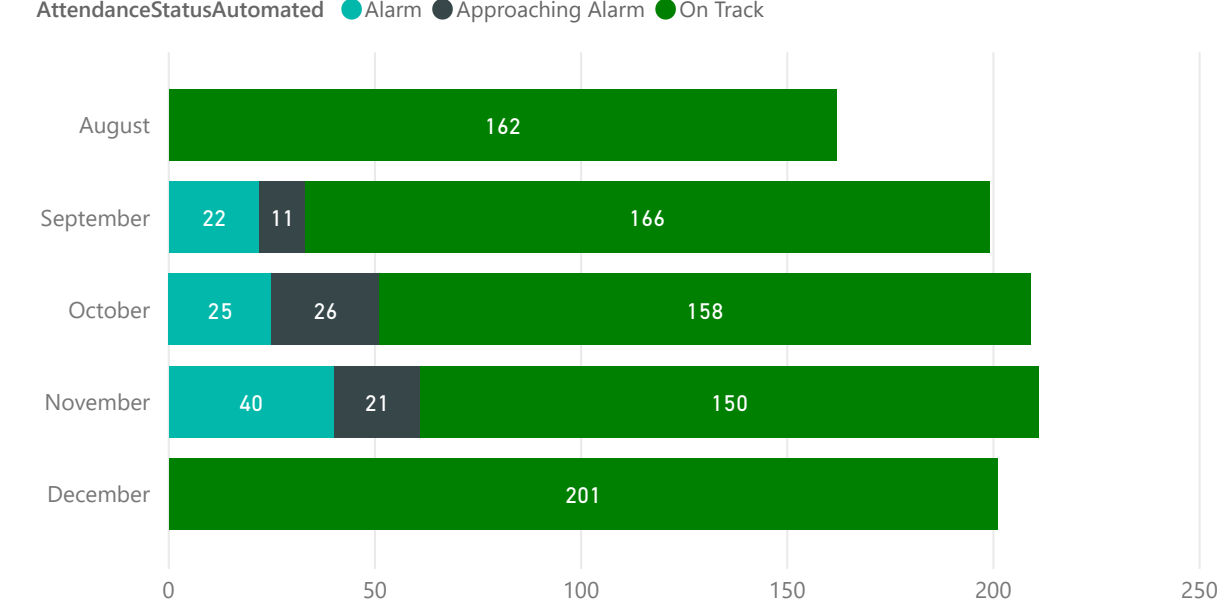
California Connections Academy at North Bay

December 31, 2018

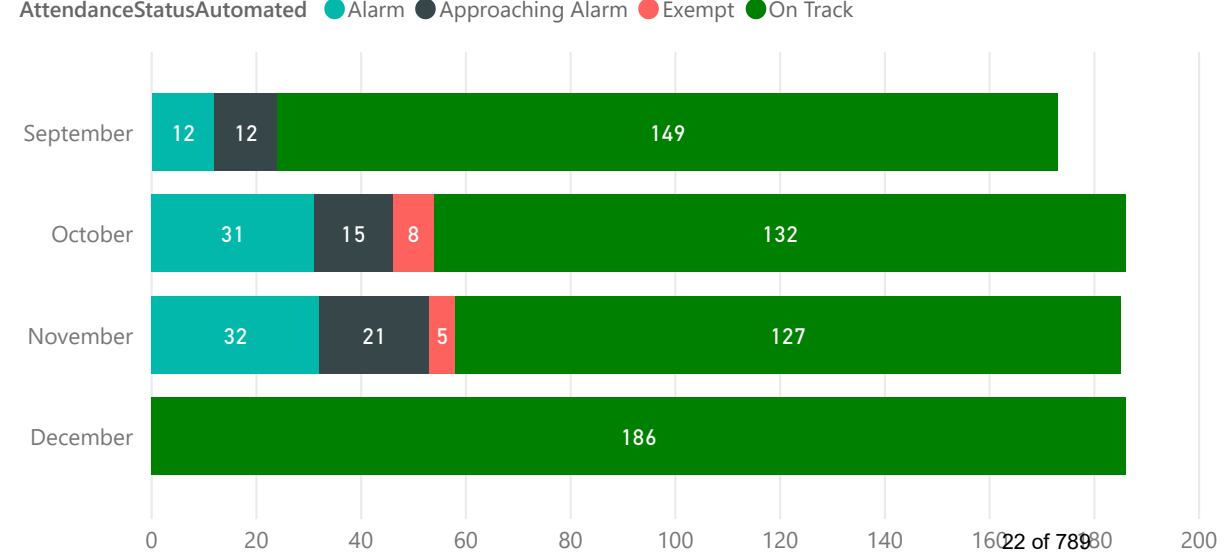
Contacts Per Week



School Year: 2018-2019



School Year: 2017-2018



Currently Enrolled

201

California Connections Academy at North Bay
December 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	108%	98%	90%	94%
3-5	97%	101%	92%	89%
6-8	104%	100%	101%	100%
9-12	96%	98%	96%	93%
Total	99%	99%	96%	95%

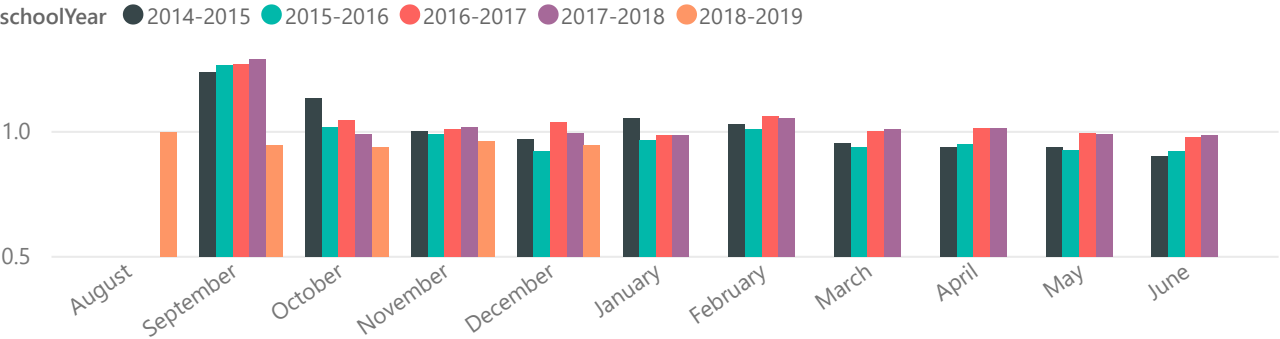
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	91%	93%	92%
3-5	68%	70%	80%	78%
6-8	64%	67%	74%	73%
9-12	69%	76%	67%	68%
Total	70%	75%	72%	72%

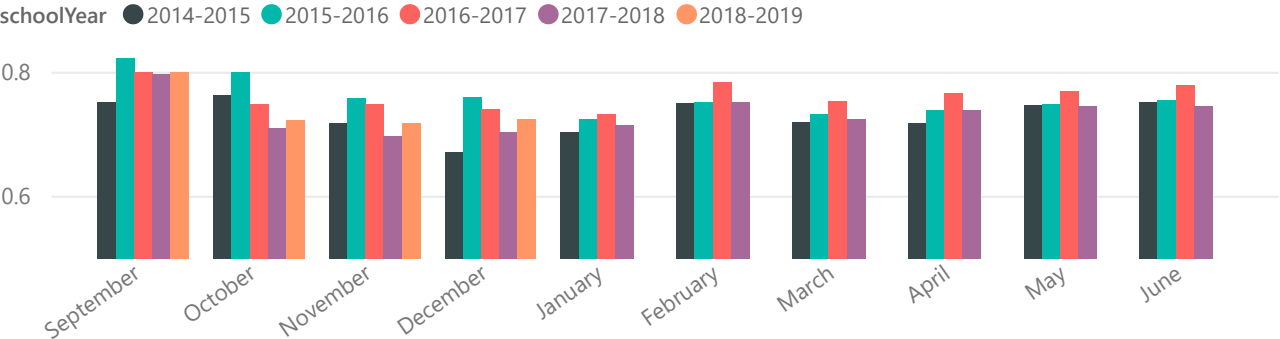
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	93%	90%	91%
3-5	98%	95%	93%	92%
6-8	93%	93%	95%	93%
9-12	83%	87%	83%	85%
Total	87%	90%	87%	88%

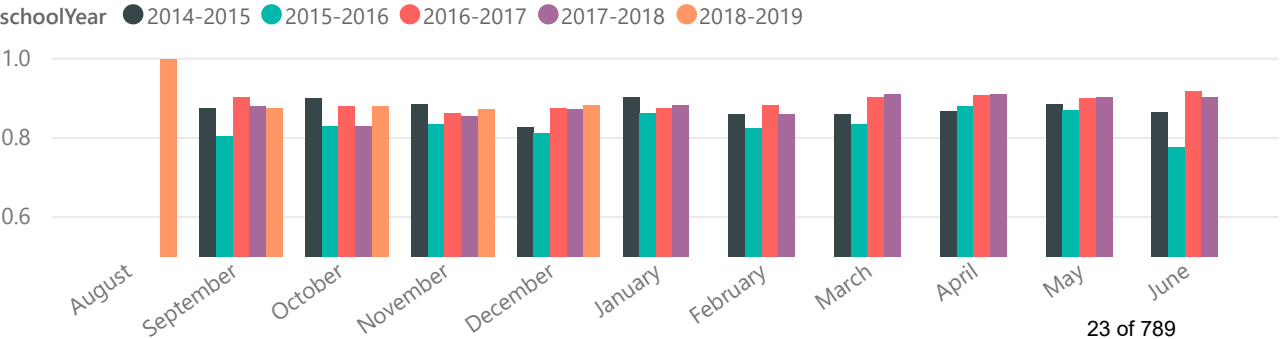
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled

201

Total YTD Enrolled

246

Enrollment Services Complete (Stage 4)

253

California Connections Academy at North Bay

December 31, 2018

Current Enrollment Month-Over-Month Change

-5%

Current Enrollment Year-Over-Year Change

8%

Monthly Student Current Enrollment Comparison

schoolYear

2014-2015

2015-2016

2016-2017

2017-2018

2018-2019

200

0

August

September

October

November

December

January

February

March

April

May

June

162

73

173

75

186

76

185

79

186

73

182

83

205

78

196

74

190

69

187

67

187

Total YTD Enrollment

ReportPeriod

Withdrawal Category

Enrolled, Not Grad

Prior To Engagement

Withdrawal During School Year

Total

SameMonthPriorYear

Student Count

%CT Student Count

186

91%

201

82%

5

2%

14

6%

14

7%

31

13%

205

100%

246

100%

CurrentMonth

Student Count

%CT Student Count

201

82%

14

6%

31

13%

246

100%

New & Returning

ReportPeriod

SameMonthPriorYear

CurrentMonth

New or Returning

Students

%CT Students

Students

%CT Students

New

101

54.30%

113

56.22%

Returning

85

45.70%

88

43.78%

Household Data

Household Data

SameMonthPriorYear

CurrentMonth

Active

159

165

WD During School Year

14

27

WD Prior To Engagement

5

14

Students Per Active Household

SameMonthPriorYear

CurrentMonth

1.17

1.22

Grade Distribution

ReportPeriod

SameMonthPriorYear

CurrentMonth

GradeDistribution

Students

%CT Students

Students

%CT Students

PK-2

21

11%

20

10%

KG

5

3%

6

3%

1

8

4%

6

3%

2

8

4%

8

4%

3-5

8

4%

13

6%

3

2

1%

4

2%

4

3

2%

4

2%

5

3

2%

5

2%

6-8

50

27%

49

24%

6

10

5%

7

3%

7

20

11%

15

7%

8

20

11%

27

13%

9-12

107

58%

119

59%

9

20

11%

23

11%

10

26

14%

35

17%

11

31

17%

29

14%

12

30

16%

32

16%

Total

186

100%

201

100%

Withdrawal Reason

Withdrawal Reason

SameMonthPriorYear

CurrentMonth

Different/Better Schooling Option (Not related to socialization)

6

25

Life change

1

2

Mismatch Academic

1

Regulation

4

2

Student wants more socialization

2

2

24 of 789

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	101	107
M	85	94

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	174	182
Spanish	7	12
Russian	1	1
Arabic		1
Another Language	4	5

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	42	54
Not Hispanic or Latino	144	147

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	17	16
Asian	12	15
Black/African American	12	19
Native Hawaiian or Other Pacific Islander	2	4
White	159	172

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	7	6
Family Reported-Does not qualify	4	11
Qualifies for free	10	10
Qualifies for reduced	2	1
Refused to report	5	

California Connections Academy at North Bay
December 31, 2018

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	3	1
Emotionally Impaired	5	5
Other Health Impaired	6	5
Specific Learning Disability	10	16
Speech/Language Impaired	4	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	7	5

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	11	11

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	27	27

Gifted	Plan504
2%	5%
IEP	Not in Special Population
13%	79%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	3
Asian	9	10
Black/African American	4	3
Hispanic or Latino	42	54
Multiple Races	12	16
Native Hawaiian or Other Pacific Islander	1	1
White	117	114

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	17	18
Home School	11	13
No Prior School	11	15
Online (Virtual) Public School	14	13
Private/Parochial School	27	27
Public School	100	110
Prior Schooling Not Reported	6	5

California Connections Academy at North Bay
December 31, 2018

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	167	179
Not Met	19	22

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	186	201

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	108%	94%
3-5	97%	89%
6-8	104%	100%
9-12	96%	93%
Total	99%	95%

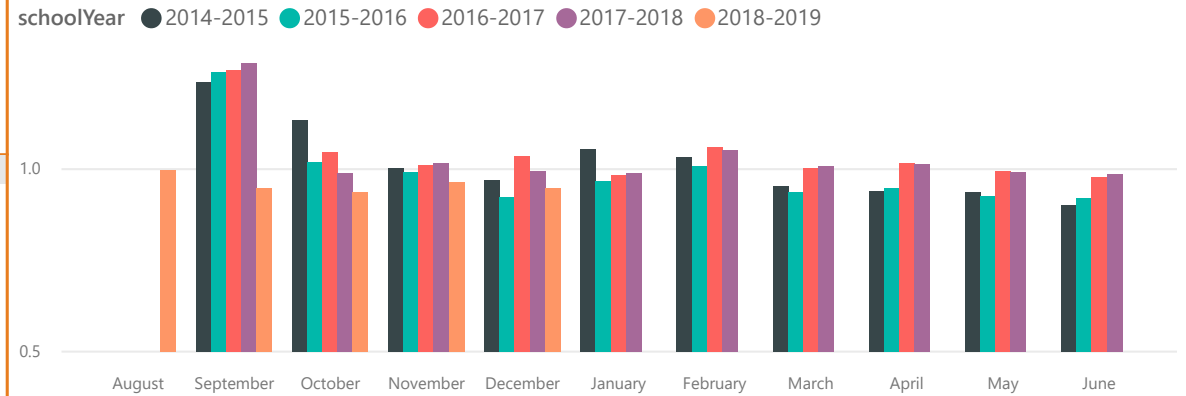
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	92%
3-5	68%	78%
6-8	64%	73%
9-12	69%	68%
Total	70%	72%

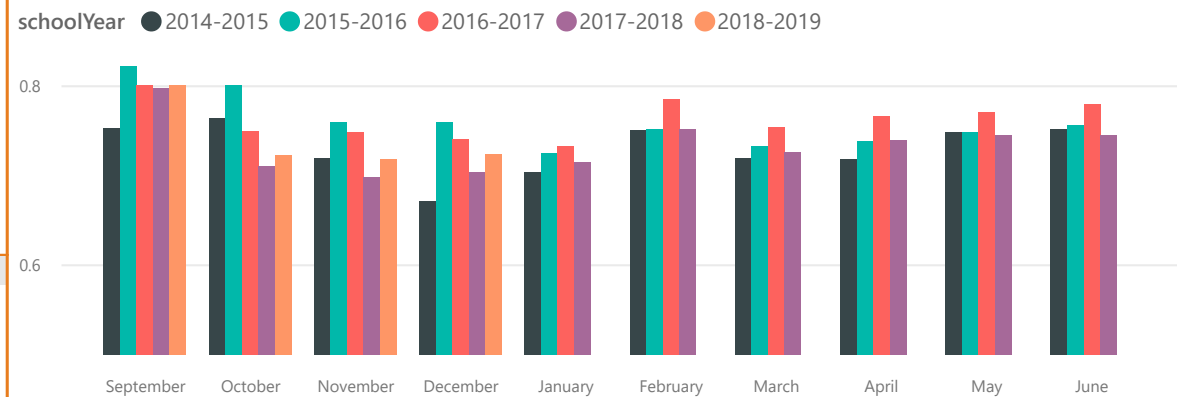
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	91%
3-5	98%	92%
6-8	93%	93%
9-12	83%	85%
Total	87%	88%

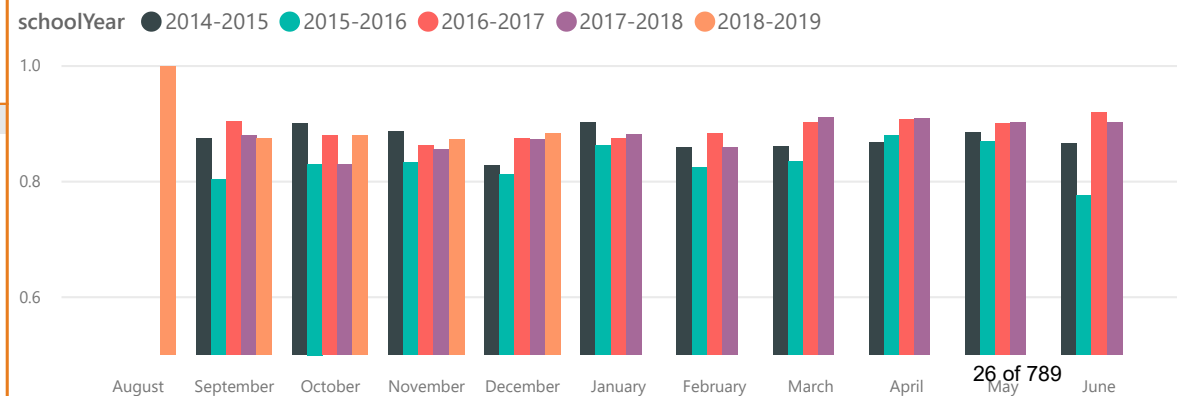
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

December 31, 2018

Currently Enrolled

534

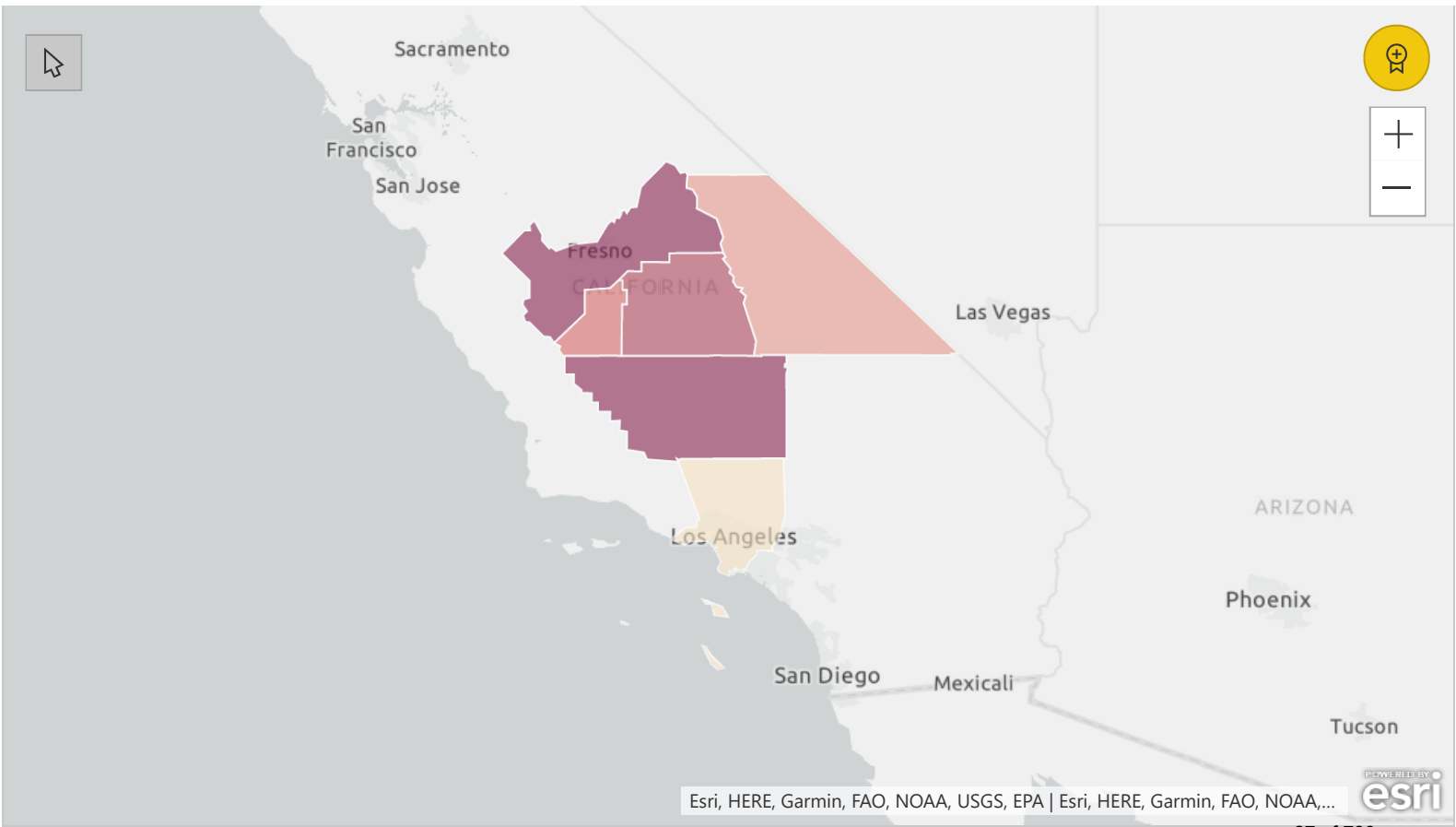
Total YTD Enrolled

631

Enrollment Services Complete (Stage 4)

651

Enrolled Students by County



Central California Connections Academy
December 31, 2018

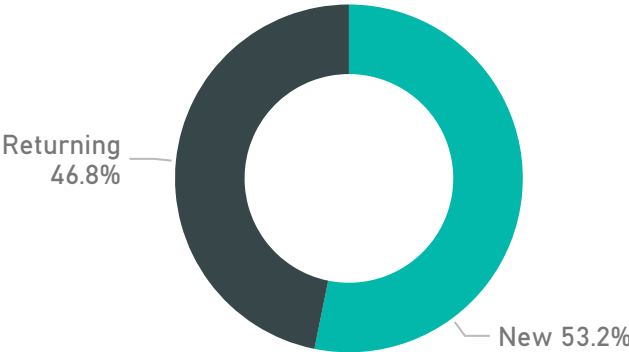
Current Enrollment Month-Over-Month Change

0%

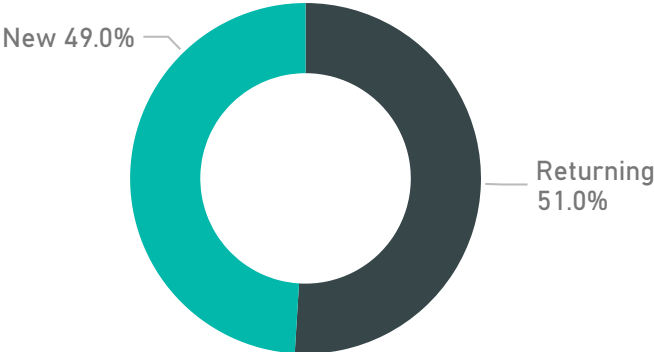
Current Enrollment Year-Over-Year Change

16%

New and Returning

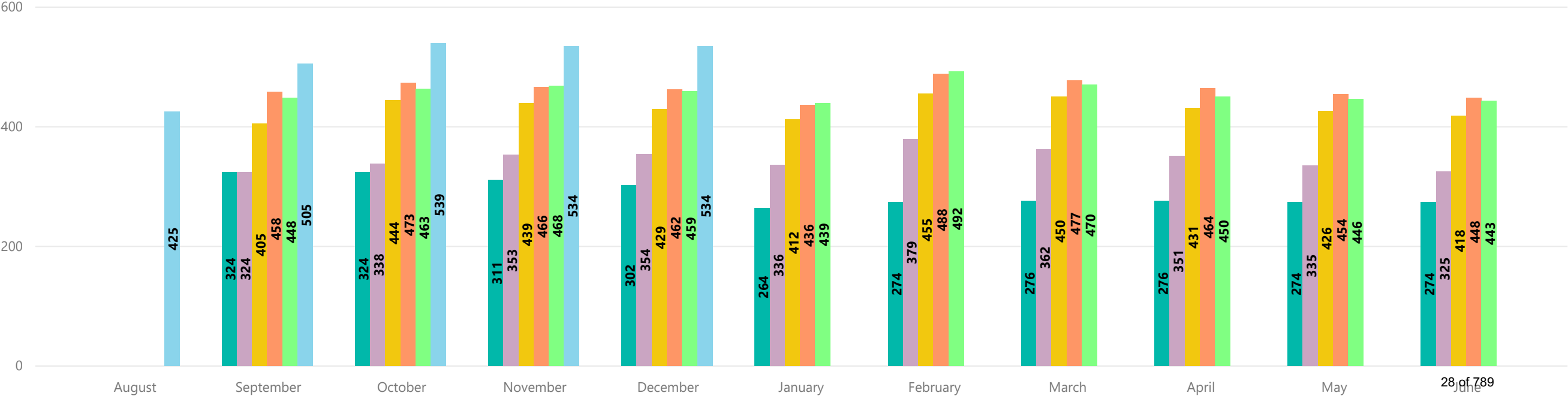


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

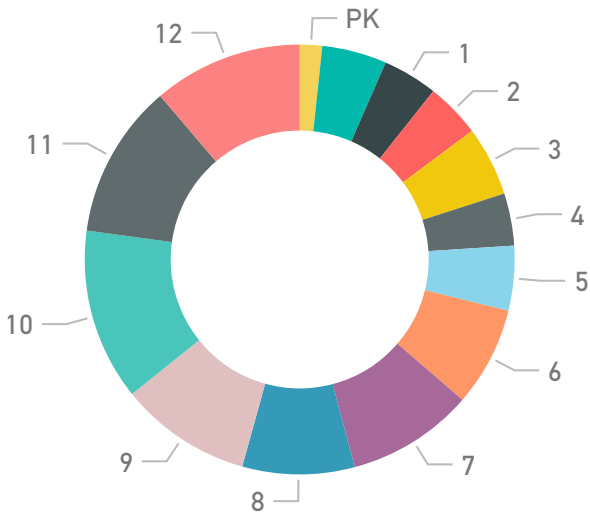
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



Central California Connections Academy

December 31, 2018

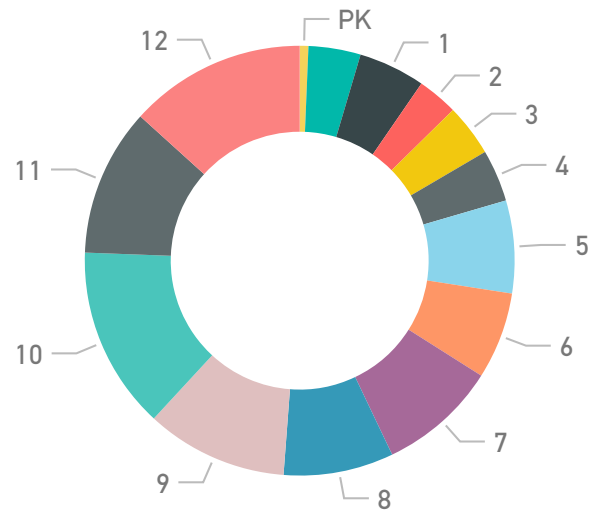
Enrolled Students by Final Grade



Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	58	13%	60	14%	79	15%	79	15%
PK	3	1%	3	1%	9	2%	9	2%
KG	18	4%	19	4%	26	5%	26	5%
1	23	5%	22	5%	21	4%	22	4%
2	14	3%	16	4%	23	4%	22	4%
3-5	68	15%	72	16%	75	14%	75	14%
3	18	4%	16	4%	29	5%	28	5%
4	18	4%	20	5%	21	4%	21	4%
5	32	7%	36	8%	25	5%	26	5%
6-8	109	24%	116	26%	133	25%	136	25%
6	30	7%	35	8%	40	7%	40	7%
7	41	9%	34	8%	49	9%	51	10%
8	38	8%	47	11%	44	8%	45	8%
9-12	224	49%	195	44%	247	46%	244	46%
9	49	11%	47	11%	56	10%	53	10%
10	63	14%	51	12%	70	13%	69	13%
11	51	11%	50	11%	63	12%	62	12%
12	61	13%	47	11%	58	11%	60	11%
Total	459	100%	443	100%	534	100%	534	100%

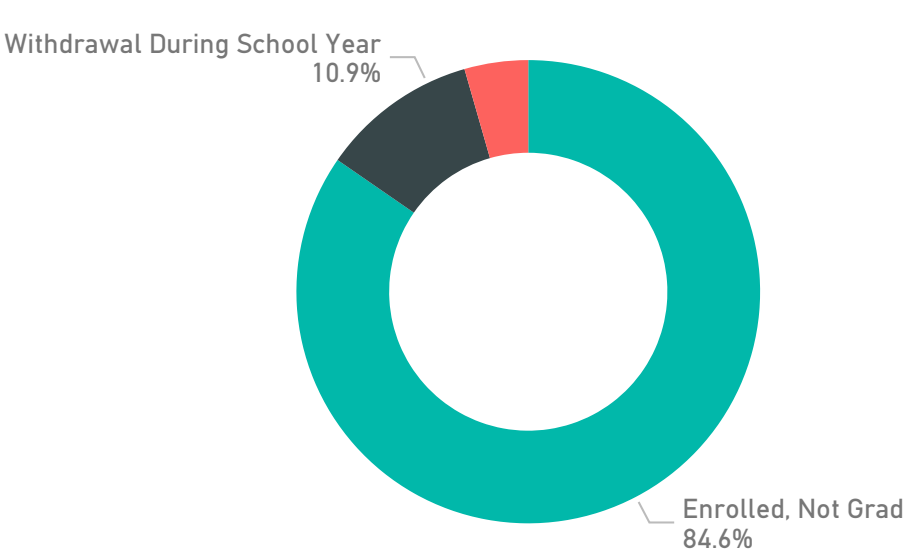
Enrolled Students Prior Year by Final Grade



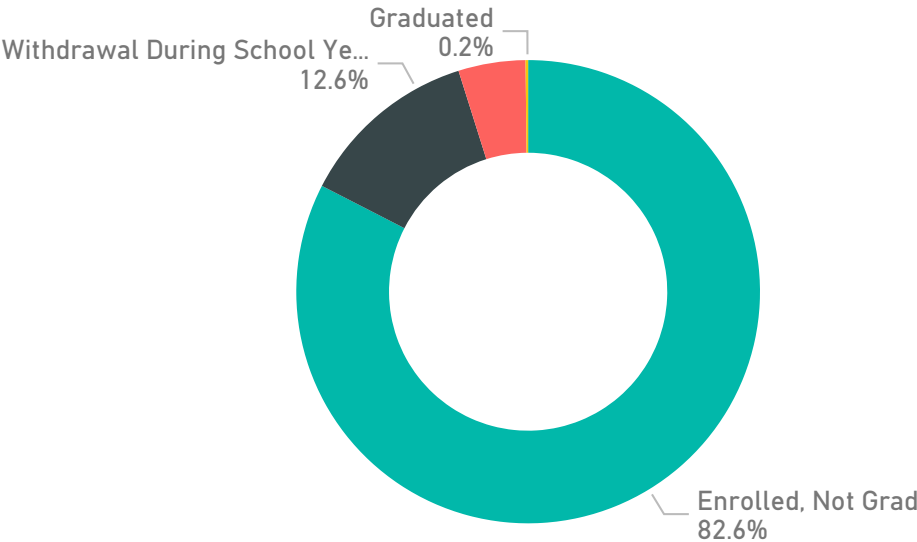
Central California Connections Academy

December 31, 2018

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	459	83%	443	69%	534	87%	534	85%
Graduated	1	0%	3	0%				
Prior To Engagement	26	5%	33	5%	26	4%	28	4%
Withdrawal During School Year	70	13%	166	26%	55	9%	69	11%
Total	556	100%	645	100%	615	100%	631	100%

Enrollment Services Complete (Stage 4)

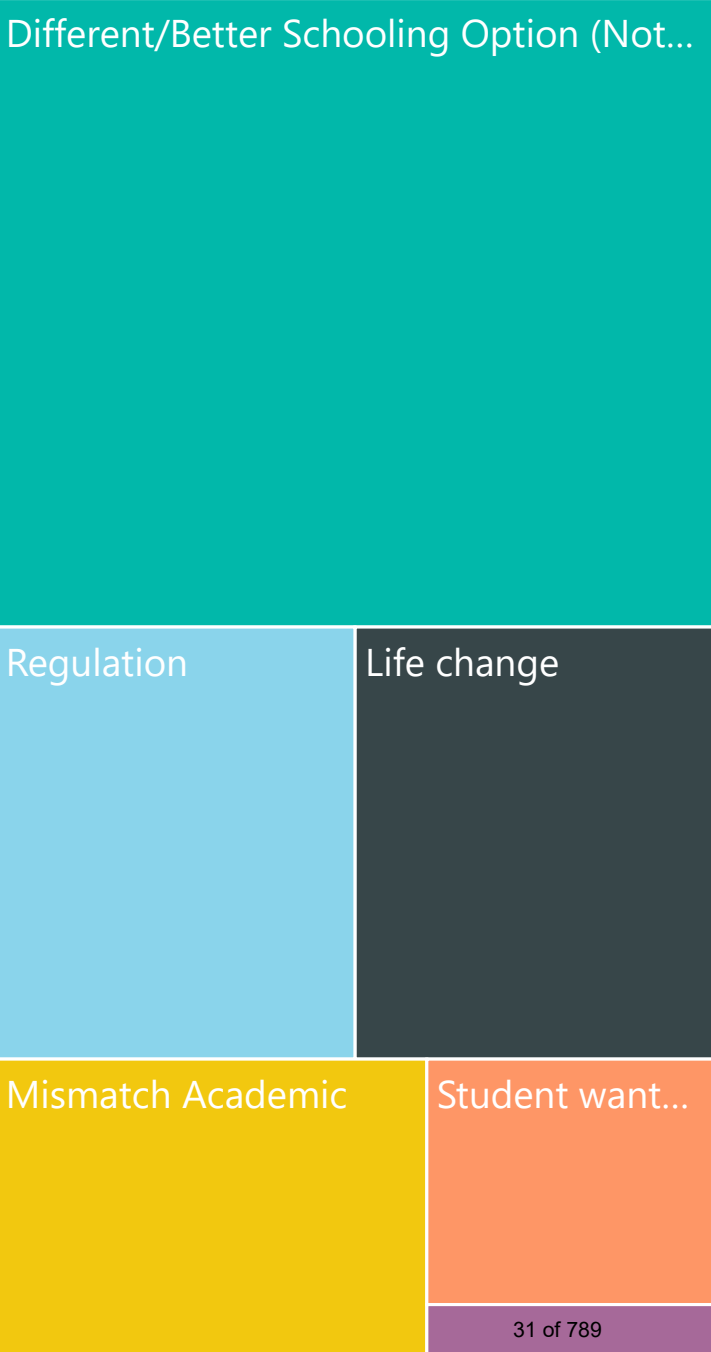
651

Central California Connections Academy

December 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
▲				
Different/Better Schooling Option (Not related to socialization)	38	84	27	32
Getting started with the school was too difficult		3		
Life change	3	14	10	11
Mismatch Academic	9	17	8	9
Mismatch Family Schedule	1	1	1	1
Regulation	13	40	6	11
Student wants more socialization	5	6	3	5
Unhappy with the school (teachers, leadership)	1	1		



Central California Connections Academy

December 31, 2018

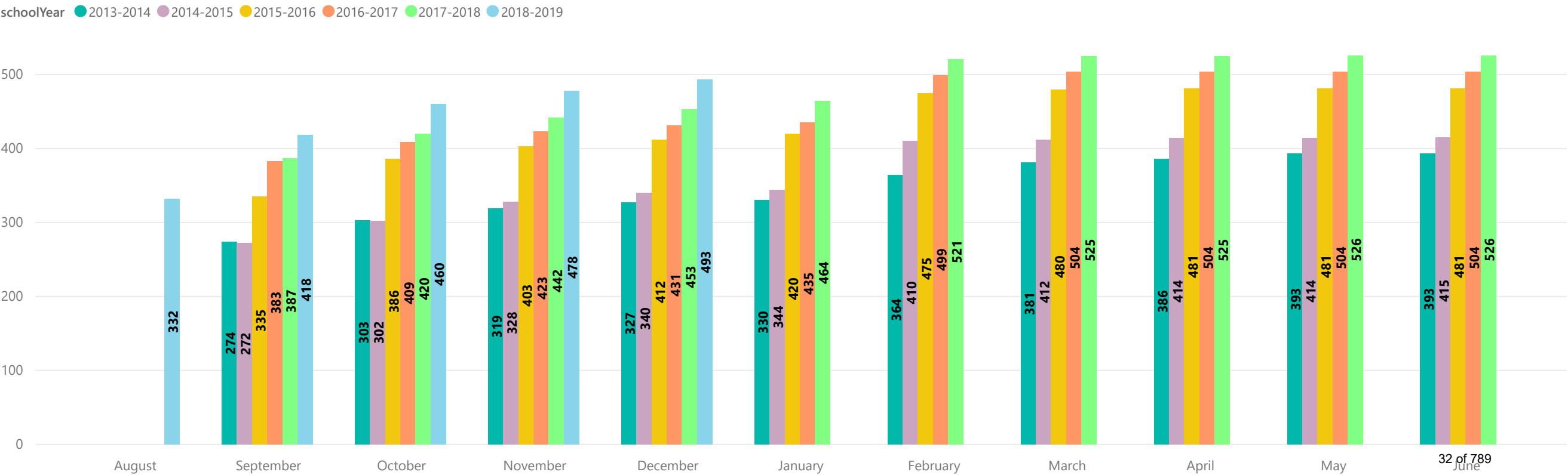
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	373	363	416	419
Graduated	1	3		
WD During School Year	62	142	43	56
WD Prior To Engagement	22	30	23	25

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.23	1.22	1.28	1.27

Monthly Total Households



Central California Connections Academy

December 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	181	178	229	230
Not Hispanic or Latino	278	265	305	304

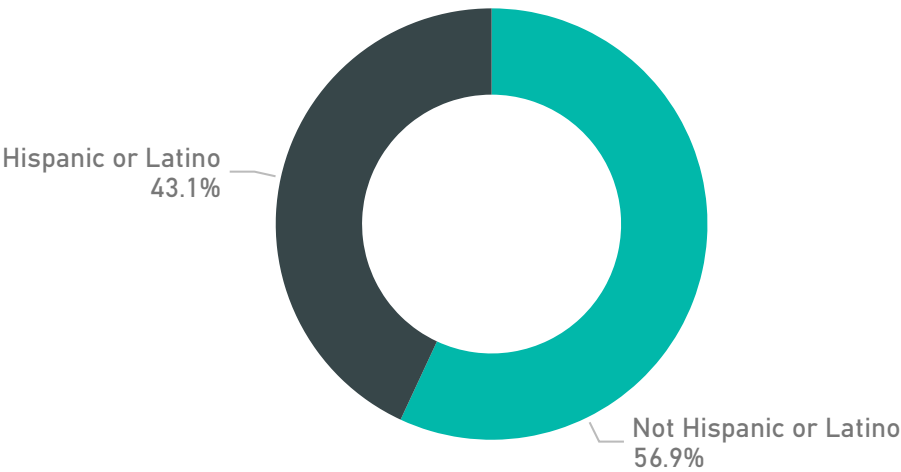
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	58	53	67	66
Asian	32	29	25	25
Black/African American	60	59	58	60
Native Hawaiian or Other Pacific Islander	8	7	7	8
White	361	353	431	428

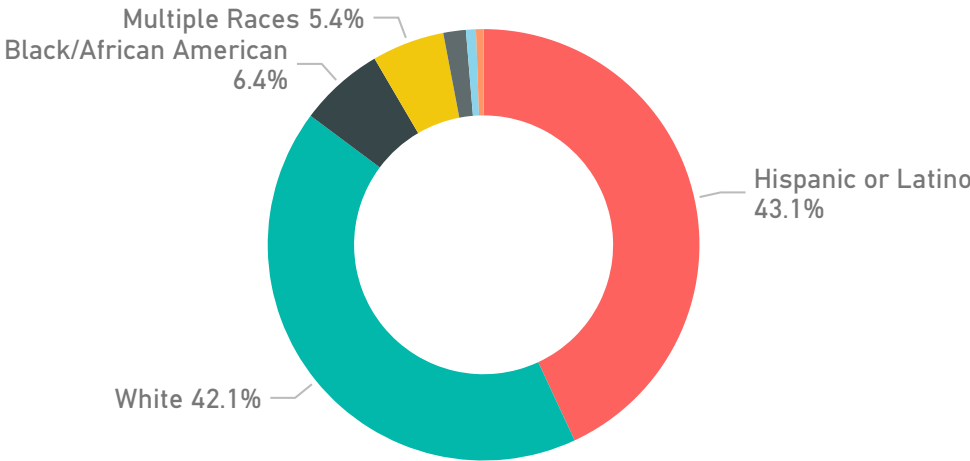
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	3	3	4	4
Asian	15	10	9	9
Black/African American	32	30	33	34
Hispanic or Latino	181	178	229	230
Multiple Races	29	28	30	29
Native Hawaiian or Other Pacific Islander	2	2	3	3
White	197	192	226	225

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy
December 31, 2018

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	237	219	278	271
M	222	224	256	263

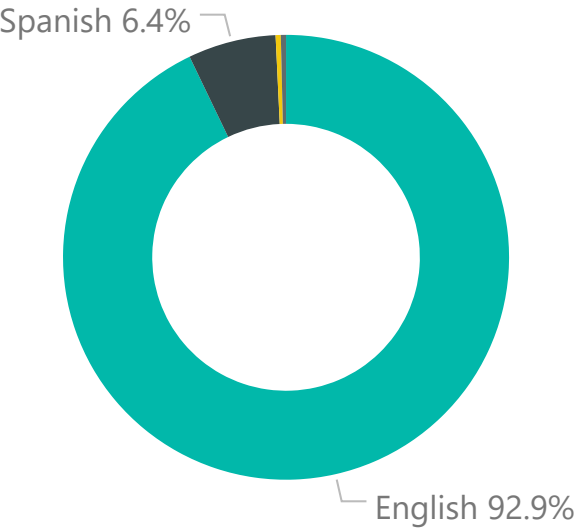
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	420	408	495	496
Spanish	32	31	35	34
Arabic	3	2	2	2
Another Language	4	2	2	2

Enrolled Students by Gender



Enrolled Students by Language



Central California Connections Academy

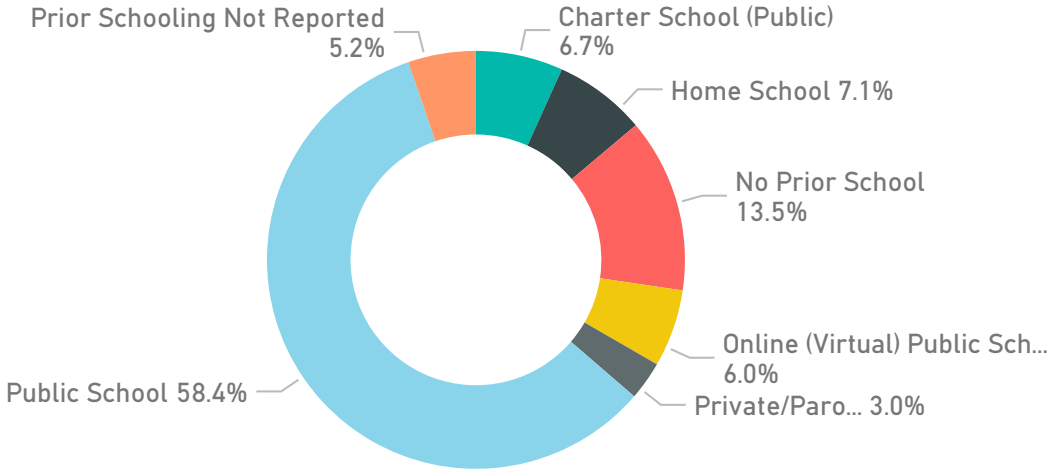
December 31, 2018

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	35	39	35	36
Home School	37	32	39	38
No Prior School	57	46	72	72
Online (Virtual) Public School	28	28	33	32
Private/Parochial School	23	23	16	16
Public School	252	250	310	312
Prior Schooling Not Reported	27	25	29	28

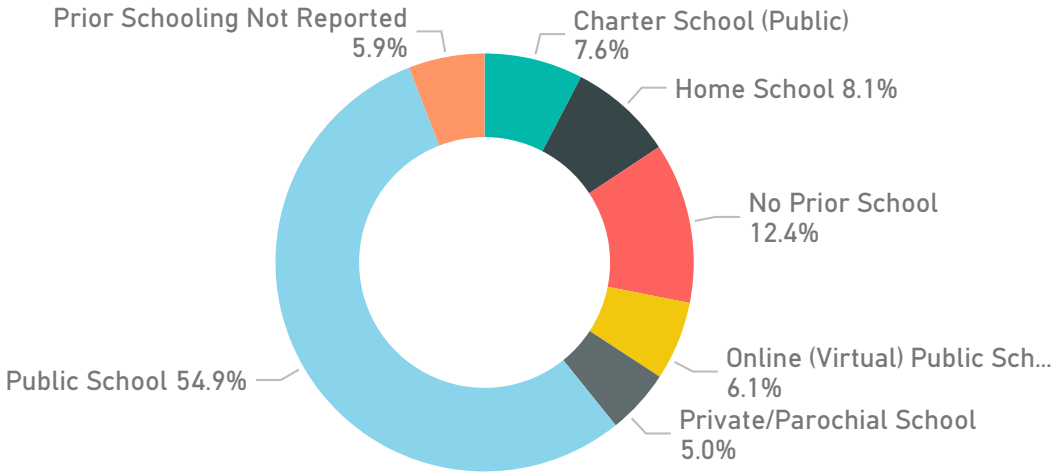
Prior Schooling

December 31, 2018



Prior Schooling

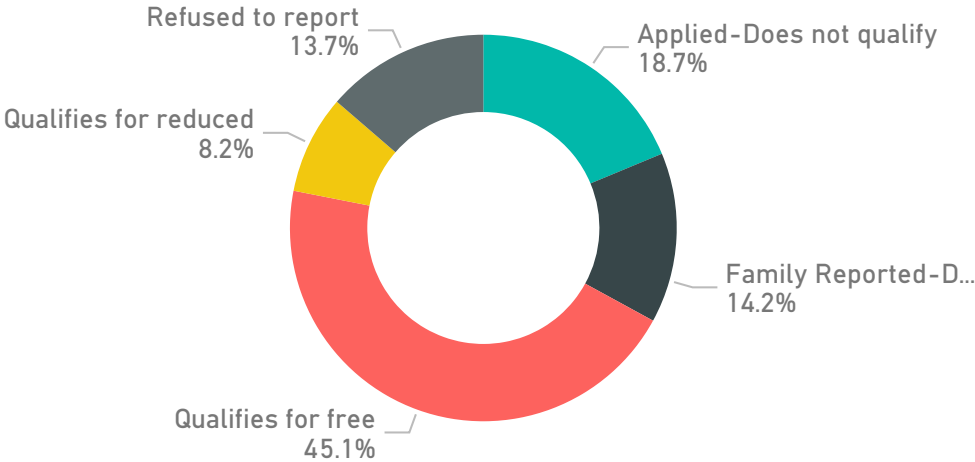
December 31, 2017



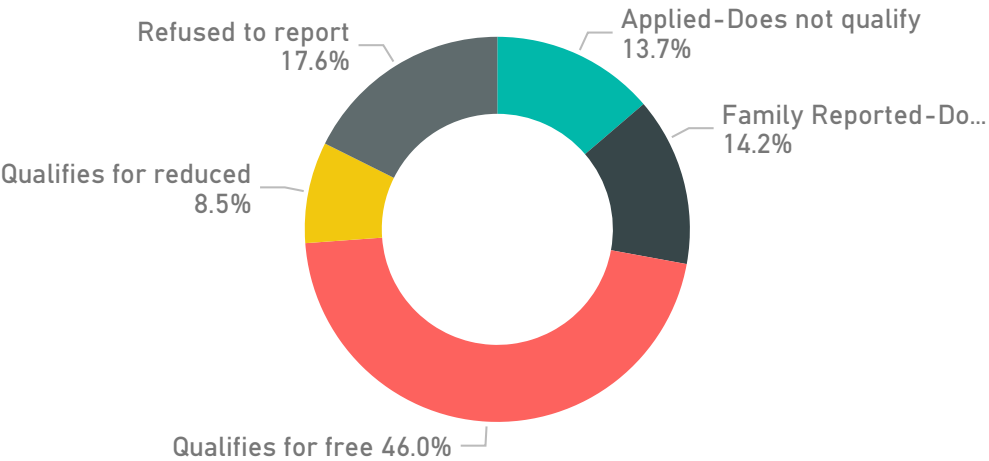
Central California Connections Academy

December 31, 2018

FARM Eligibility
December 31, 2018



FARM Eligibility
December 31, 2017



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	9	12	12	12
Cognitive Disability	3	3	4	4
Emotionally Impaired	7	5	6	5
Hearing Impaired	1			
Other Health Impaired	11	11	12	12
Physical Disability	2	2	2	2
Specific Learning Disability	13	20	16	19
Speech/Language Impaired	10	9	10	11

Specific Learning Disability

Autism

Emotionally...

Other Health Impaired

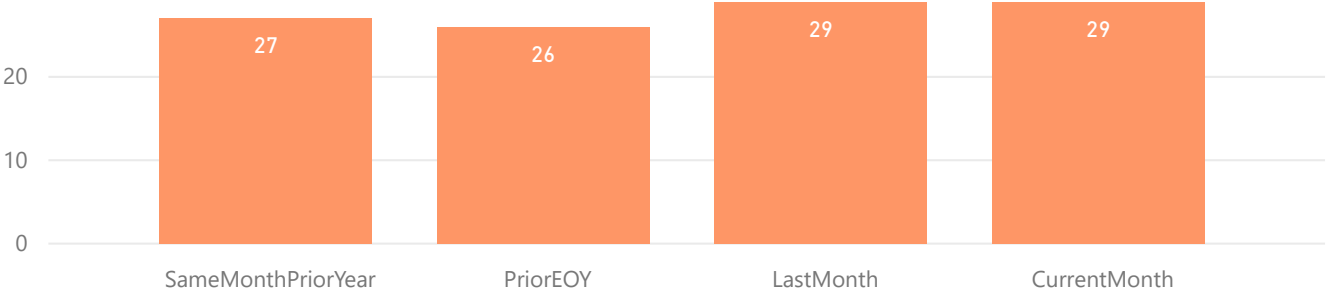
Speech/Language Impaired

Cognitive D...

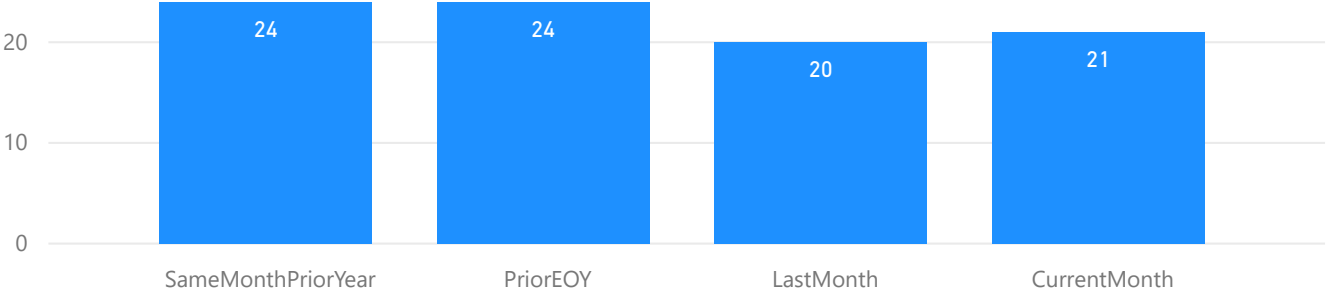
Physical Dis...

Central California Connections Academy
December 31, 2018

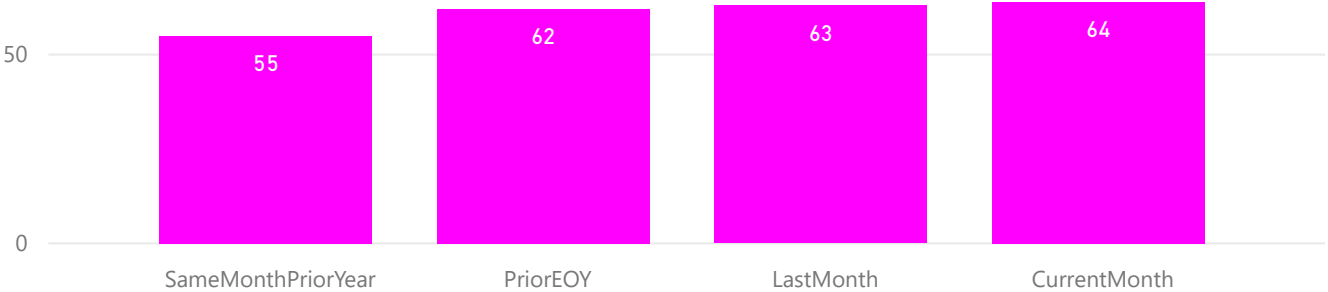
Gifted



Plan504



IEP



Currently Enrolled

534

Gifted

5%

Plan504

4%

IEP

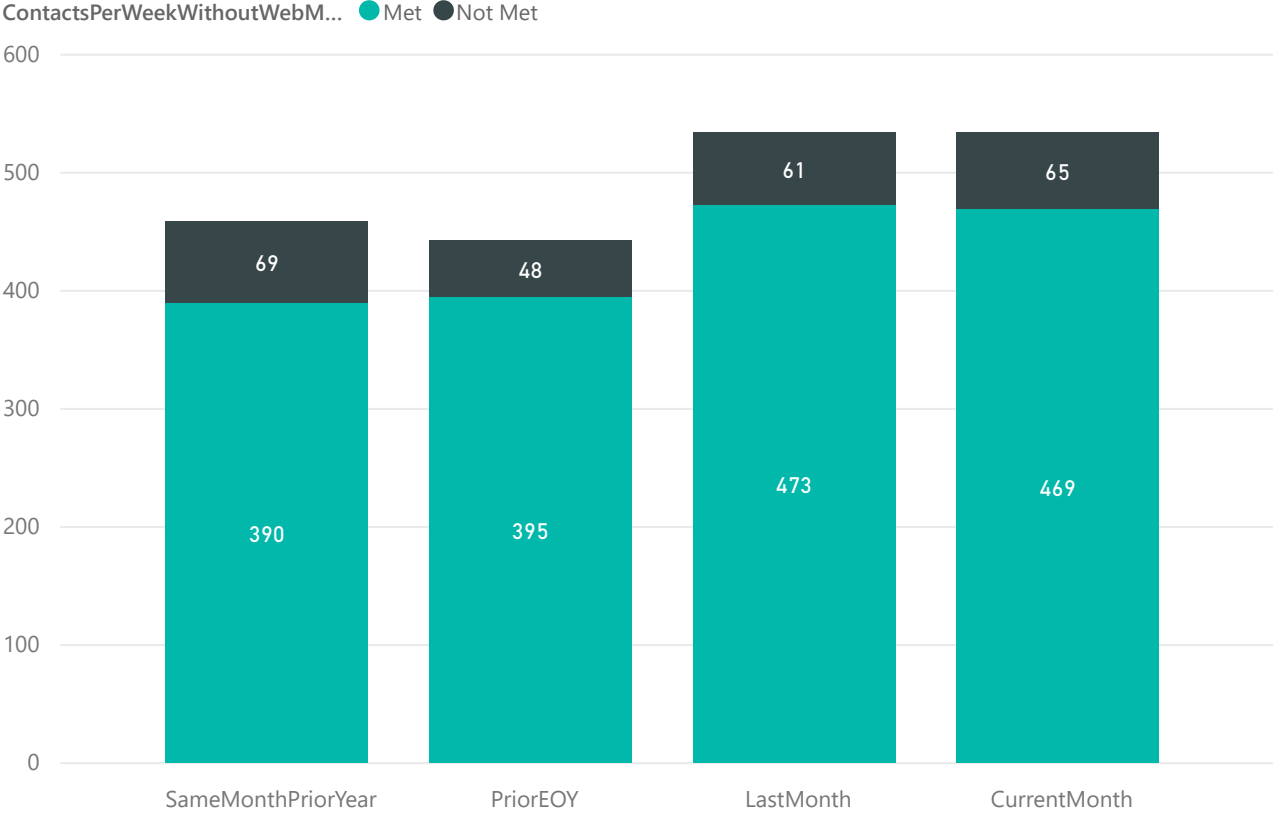
12%

Not in Special Population

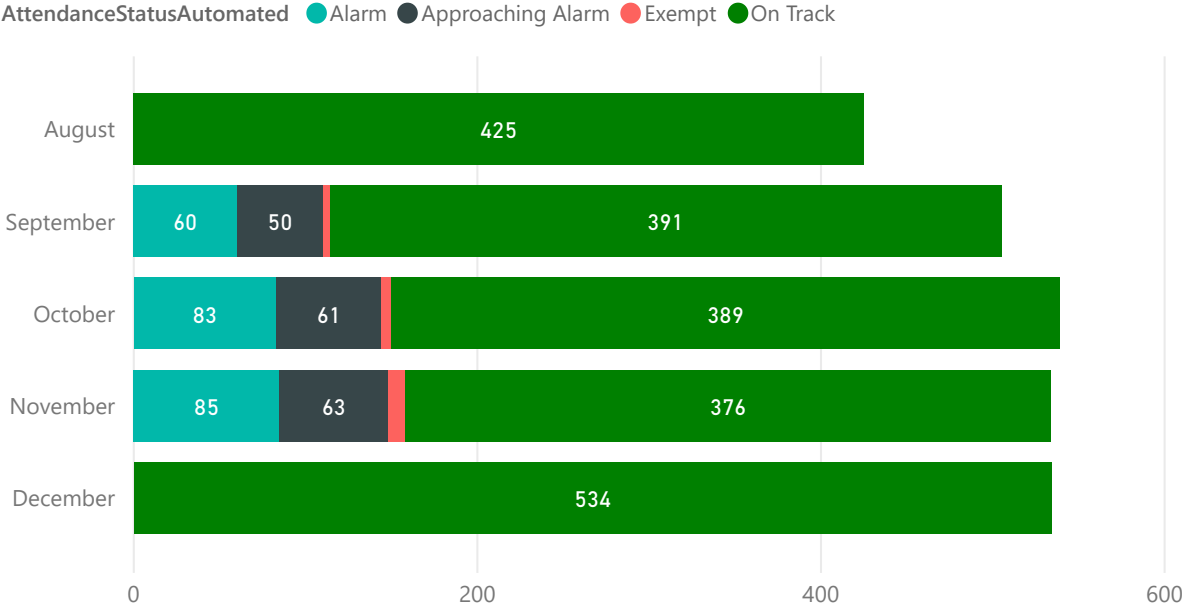
79%

Central California Connections Academy
December 31, 2018

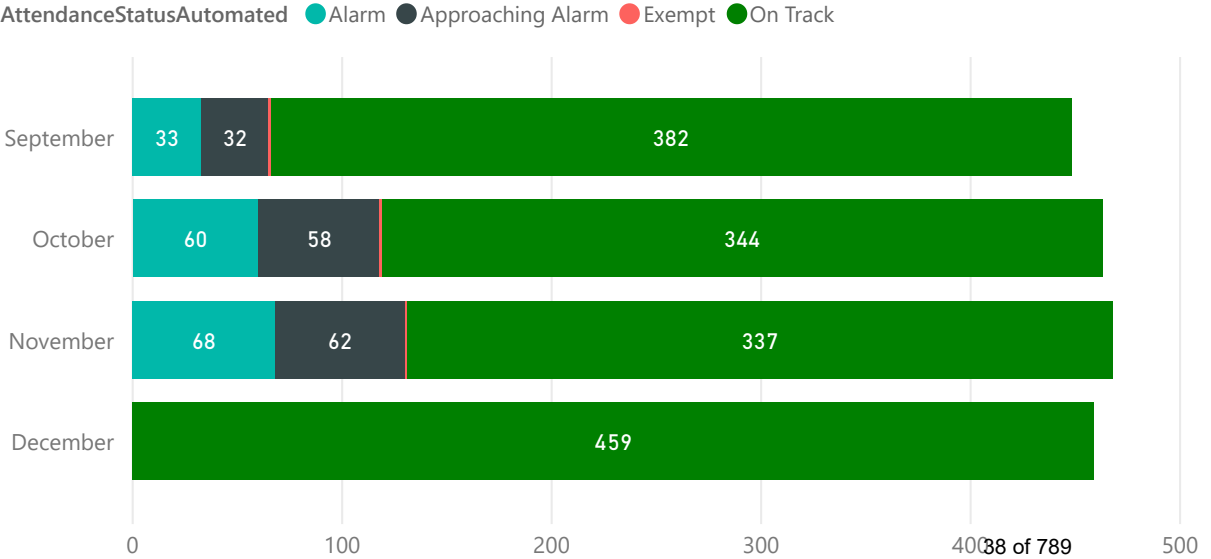
Contacts Per Week



School Year: 2018-2019



School Year: 2017-2018



Currently Enrolled

534

Central California Connections Academy

December 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	109%	96%	102%	98%
3-5	109%	98%	95%	93%
6-8	105%	98%	99%	98%
9-12	95%	95%	90%	88%
Total	101%	96%	95%	93%

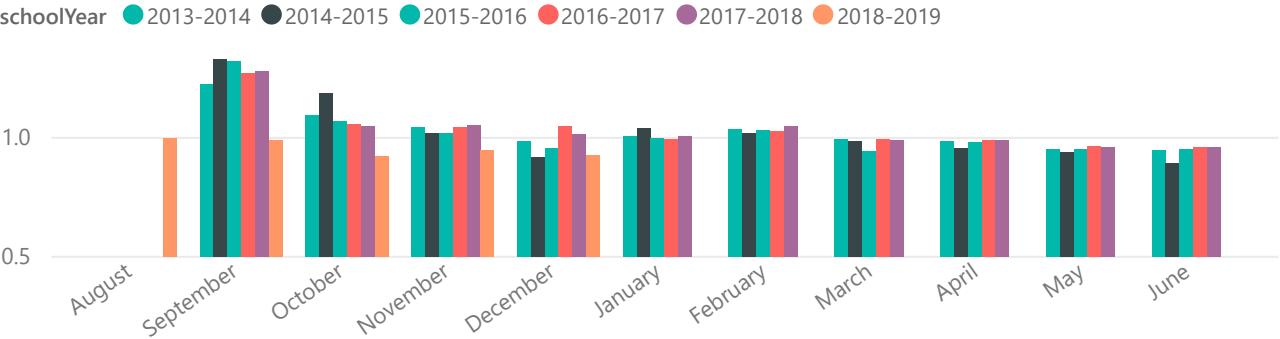
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	91%	92%	93%
3-5	78%	77%	76%	75%
6-8	72%	70%	74%	71%
9-12	64%	68%	64%	64%
Total	71%	73%	72%	72%

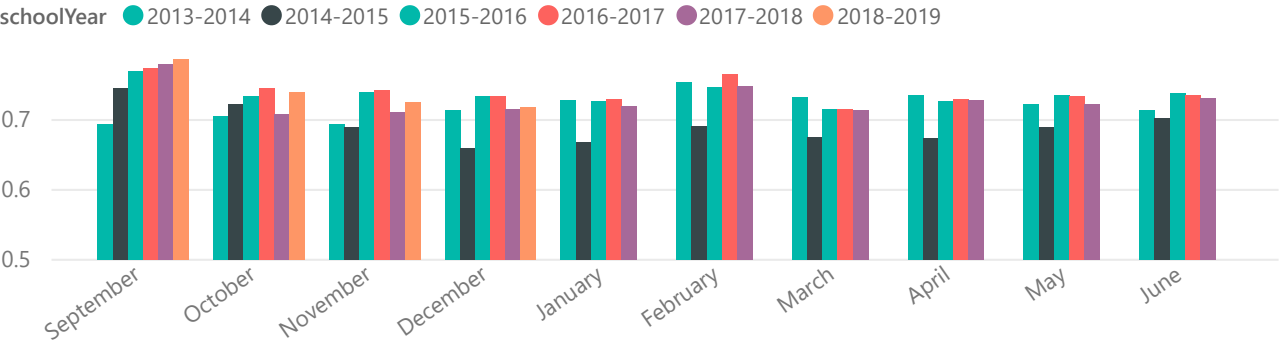
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	94%	94%	92%
3-5	94%	94%	91%	90%
6-8	94%	91%	90%	90%
9-12	84%	86%	83%	82%
Total	88%	89%	88%	86%

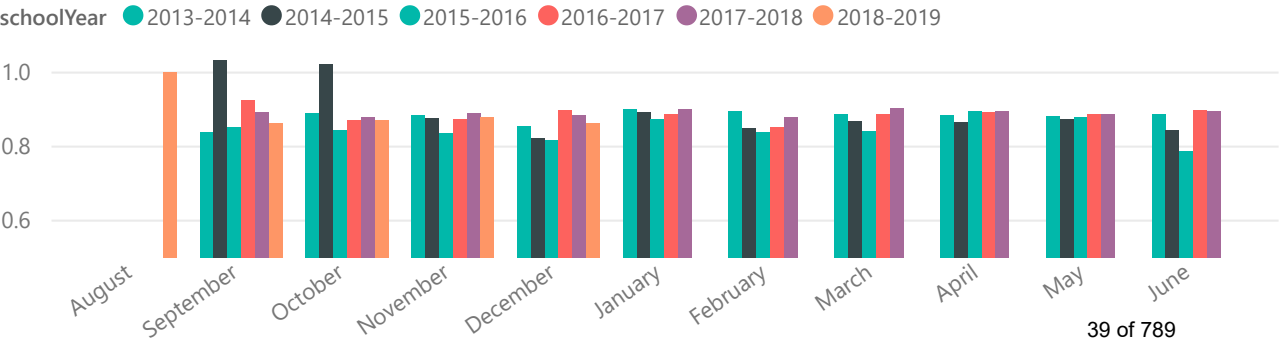
Average Total Participation

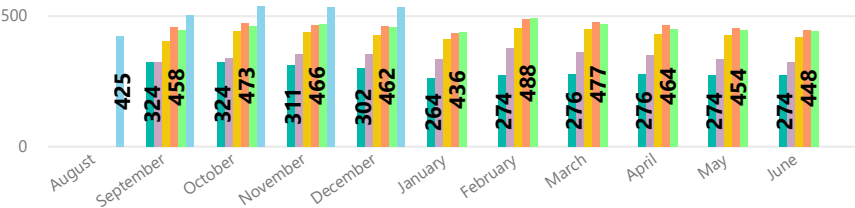


Average Total Performance



Average Total Attendance



Currently Enrolled		Total YTD Enrolled		Central California Connections Academy				Current Enrollment Month-Over-Month Change							
534		631		December 31, 2018				0%							
Enrollment Services Complete (Stage 4)						Current Enrollment Year-Over-Year Change									
651						16%									
Monthly Student Current Enrollment Comparison						Total YTD Enrollment									
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 ▶						ReportPeriod		SameMonthPriorYear		CurrentMonth					
						Withdrawal Category		Student Count		%CT Student Count					
						Enrolled, Not Grad		459		83%					
						Graduated		1		0%					
						Prior To Engagement		26		5%					
						Withdrawal During School Year		70		13%					
						Total		556		100%					
								631		100%					
New & Returning						Household Data				Students Per Active Household					
ReportPeriod		SameMonthPriorYear		CurrentMonth		Household Data		SameMonthPriorYear		CurrentMonth		SameMonthPriorYear		CurrentMonth	
New or Returning		Students		%CT Students		Active		373		419		1.23		1.27	
New		225		49.02%		Graduated		1							
Returning		234		50.98%		WD During School Year		62		56					
						WD Prior To Engagement		22		25					
Grade Distribution															
ReportPeriod		SameMonthPriorYear		CurrentMonth											
GradeDistribution		Students		%CT Students		Students		%CT Students							
PK-2		58		13%		79		15%							
PK		3		1%		9		2%							
KG		18		4%		26		5%							
1		23		5%		22		4%							
2		14		3%		22		4%							
3-5		68		15%		75		14%							
3		18		4%		28		5%							
4		18		4%		21		4%							
5		32		7%		26		5%							
6-8		109		24%		136		25%							
6		30		7%		40		7%							
7		41		9%		51		10%							
8		38		8%		45		8%							
9-12		224		49%		244		46%							
9		49		11%		53		10%							
10		63		14%		69		13%							
11		51		11%		62		12%							
12		61		13%		60		11%							
Total		459		100%		534		100%							
						Withdrawal Reason									
						Withdrawal Reason				SameMonthPriorYear		CurrentMonth			
						Different/Better Schooling Option (Not related to socialization)				38		32			
						Life change				3		11			
						Mismatch Academic				9		9			
						Mismatch Family Schedule				1		1			
						Regulation				13		11			
						Student wants more socialization				5		5			
						Unhappy with the school (teachers, leadership)				1					
						40 of 789									

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	237	271
M	222	263

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	420	496
Spanish	32	34
Arabic	3	2
Another Language	4	2

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	181	230
Not Hispanic or Latino	278	304

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	58	66
Asian	32	25
Black/African American	60	60
Native Hawaiian or Other Pacific Islander	8	8
White	361	428

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	13	13
Family Reported-Does not qualify	9	11
Qualifies for free	24	26
Qualifies for reduced	2	11
Refused to report	8	4

Central California Connections Academy December 31, 2018		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	9	12
Cognitive Disability	3	4
Emotionally Impaired	7	5
Hearing Impaired	1	
Other Health Impaired	11	12
Physical Disability	2	2
Specific Learning Disability	13	19
Speech/Language Impaired	10	11

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	27	29
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	24	21
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	55	64
Gifted		Plan504
5%		4%
IEP		Not in Special Population
12%		79%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	3	4
Asian	15	9
Black/African American	32	34
Hispanic or Latino	181	230
Multiple Races	29	29
Native Hawaiian or Other Pacific Islander	2	3
White	197	225

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	35	36
Home School	37	38
No Prior School	57	72
Online (Virtual) Public School	28	32
Private/Parochial School	23	16
Public School	252	312
Prior Schooling Not Reported	27	28

Central California Connections Academy
December 31, 2018

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	390	469
Not Met	69	65

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	459	534

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	109%	98%
3-5	109%	93%
6-8	105%	98%
9-12	95%	88%
Total	101%	93%

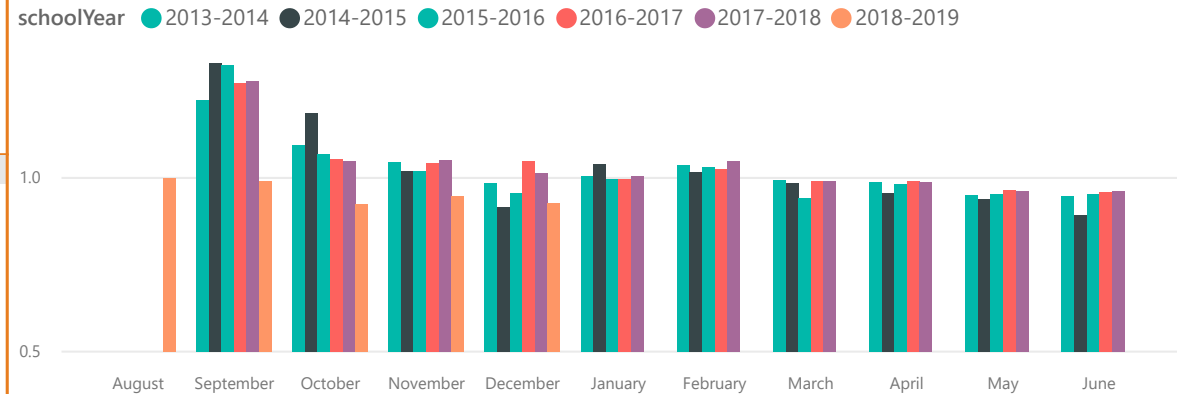
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	93%
3-5	78%	75%
6-8	72%	71%
9-12	64%	64%
Total	71%	72%

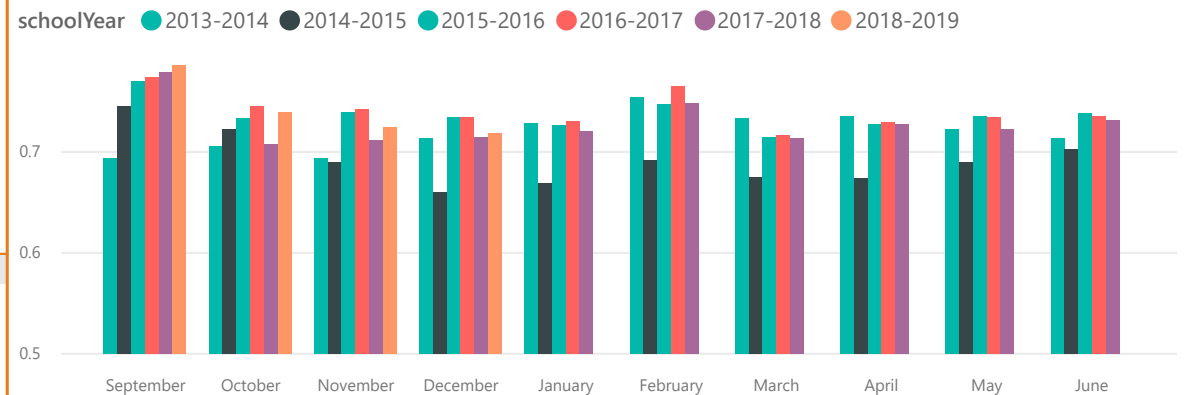
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	92%
3-5	94%	90%
6-8	94%	90%
9-12	84%	82%
Total	88%	86%

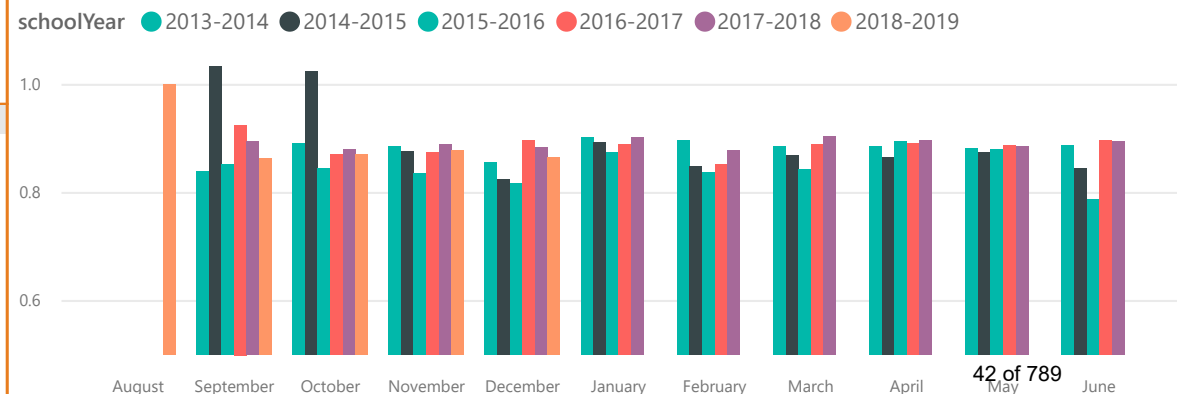
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

December 31, 2018

Currently Enrolled

1413

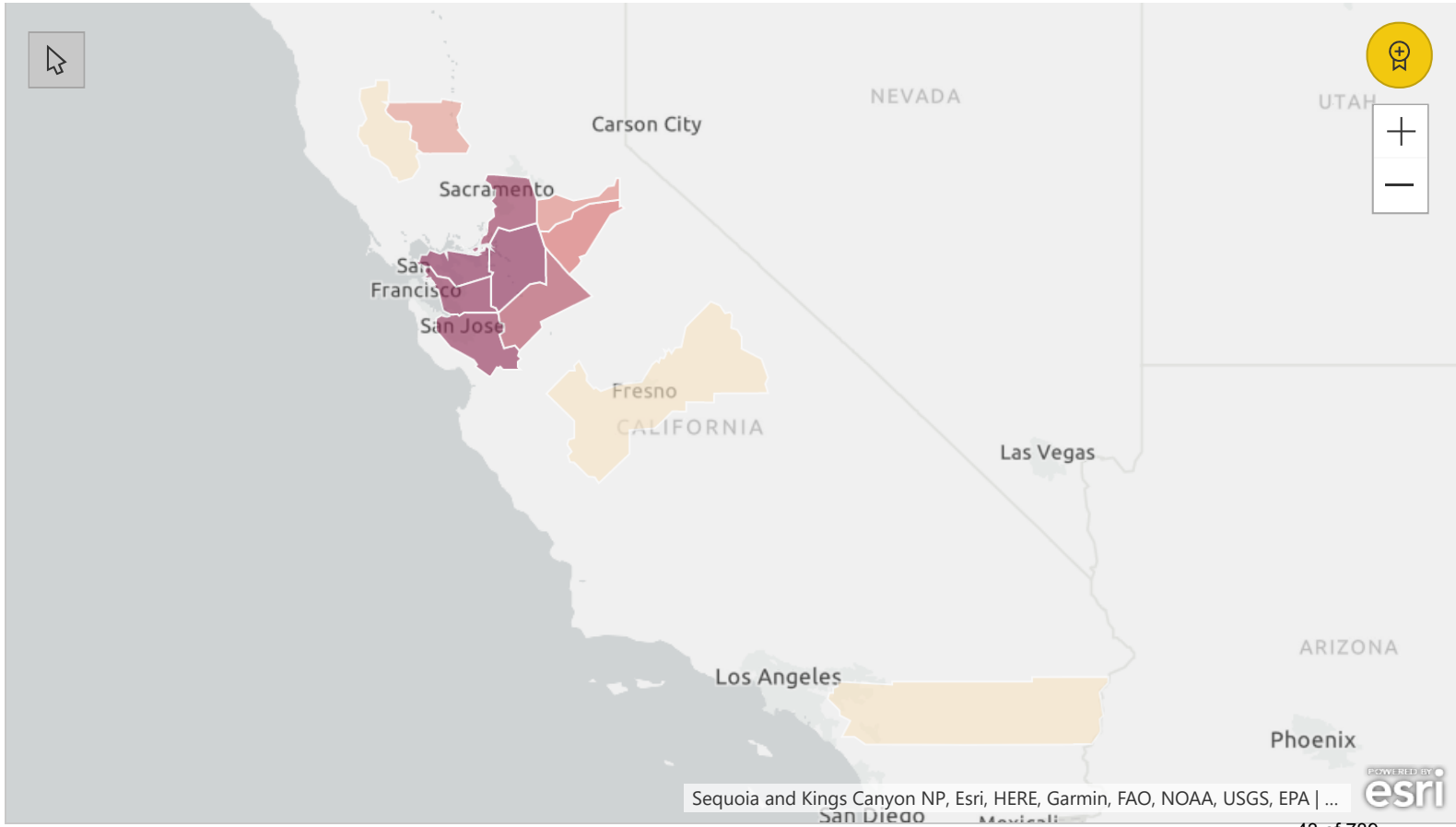
Total YTD Enrolled

1679

Enrollment Services Complete (Stage 4)

1724

Enrolled Students by County



California Connections Academy at Ripon
December 31, 2018

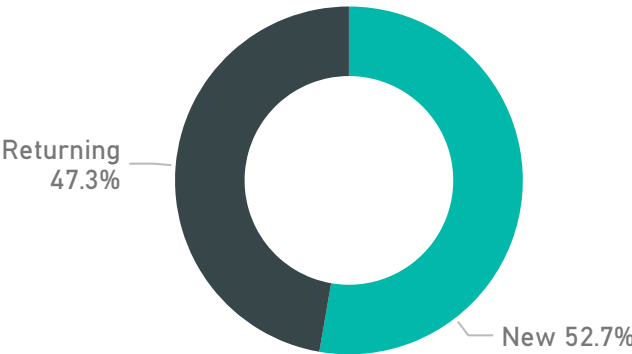
Current Enrollment Month-Over-Month Change

1%

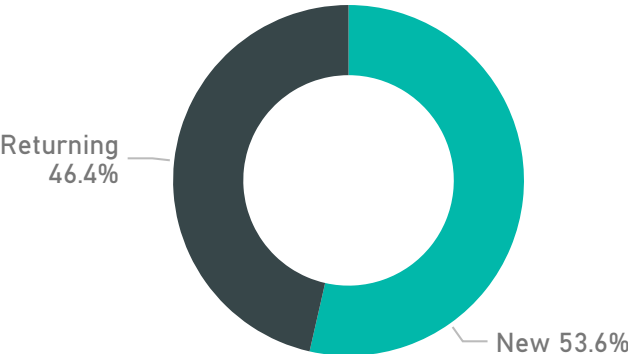
Current Enrollment Year-Over-Year Change

16%

New and Returning

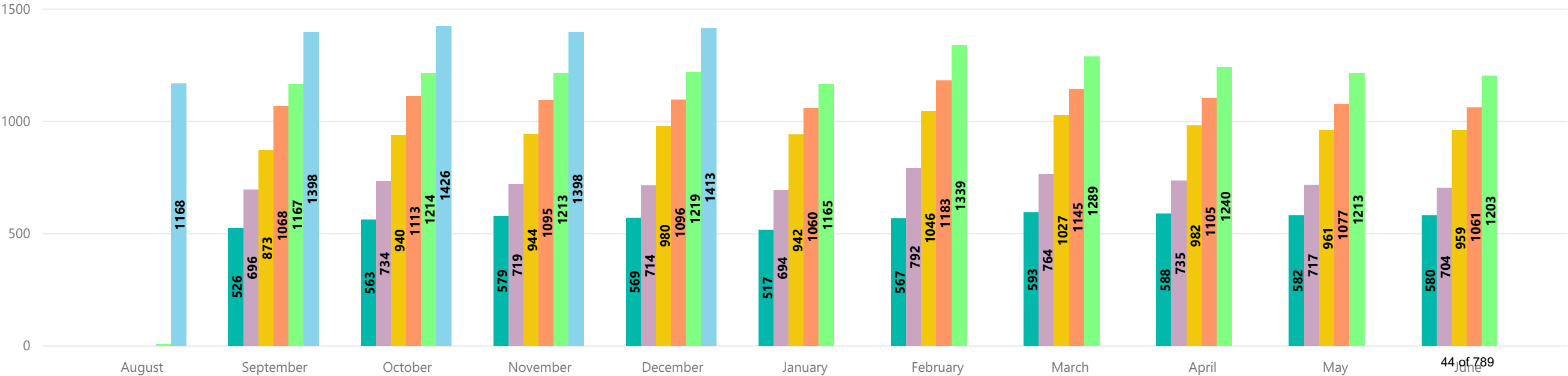


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

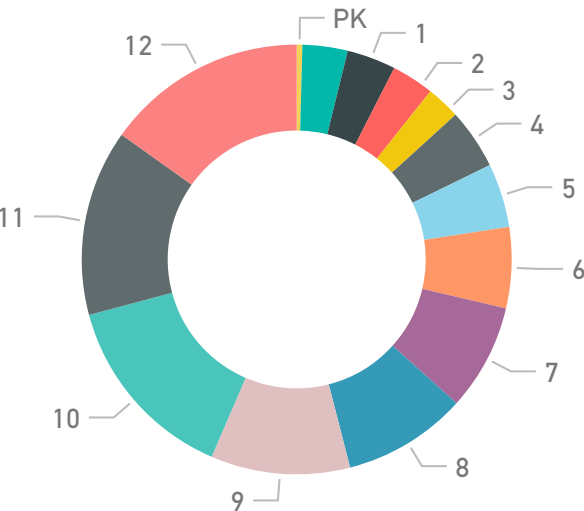
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



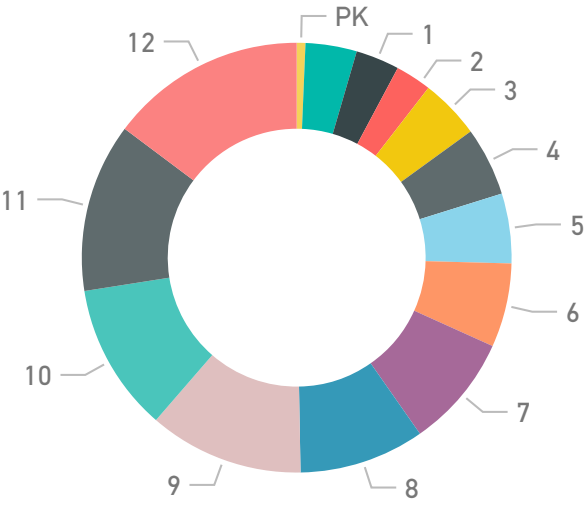
California Connections Academy at Ripon

December 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

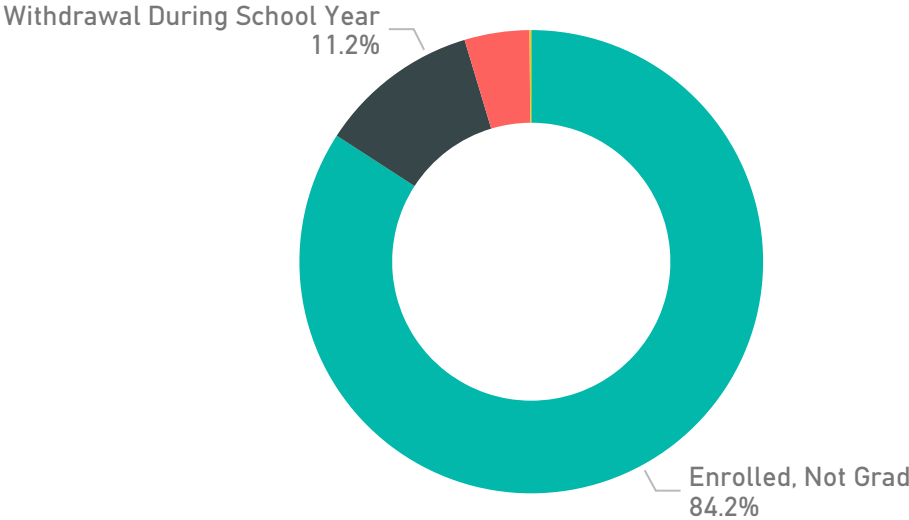


Grade Distribution

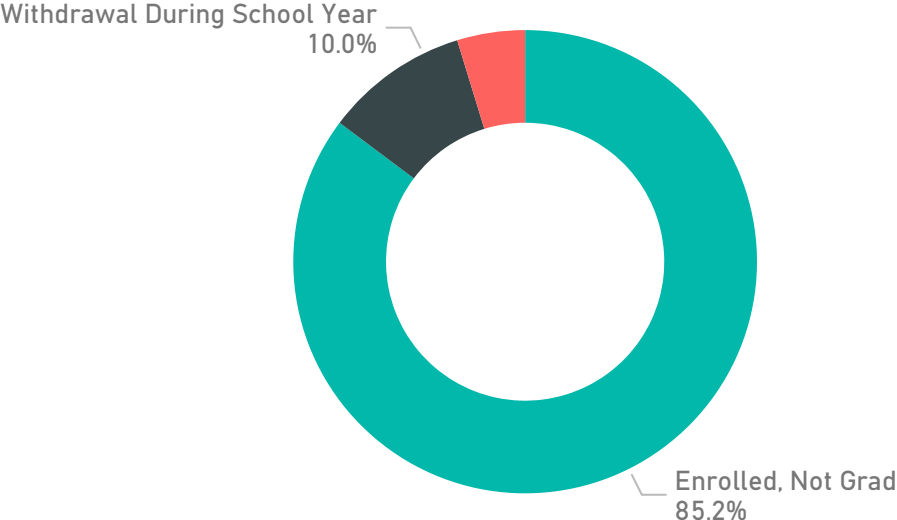
ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	128	11%	126	10%	151	11%	151	11%
PK	8	1%	10	1%	6	0%	6	0%
KG	47	4%	44	4%	48	3%	48	3%
1	40	3%	39	3%	50	4%	52	4%
2	33	3%	33	3%	47	3%	45	3%
3-5	182	15%	190	16%	170	12%	168	12%
3	55	5%	49	4%	37	3%	36	3%
4	63	5%	69	6%	66	5%	64	5%
5	64	5%	72	6%	67	5%	68	5%
6-8	296	24%	291	24%	327	23%	331	23%
6	77	6%	75	6%	85	6%	86	6%
7	104	9%	96	8%	115	8%	113	8%
8	115	9%	120	10%	127	9%	132	9%
9-12	613	50%	596	50%	750	54%	763	54%
9	142	12%	156	13%	140	10%	148	10%
10	136	11%	147	12%	204	15%	203	14%
11	155	13%	150	12%	195	14%	198	14%
12	180	15%	143	12%	211	15%	214	15%
Total	1219	100%	1203	100%	1398	100%	1413	100%

California Connections Academy at Ripon
December 31, 2018

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	1224	85%	1207	70%	1399	86%	1413	84%
Graduated	1	0%	16	1%	2	0%	2	0%
Prior To Engagement	68	5%	104	6%	70	4%	76	5%
Withdrawal During School Year	144	10%	390	23%	148	9%	188	11%
Total	1437	100%	1717	100%	1619	100%	1679	100%

Enrollment Services Complete (Stage 4)

1724

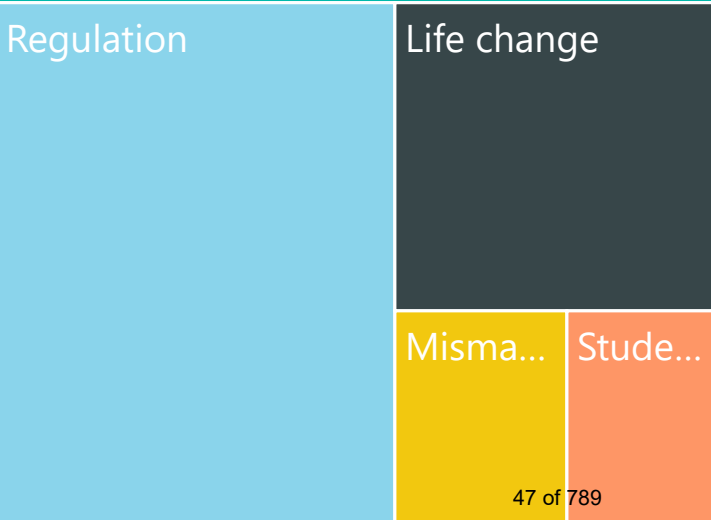
California Connections Academy at Ripon

December 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
▲				
Different/Better Schooling Option (Not related to socialization)	82	189	95	116
Getting started with the school was too difficult	2	3		
Life change	14	52	16	19
Mismatch Academic	10	21	6	7
Mismatch Family Schedule	4	4		
Regulation	28	109	25	40
Student wants more socialization	4	12	6	6

Different/Better Schooling Option (Not...



California Connections Academy at Ripon

December 31, 2018

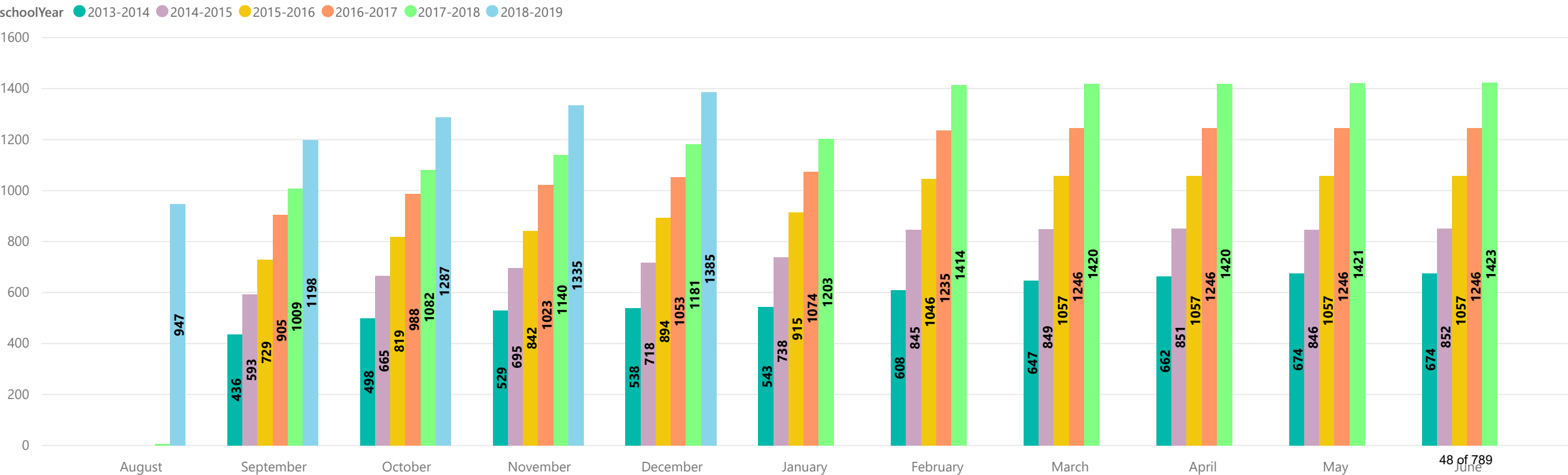
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1007	1003	1163	1176
Graduated	1	16	2	2
WD During School Year	125	337	128	162
WD Prior To Engagement	62	98	60	66

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.22	1.20	1.20	1.20

Monthly Total Households



California Connections Academy at Ripon
December 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	331	323	431	445
Not Hispanic or Latino	888	880	967	968

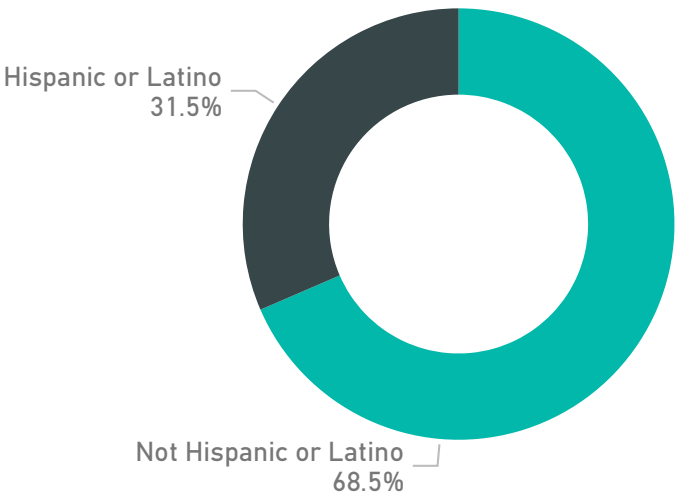
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	116	115	149	151
Asian	185	184	227	225
Black/African American	217	212	268	268
Native Hawaiian or Other Pacific Islander	49	46	63	62
White	863	851	954	962

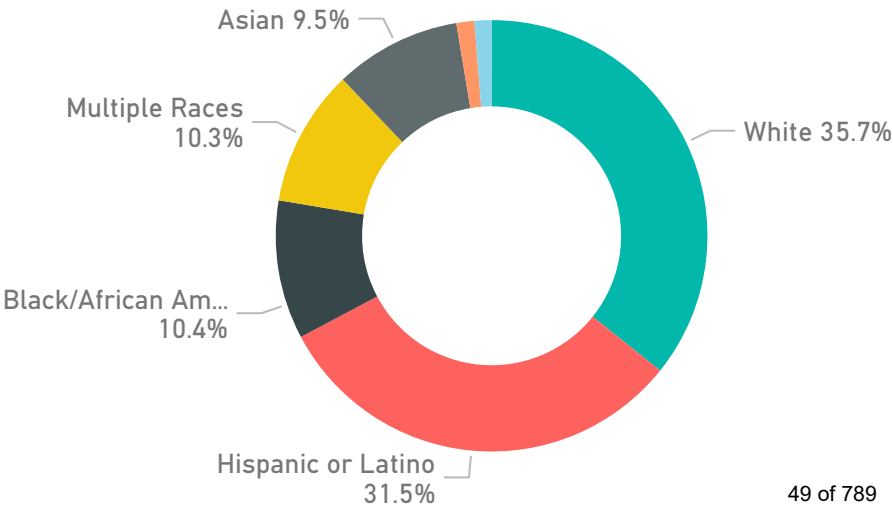
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	20	20	18	18
Asian	110	106	134	134
Black/African American	116	118	147	147
Hispanic or Latino	331	323	431	445
Multiple Races	126	126	146	145
Native Hawaiian or Other Pacific Islander	15	13	20	19
White	501	497	502	505

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

December 31, 2018

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		1		
F	683	665	769	784
M	536	537	629	629

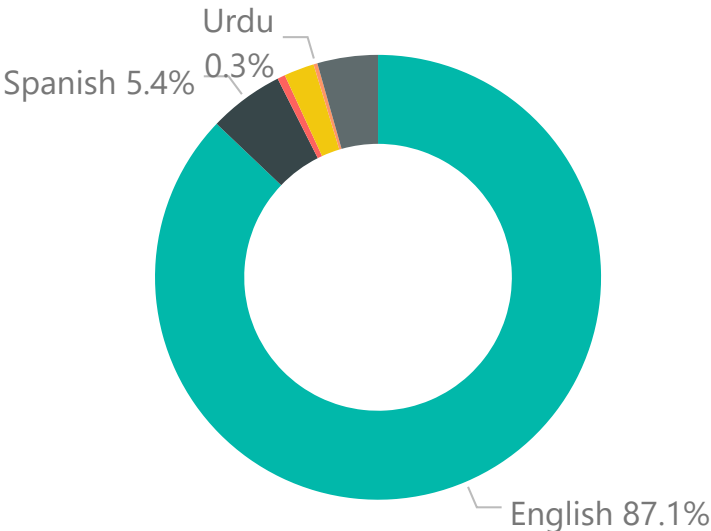
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1069	1057	1218	1231
Spanish	55	51	74	77
Russian	10	11	8	8
Arabic	25	25	33	31
Urdu	5	4	4	4
Another Language	55	55	61	62

Enrolled Students by Gender



Enrolled Students by Language



California Connections Academy at Ripon

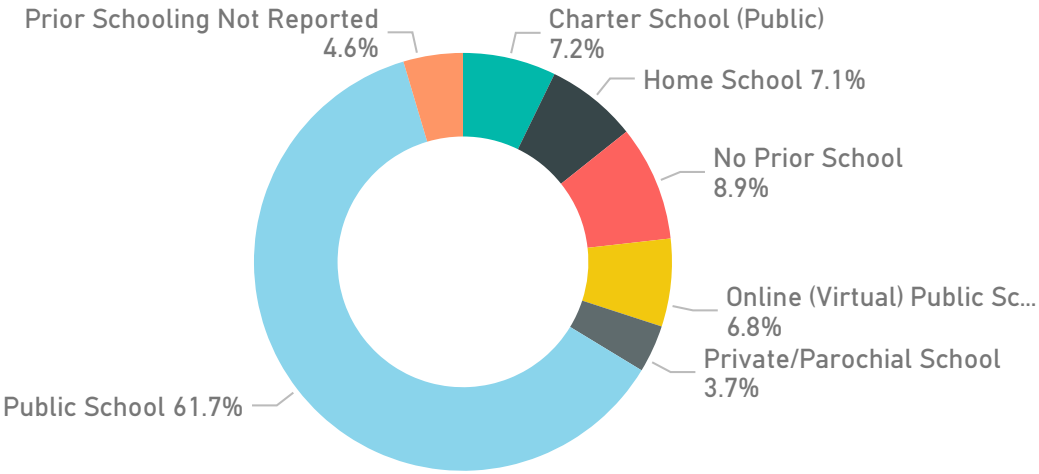
December 31, 2018

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	82	77	99	102
Home School	83	78	104	100
No Prior School	129	109	128	126
Online (Virtual) Public School	78	83	95	96
Private/Parochial School	46	45	49	52
Public School	746	763	858	872
Prior Schooling Not Reported	55	48	65	65

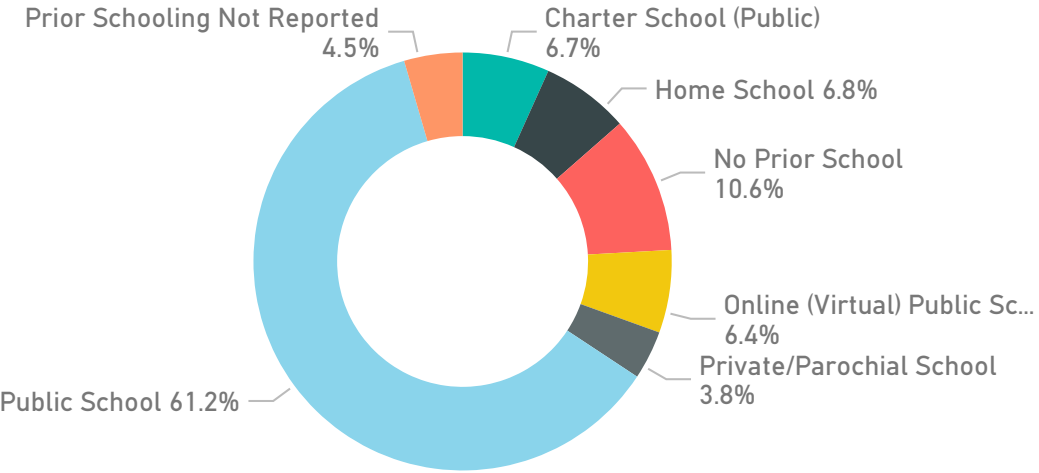
Prior Schooling

December 31, 2018



Prior Schooling

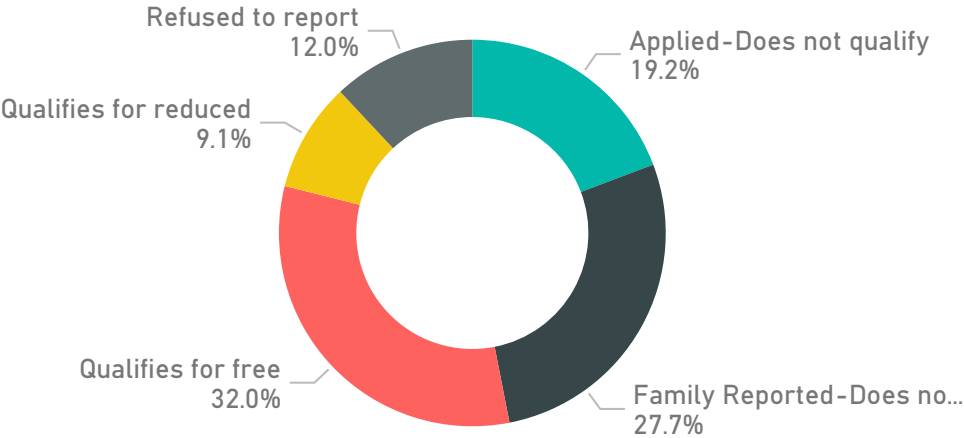
December 31, 2017



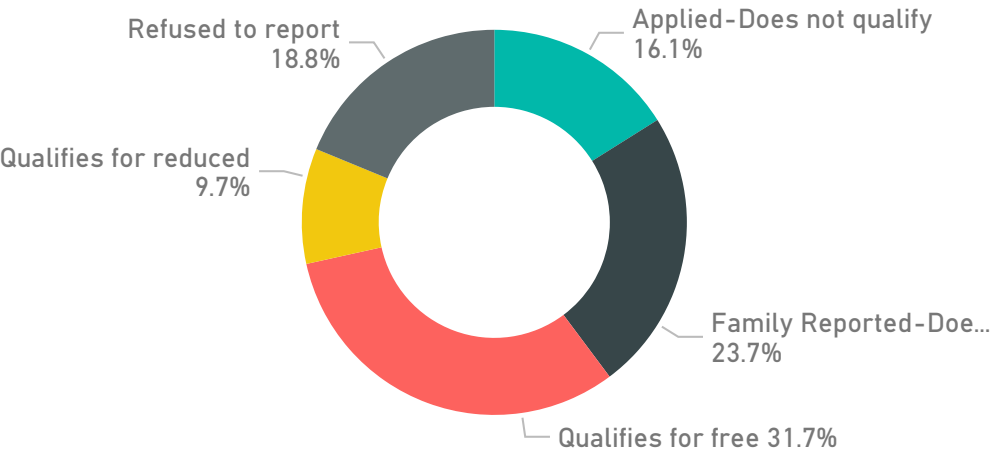
California Connections Academy at Ripon

December 31, 2018

FARM Eligibility
December 31, 2018



FARM Eligibility
December 31, 2017



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	28	29	34	35
Cognitive Disability	5	6	7	7
Emotionally Impaired	11	17	17	18
Hearing Impaired			1	2
Other			1	1
Other Health Impaired	29	36	40	37
Physical Disability	1	1		
Specific Learning Disability	49	50	57	54
Speech/Language Impaired	26	26	21	21
Traumatic Brain Injury		1	1	1
Visually Impaired			1	1

Specific Learning Disability

Autism

Emotionally...

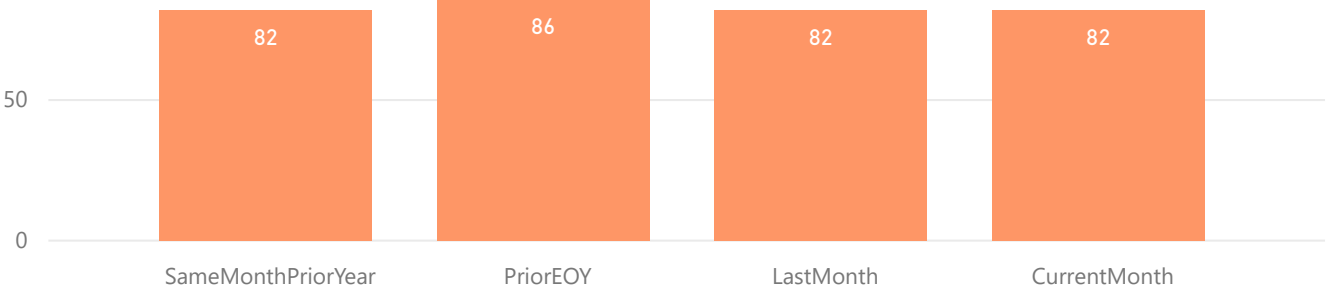
Other Health Impaired

Speech/Language Impai...

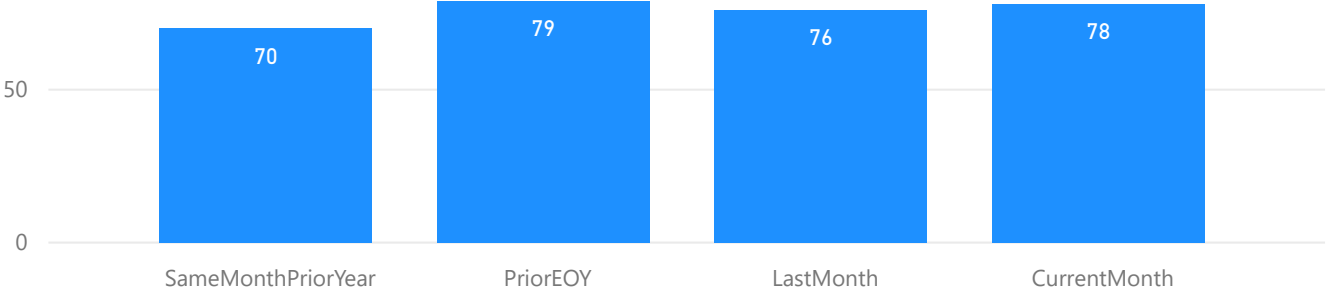
Cogniti...

California Connections Academy at Ripon
December 31, 2018

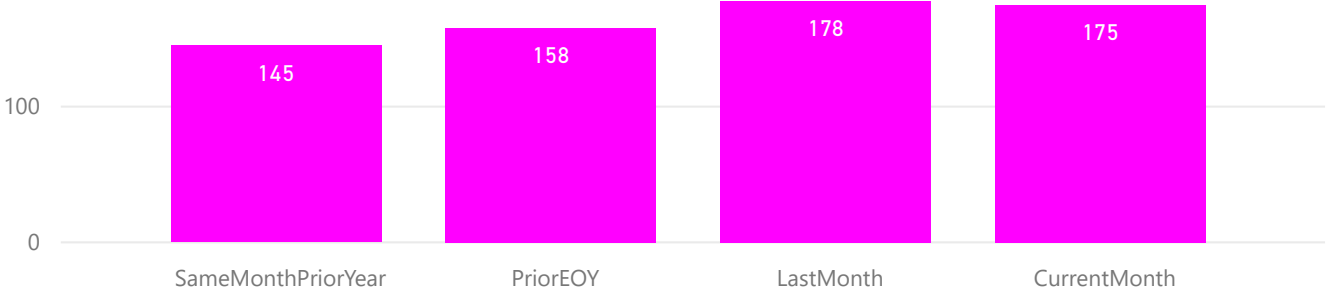
Gifted



Plan504



IEP



Currently Enrolled

1413

Gifted

6%

Plan504

6%

IEP

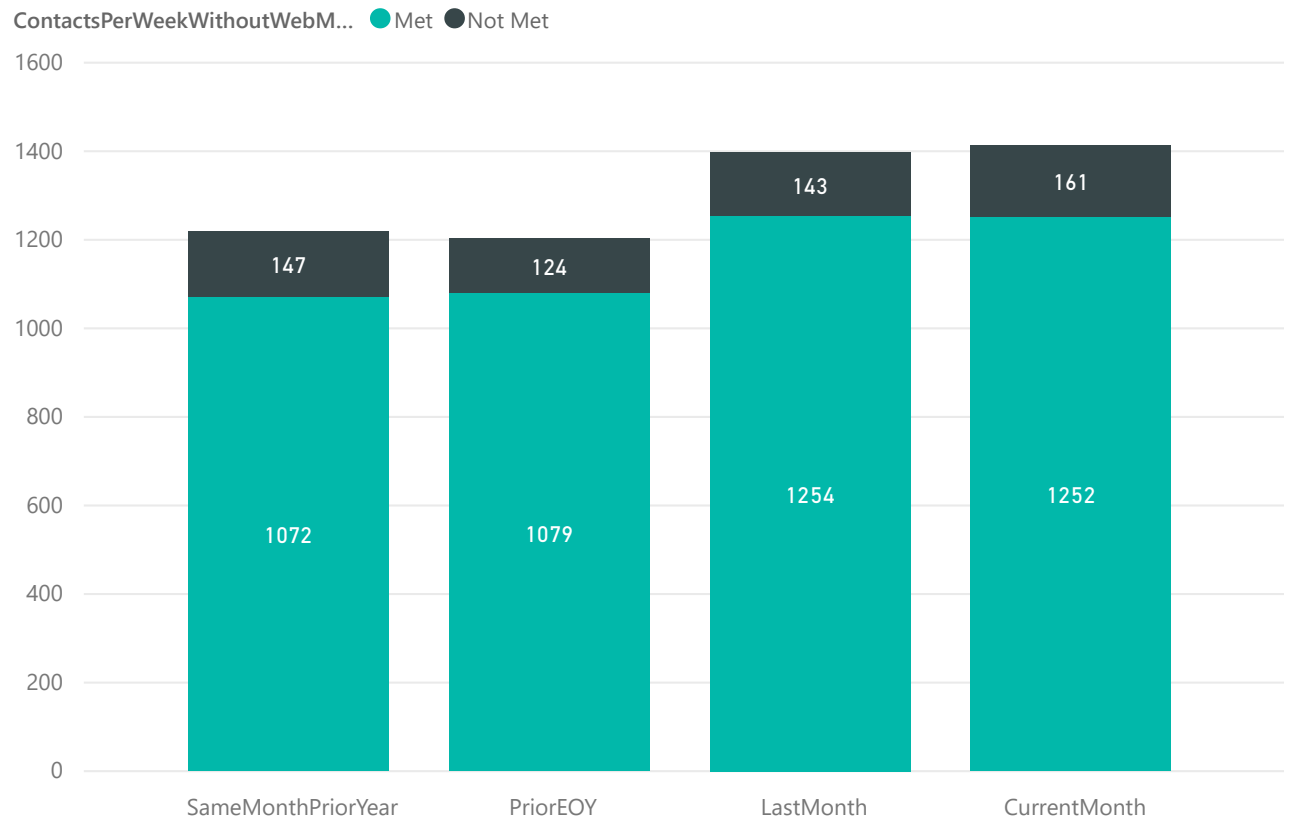
12%

Not in Special Population

77%

California Connections Academy at Ripon
December 31, 2018

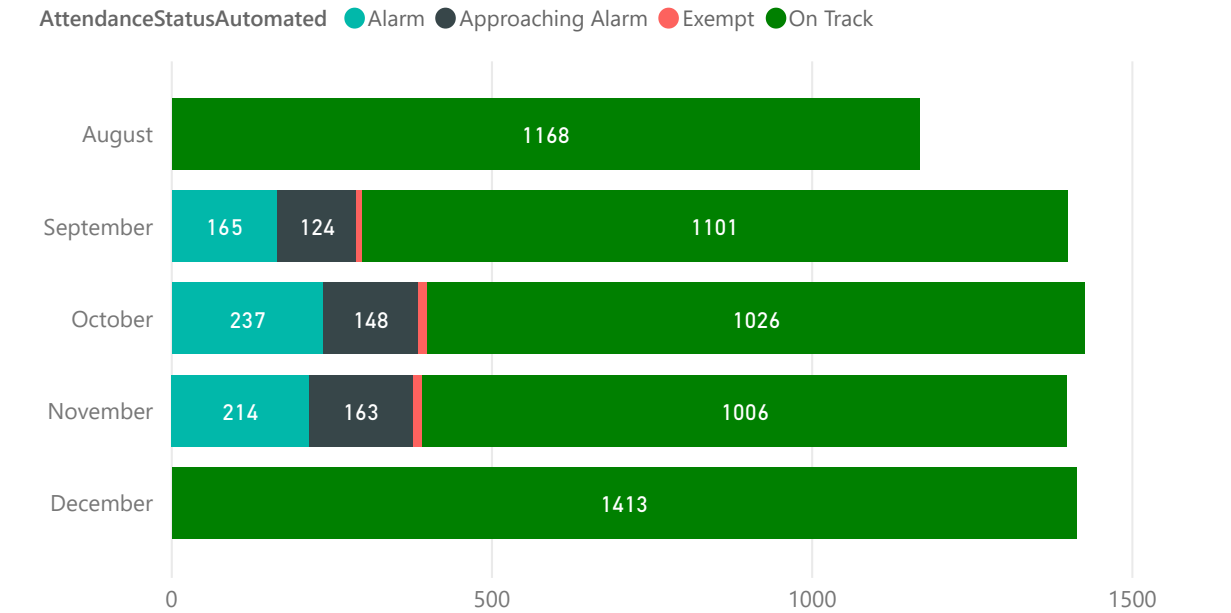
Contacts Per Week



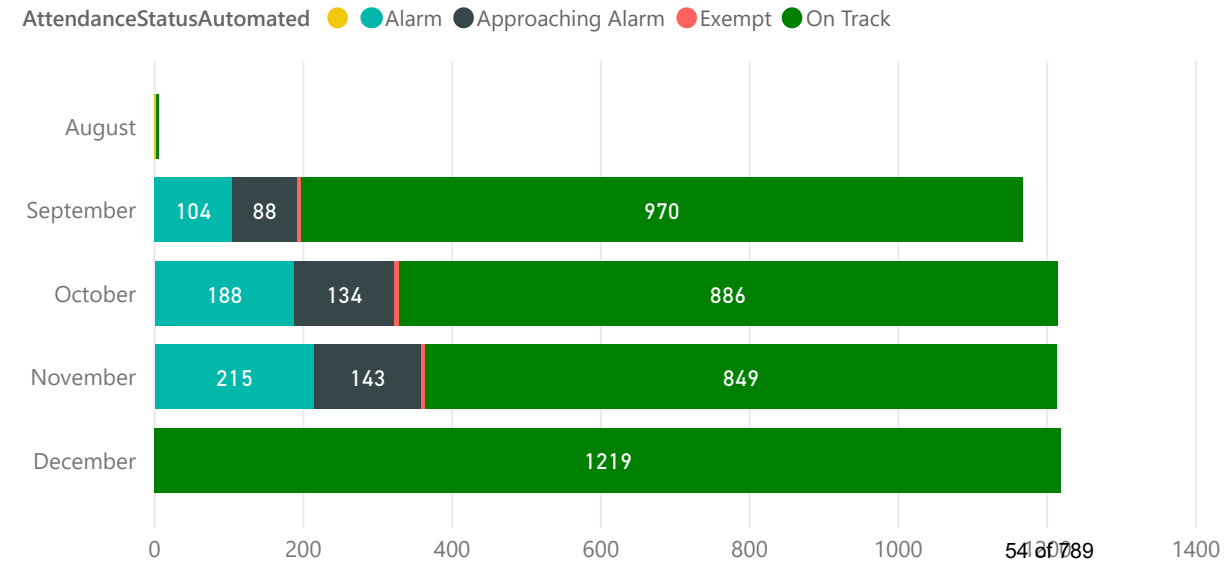
Currently Enrolled

1413

School Year: 2018-2019



School Year: 2017-2018



California Connections Academy at Ripon

December 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	104%	98%	95%	94%
3-5	106%	97%	99%	95%
6-8	106%	98%	102%	100%
9-12	98%	96%	93%	90%
Total	102%	97%	96%	94%

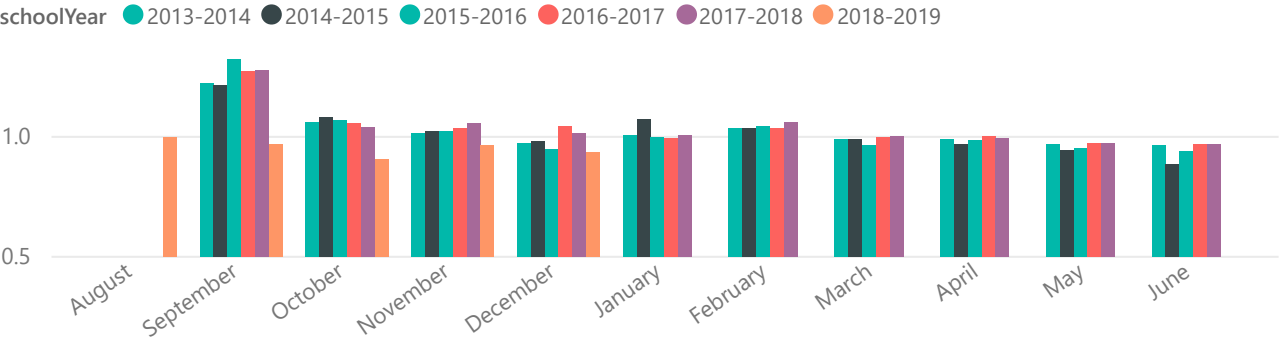
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	89%	89%	91%	91%
3-5	79%	77%	82%	82%
6-8	74%	75%	74%	74%
9-12	66%	70%	66%	65%
Total	72%	74%	72%	72%

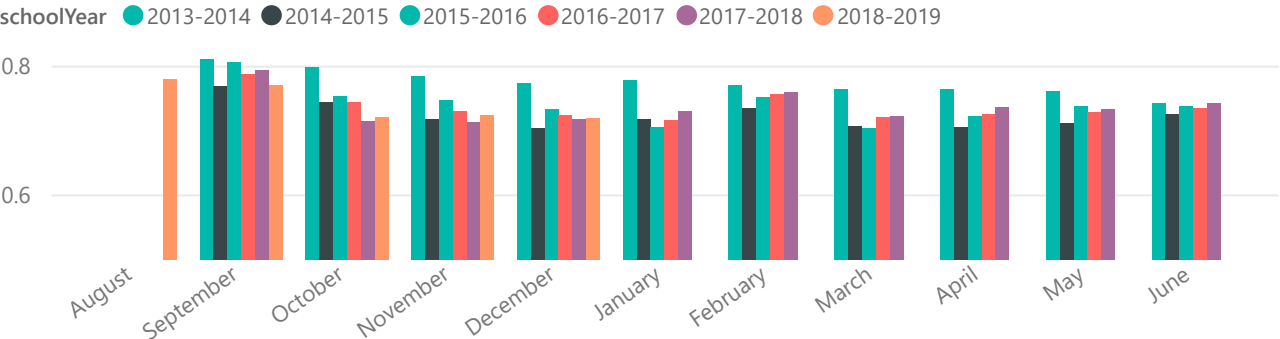
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	95%	94%	93%
3-5	93%	92%	94%	92%
6-8	91%	92%	94%	93%
9-12	82%	85%	86%	85%
Total	87%	89%	90%	88%

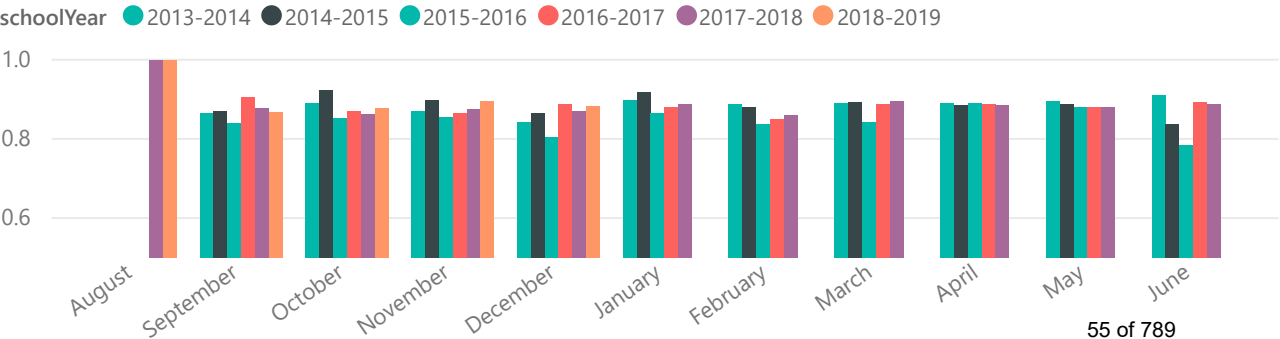
Average Total Participation



Average Total Performance



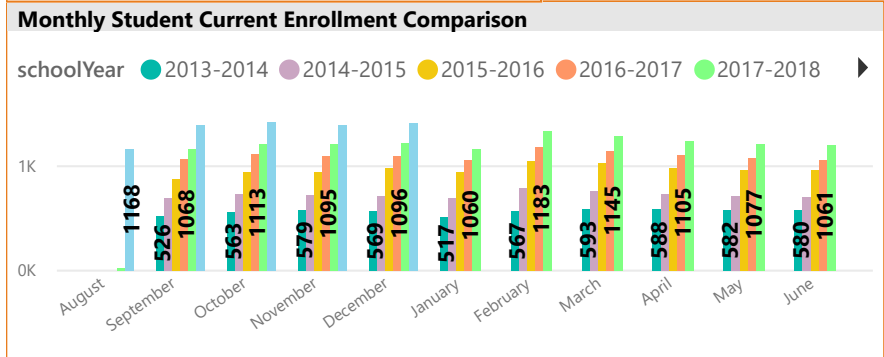
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
1413	1679
Enrollment Services Complete (Stage 4)	
1724	

California Connections Academy at Ripon
December 31, 2018

Current Enrollment Month-Over-Month Change
1%
Current Enrollment Year-Over-Year Change
16%



Total YTD Enrollment				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1224	85%	1413	84%
Graduated	1	0%	2	0%
Prior To Engagement	68	5%	76	5%
Withdrawal During School Year	144	10%	188	11%
Total	1437	100%	1679	100%

New & Returning				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	653	53.57%	745	52.72%
Returning	566	46.43%	668	47.28%

Household Data		
Household Data	SameMonthPriorYear	CurrentMonth
Active	1007	1176
Graduated	1	2
WD During School Year	125	162
WD Prior To Engagement	62	66

Students Per Active Household		
	SameMonthPriorYear	CurrentMonth
	1.22	1.20

Grade Distribution				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	128	11%	151	11%
PK	8	1%	6	0%
KG	47	4%	48	3%
1	40	3%	52	4%
2	33	3%	45	3%
3-5	182	15%	168	12%
3	55	5%	36	3%
4	63	5%	64	5%
5	64	5%	68	5%
6-8	296	24%	331	23%
6	77	6%	86	6%
7	104	9%	113	8%
8	115	9%	132	9%
9-12	613	50%	763	54%
9	142	12%	148	10%
10	136	11%	203	14%
11	155	13%	198	14%
12	180	15%	214	15%
Total	1219	100%	1413	100%

Withdrawal Reason		
Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	82	116
Getting started with the school was too difficult	2	
Life change	14	19
Mismatch Academic	10	7
Mismatch Family Schedule	4	
Regulation	28	40
Student wants more socialization	4	6

Gender		
Gender	SameMonthPriorYear	CurrentMonth
F	683	784
M	536	629

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1069	1231
Spanish	55	77
Russian	10	8
Arabic	25	31
Urdu	5	4
Another Language	55	62

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	331	445
Not Hispanic or Latino	888	968

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	116	151
Asian	185	225
Black/African American	217	268
Native Hawaiian or Other Pacific Islander	49	62
White	863	962

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	28	35
Family Reported-Does not qualify	30	51
Qualifies for free	47	58
Qualifies for reduced	12	16
Refused to report	32	17

California Connections Academy at Ripon December 31, 2018		
Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	28	35
Cognitive Disability	5	7
Emotionally Impaired	11	18
Hearing Impaired		2
Other		1
Other Health Impaired	29	37
Physical Disability	1	
Specific Learning Disability	49	54
Speech/Language Impaired	26	21
Traumatic Brain Injury		1
Visually Impaired		1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	82	82
Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	70	78
IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	145	175
Gifted		Plan504
6%		6%
IEP		Not in Special Population
12%		77%

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	20	18
Asian	110	134
Black/African American	116	147
Hispanic or Latino	331	445
Multiple Races	126	145
Native Hawaiian or Other Pacific Islander	15	19
White	501	505

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	82	102
Home School	83	100
No Prior School	129	126
Online (Virtual) Public School	78	96
Private/Parochial School	46	52
Public School	746	872
Prior Schooling Not Reported	55	65

California Connections Academy at Ripon
December 31, 2018

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1072	1252
Not Met	147	161

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	1219	1413

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	104%	94%
3-5	106%	95%
6-8	106%	100%
9-12	98%	90%
Total	102%	94%

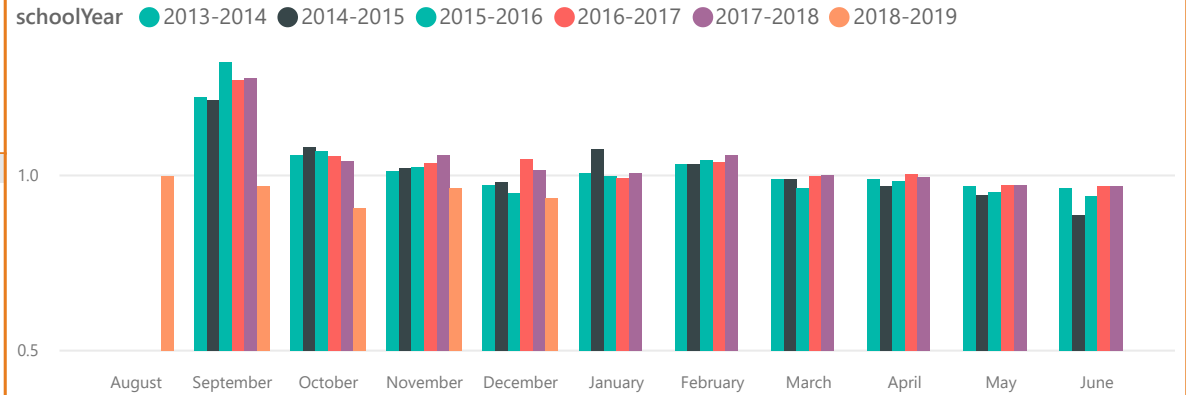
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	89%	91%
3-5	79%	82%
6-8	74%	74%
9-12	66%	65%
Total	72%	72%

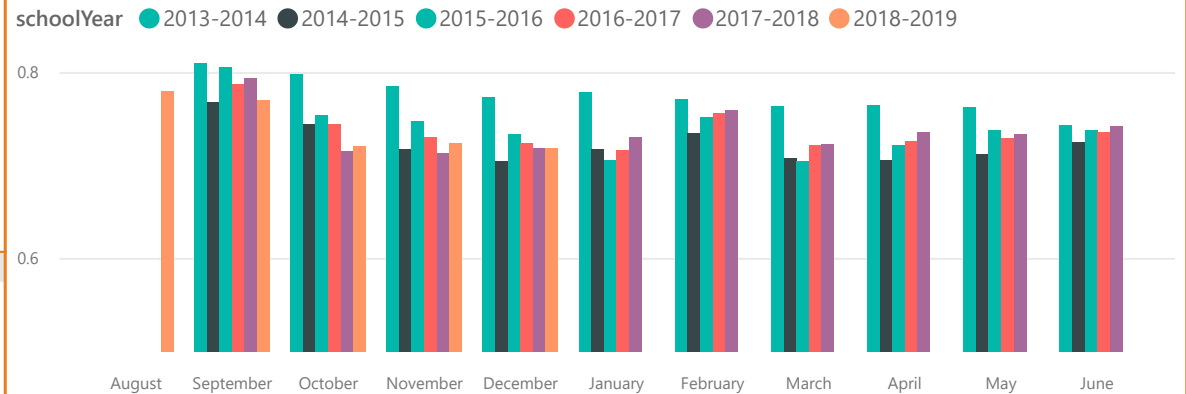
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	93%	93%
3-5	93%	92%
6-8	91%	93%
9-12	82%	85%
Total	87%	88%

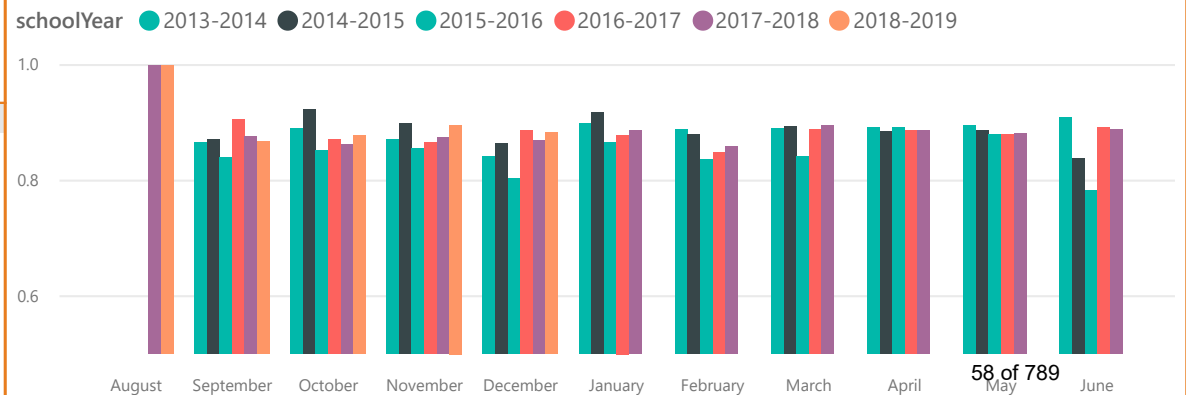
Average Total Participation



Average Total Performance




Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano 

Report Date

December 31, 2018

Currently Enrolled

4110

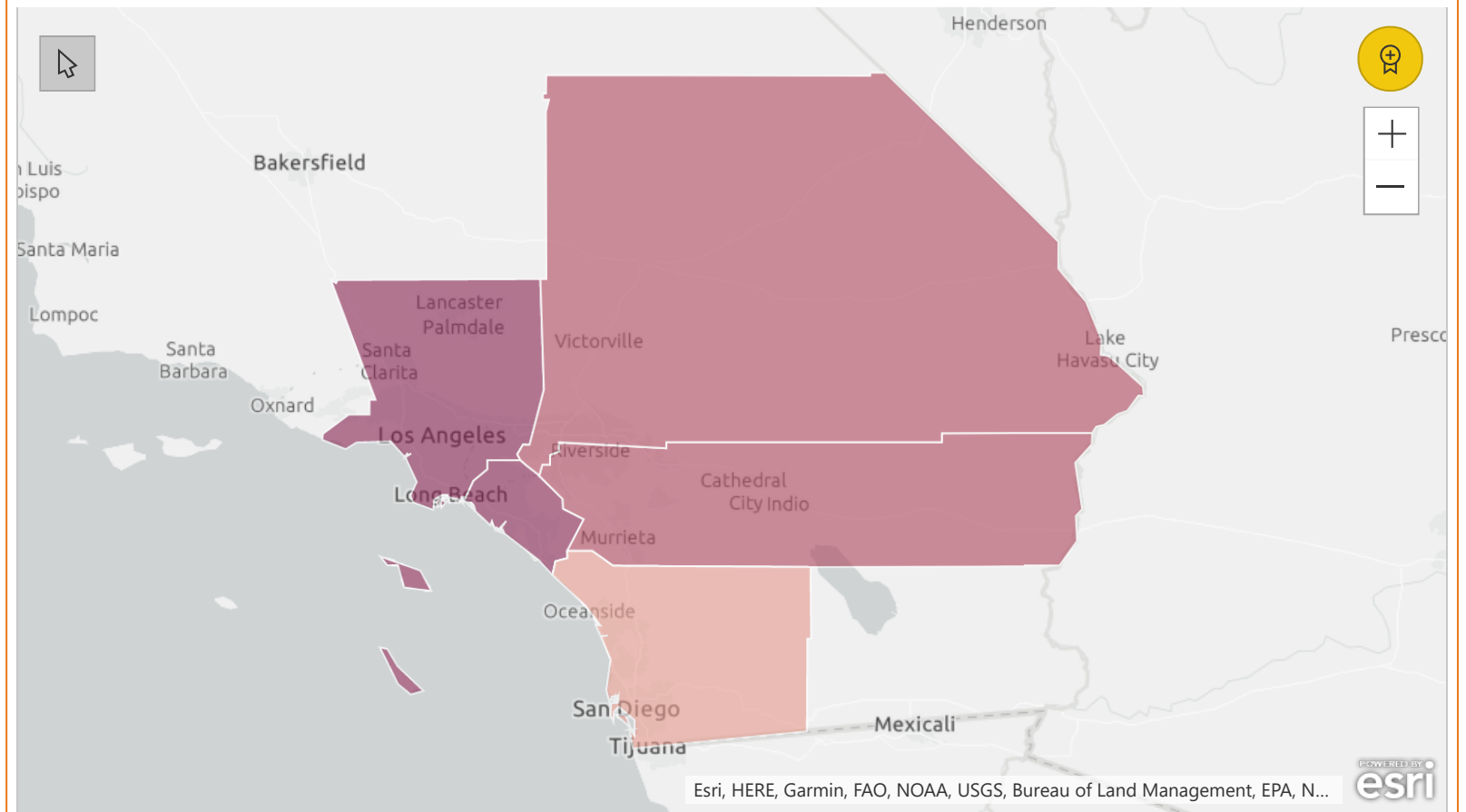
Total YTD Enrolled

4727

Enrollment Services Complete (Stage 4)

4844

Enrolled Students by County



Capistrano Connections Academy

December 31, 2018

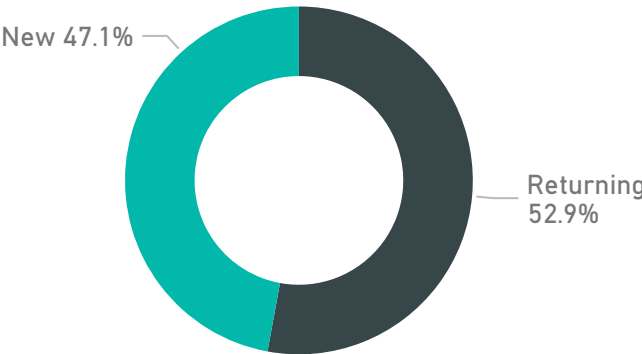
Current Enrollment Month-Over-Month Change

-0%

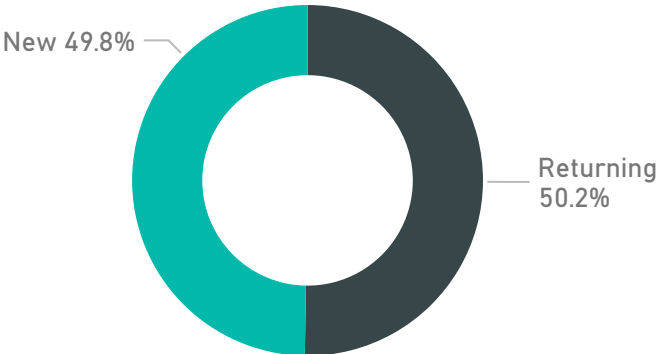
Current Enrollment Year-Over-Year Change

6%

New and Returning

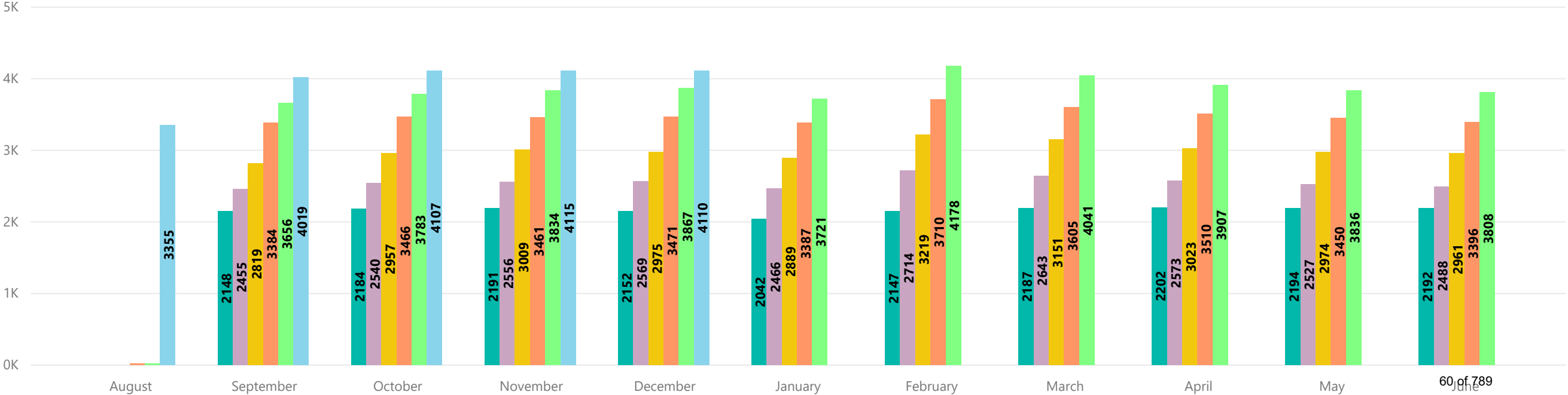


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

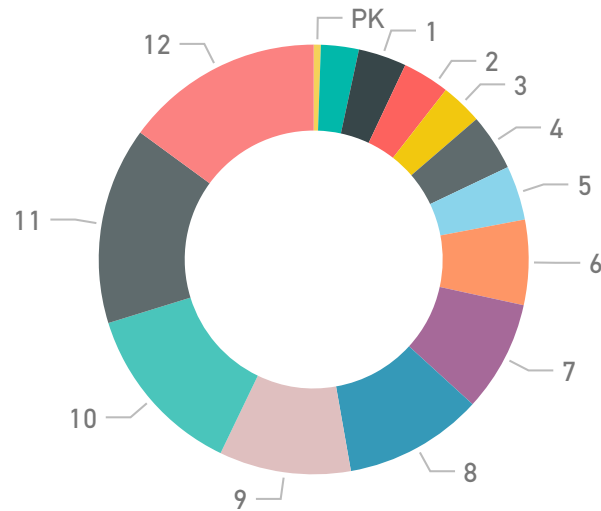
schoolYear 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



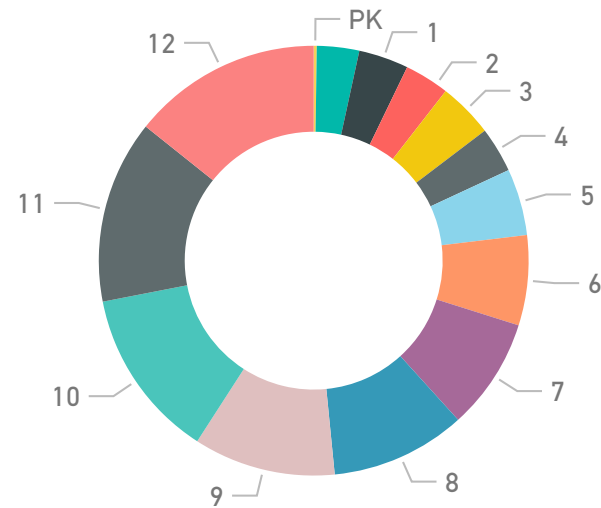
Capistrano Connections Academy

December 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



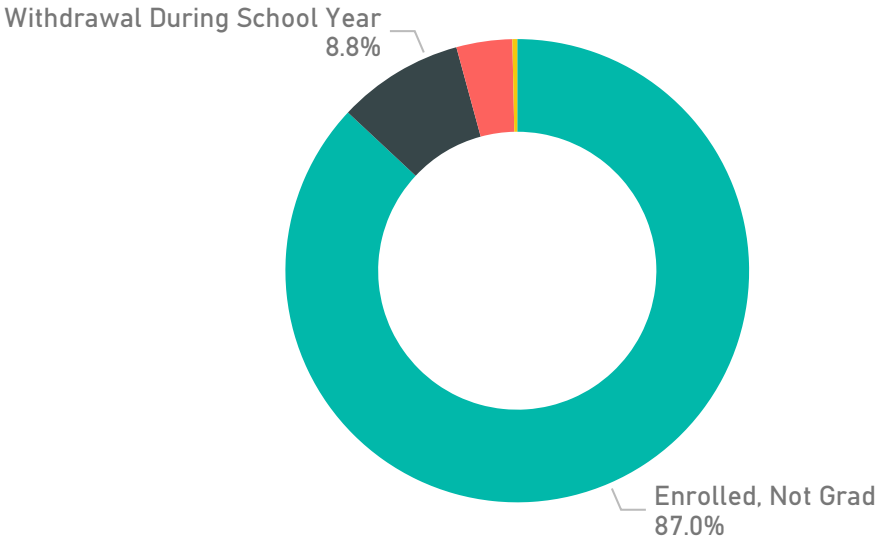
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	407	11%	389	10%	425	10%	433	11%
PK	9	0%	8	0%	21	1%	22	1%
KG	123	3%	122	3%	115	3%	117	3%
1	145	4%	138	4%	148	4%	149	4%
2	130	3%	121	3%	141	3%	145	4%
3-5	486	13%	493	13%	469	11%	472	11%
3	160	4%	154	4%	130	3%	129	3%
4	132	3%	130	3%	169	4%	175	4%
5	194	5%	209	5%	170	4%	168	4%
6-8	980	25%	984	26%	1034	25%	1036	25%
6	262	7%	255	7%	264	6%	263	6%
7	325	8%	329	9%	343	8%	343	8%
8	393	10%	400	11%	427	10%	430	10%
9-12	1994	52%	1942	51%	2187	53%	2169	53%
9	413	11%	449	12%	396	10%	407	10%
10	496	13%	508	13%	545	13%	538	13%
11	533	14%	515	14%	615	15%	610	15%
12	552	14%	470	12%	631	15%	614	15%
Total	3867	100%	3808	100%	4115	100%	4110	100%

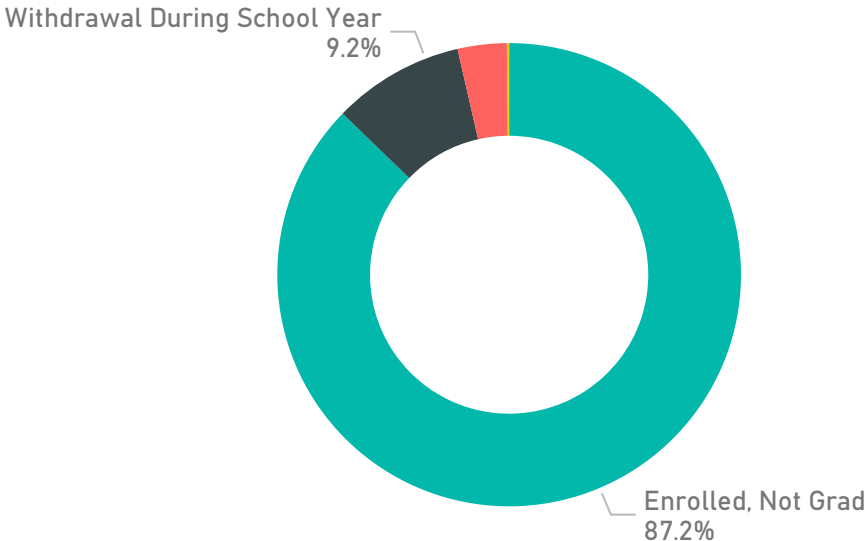
Capistrano Connections Academy

December 31, 2018

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	3878	87%	3818	74%	4115	89%	4111	87%
Graduated	7	0%	42	1%	8	0%	16	0%
Prior To Engagement	152	3%	207	4%	175	4%	184	4%
Withdrawal During School Year	408	9%	1127	22%	324	7%	416	9%
Total	4445	100%	5194	100%	4622	100%	4727	100%

Enrollment Services Complete (Stage 4)

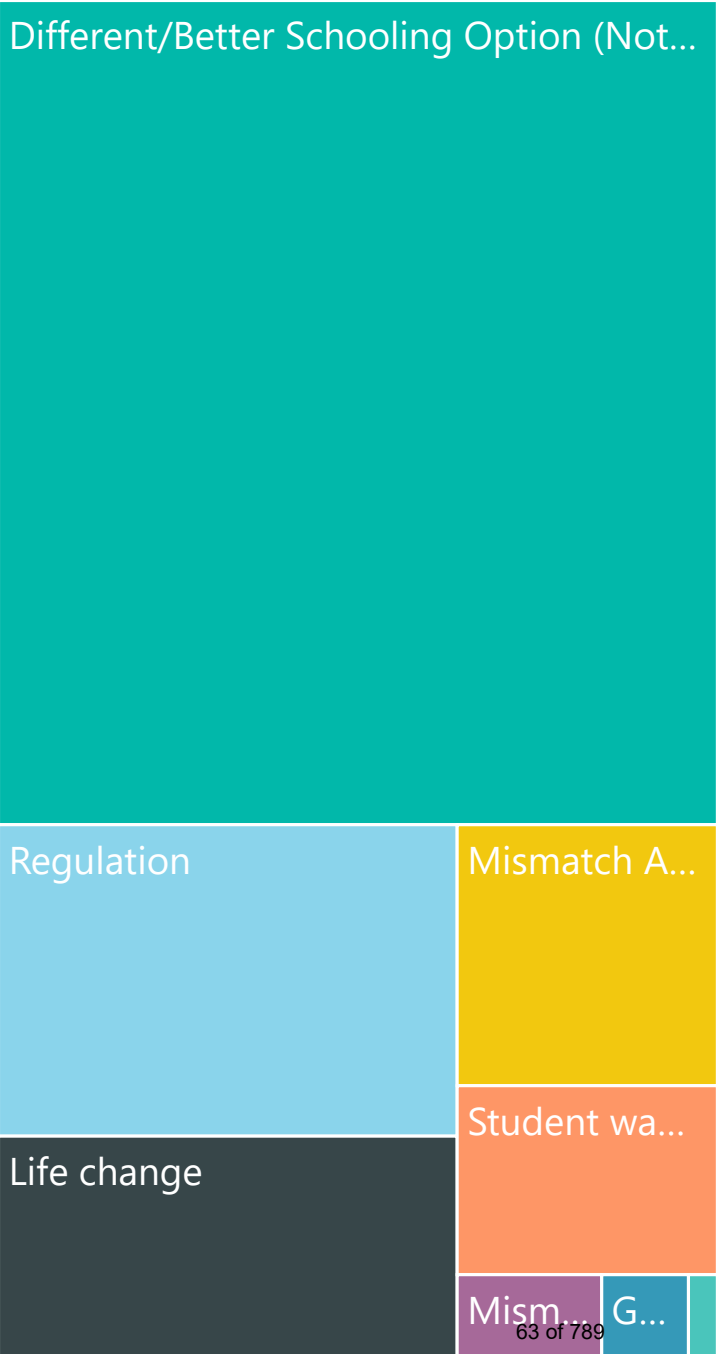
4844

Capistrano Connections Academy

December 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
▲				
Different/Better Schooling Option (Not related to socialization)	228	593	198	253
Getting started with the school was too difficult	4	16	3	3
Life change	59	155	34	43
Mismatch Academic	32	61	28	29
Mismatch Family Schedule	5	7	5	5
Regulation	64	244	34	61
Student wants more socialization	14	40	20	21
Unhappy with the school (teachers, leadership)	2	11	1	1



Capistrano Connections Academy

December 31, 2018

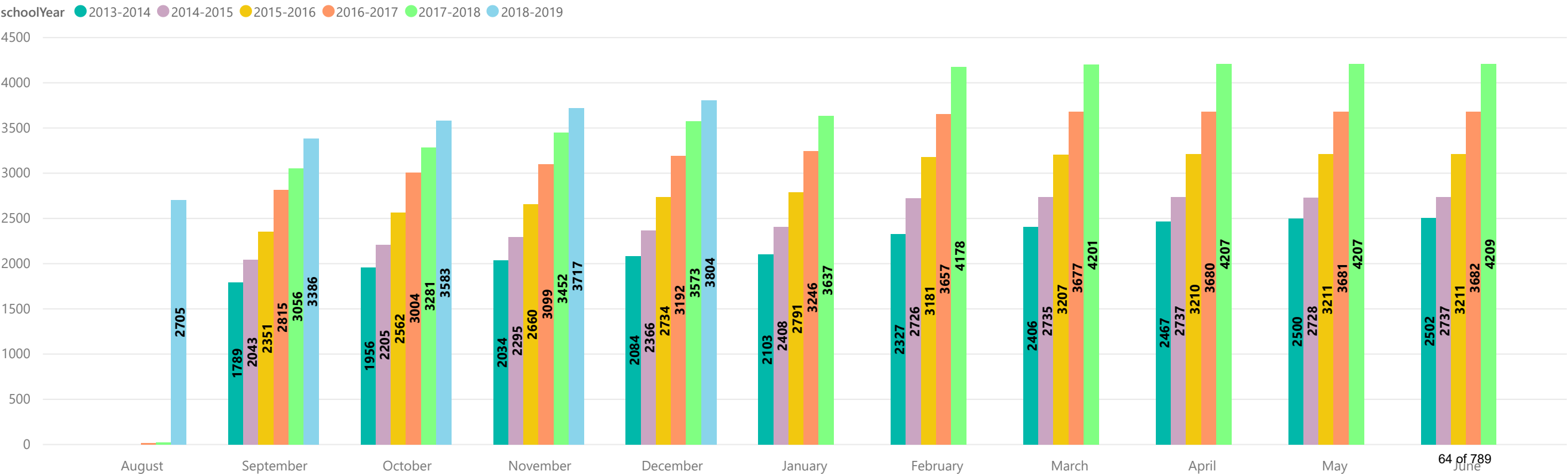
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3126	3128	3318	3318
Graduated	7	43	8	16
WD During School Year	338	940	264	346
WD Prior To Engagement	140	192	164	172

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.24	1.22	1.24	1.24

Monthly Total Households



Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1375	1334	1472	1472
Not Hispanic or Latino	2492	2474	2643	2638

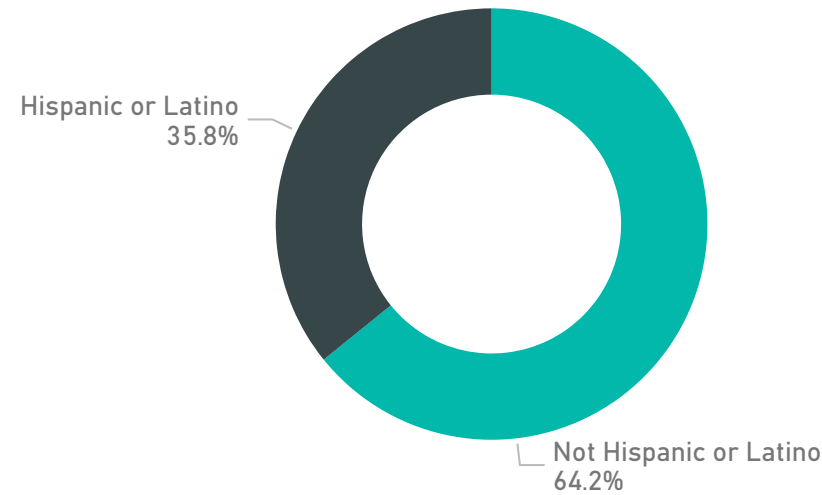
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	296	286	300	302
Asian	432	425	458	462
Black/African American	750	712	832	824
Native Hawaiian or Other Pacific Islander	121	115	122	123
White	2781	2761	2909	2907

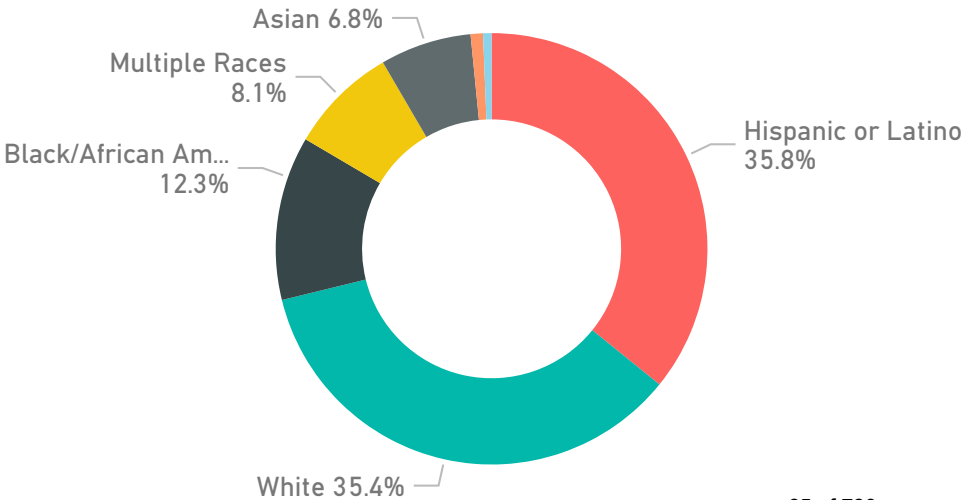
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	17	21	28	26
Asian	260	253	278	281
Black/African American	464	435	514	505
Hispanic or Latino	1375	1334	1472	1472
Multiple Races	321	317	335	334
Native Hawaiian or Other Pacific Islander	31	36	38	38
Not Indicated		1	1	1
White	1399	1411	1449	1453

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

December 31, 2018

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		1	1	1
F	2126	2109	2229	2224
M	1741	1698	1885	1885

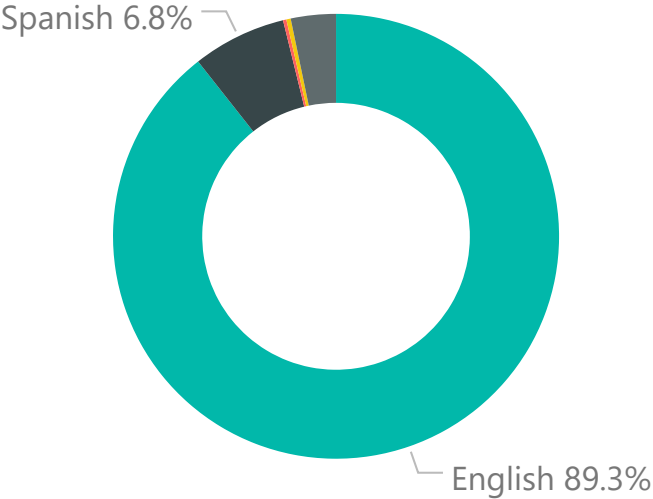
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3499	3439	3671	3672
Spanish	227	229	281	279
Russian	6	6	12	10
Arabic	7	6	13	13
Urdu	1	1	2	2
Another Language	127	124	136	134
No Language Reported		3		

Enrolled Students by Gender



Enrolled Students by Language



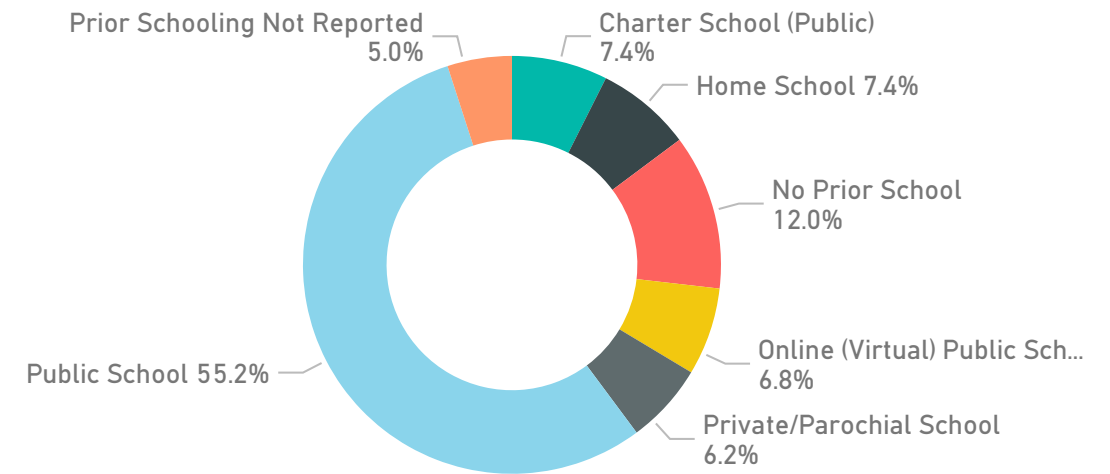
Capistrano Connections Academy

December 31, 2018

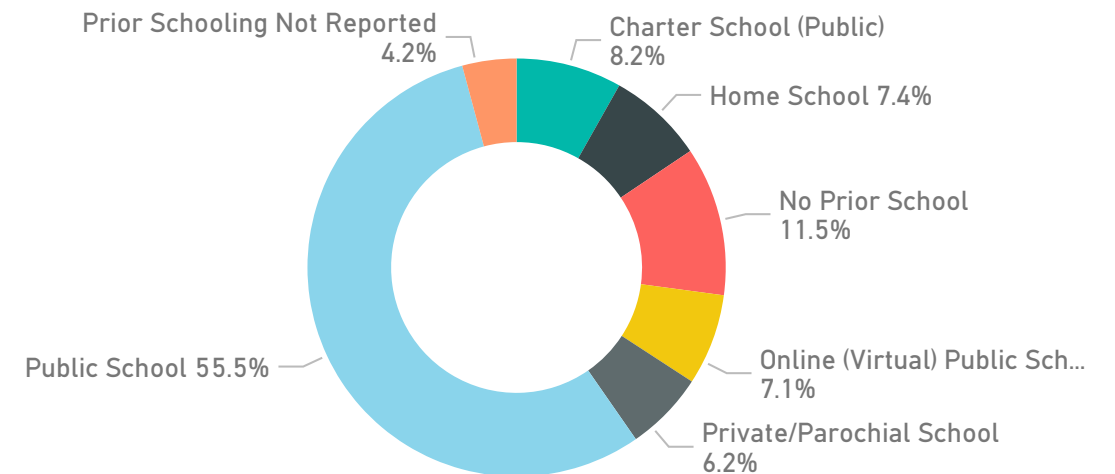
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	316	309	309	305
Home School	287	278	303	303
No Prior School	446	380	508	494
Online (Virtual) Public School	273	269	286	279
Private/Parochial School	238	249	253	256
Public School	2145	2170	2247	2268
Prior Schooling Not Reported	162	153	209	205

Prior Schooling December 31, 2018



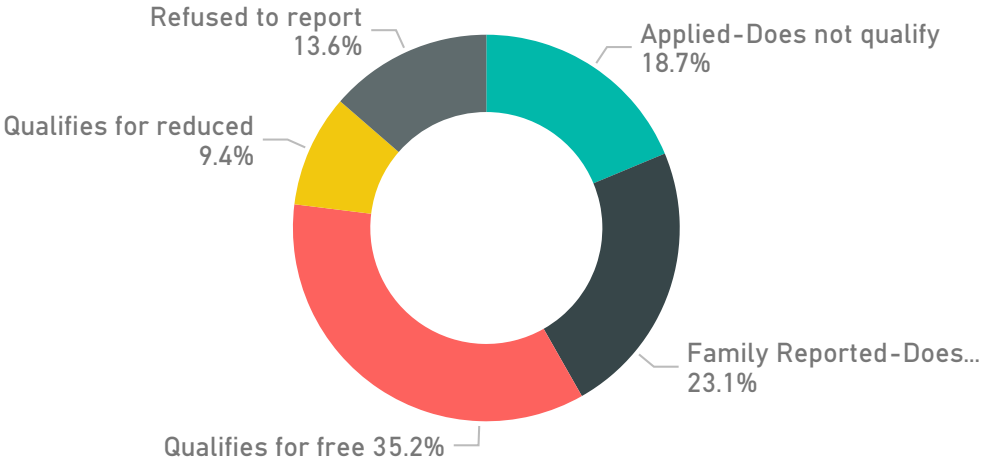
Prior Schooling December 31, 2017



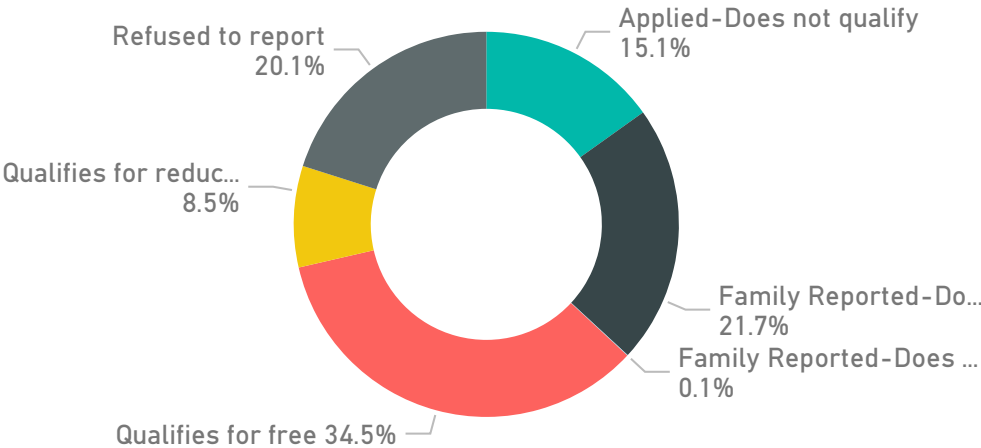
Capistrano Connections Academy

December 31, 2018

FARM Eligibility December 31, 2018



FARM Eligibility December 31, 2017



Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	74	81	86	87
Cognitive Disability	4	8	7	7
Emotionally Impaired	39	51	44	48
Hearing Impaired	4	4	4	4
Multiple Disabilities			2	2
Other Health Impaired	107	99	104	105
Physical Disability	4	4	6	6
Specific Learning Disability	131	141	147	149
Speech/Language Impaired	59	56	52	54
Traumatic Brain Injury	1	2	2	2
Visually Impaired	3	2	2	2

Specific Learning Disability

Autism

Emotional...

Other Health Impaired

Speech/Language Imp...

Cog...

He...

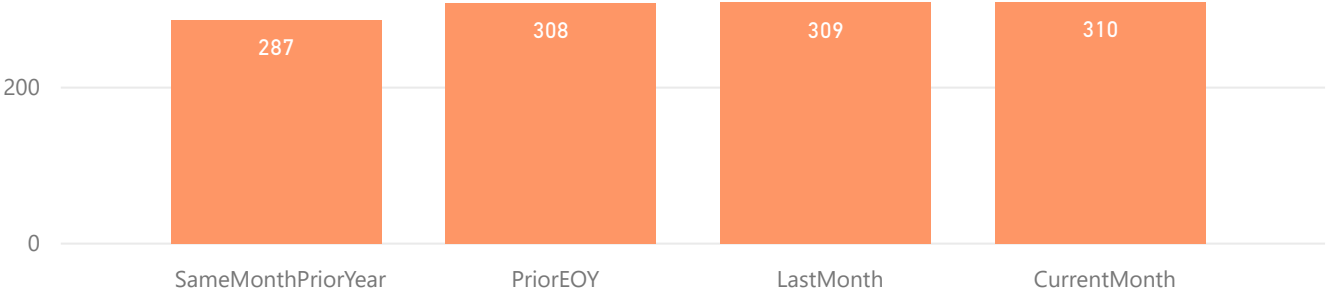
Phys...

68 of 789

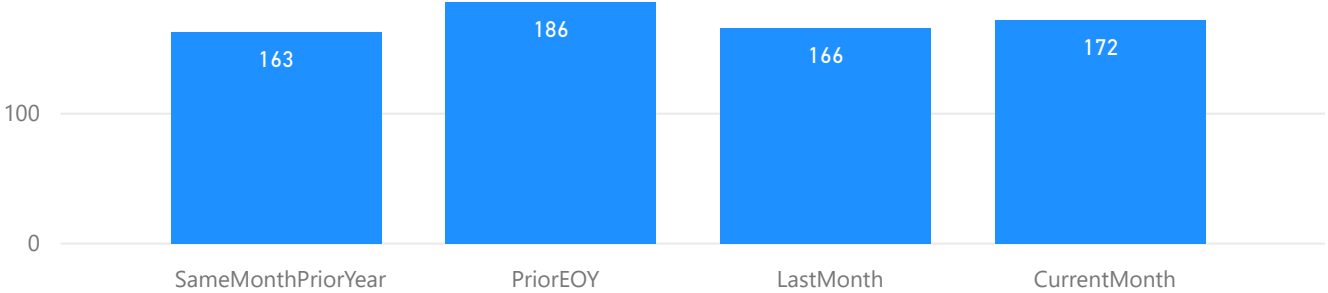
Capistrano Connections Academy

December 31, 2018

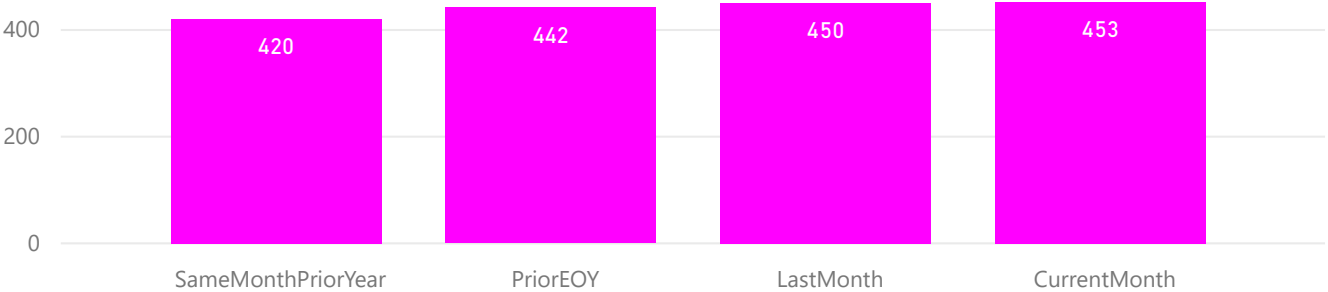
Gifted



Plan504



IEP



Currently Enrolled

4110

Gifted

8%

Plan504

4%

IEP

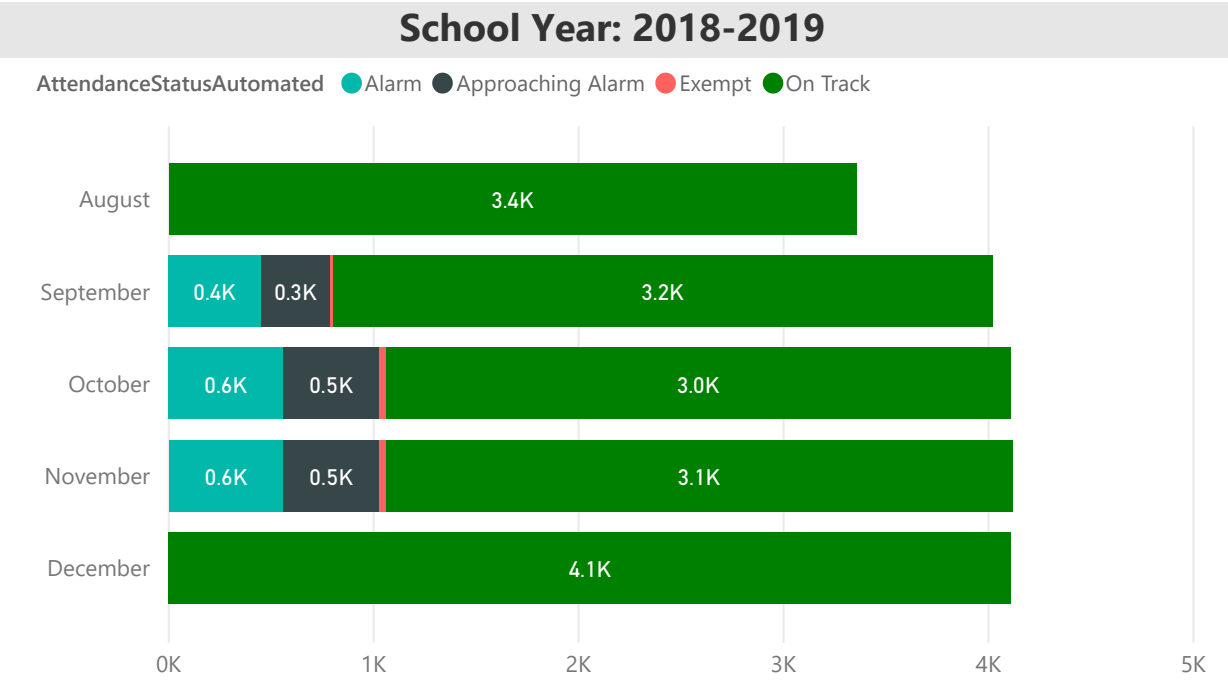
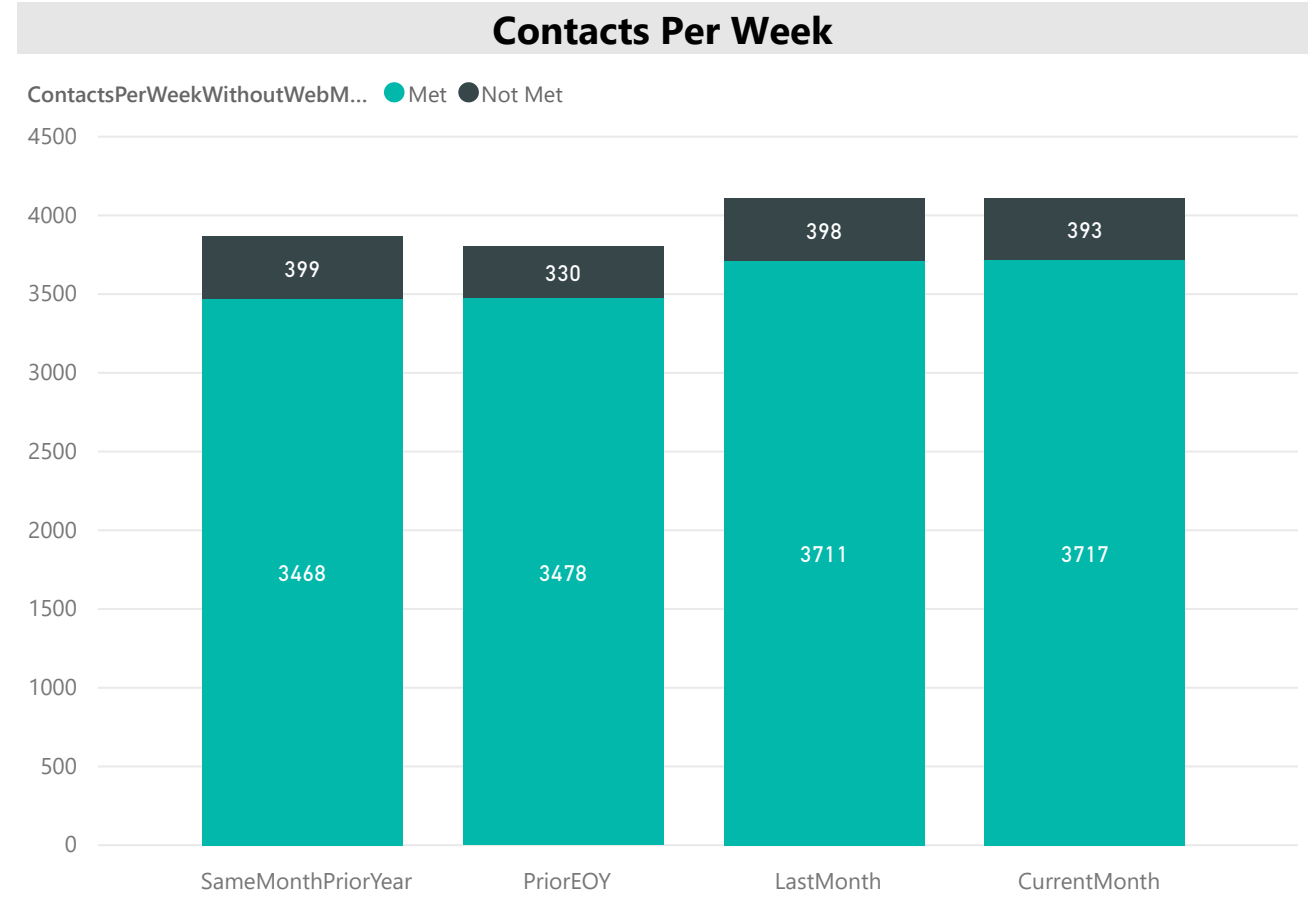
11%

Not in Special Population

78%

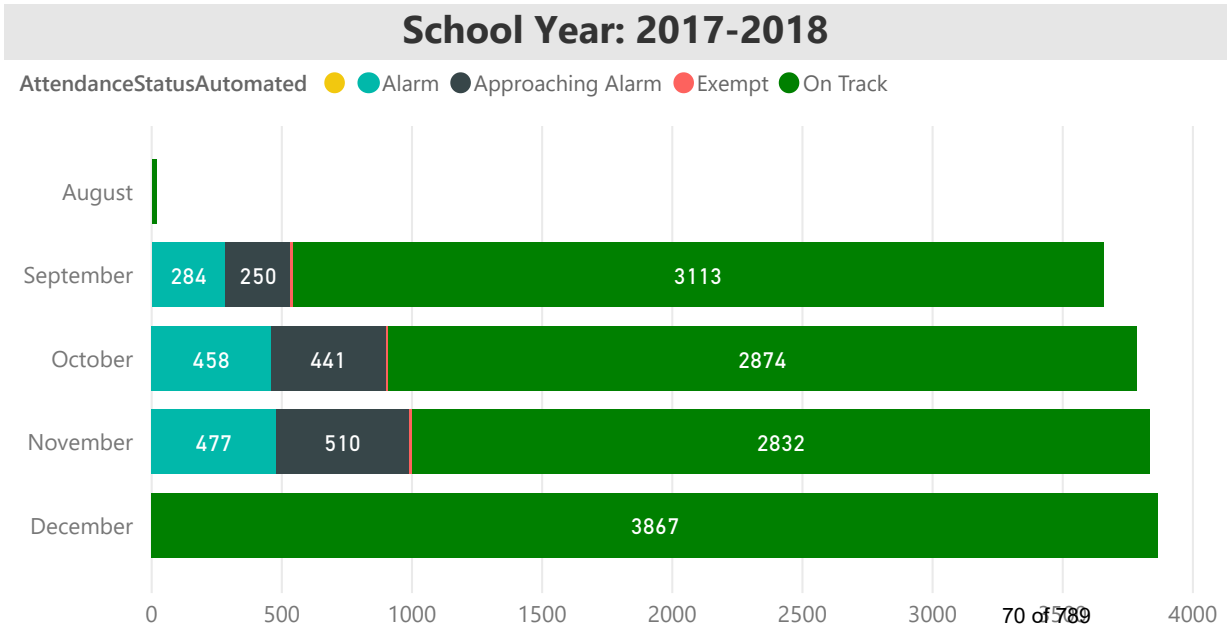
Capistrano Connections Academy

December 31, 2018



Currently Enrolled

4110



Capistrano Connections Academy

December 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	103%	98%	99%	95%
3-5	104%	99%	98%	95%
6-8	107%	100%	103%	102%
9-12	99%	97%	95%	92%
Total	102%	98%	98%	95%

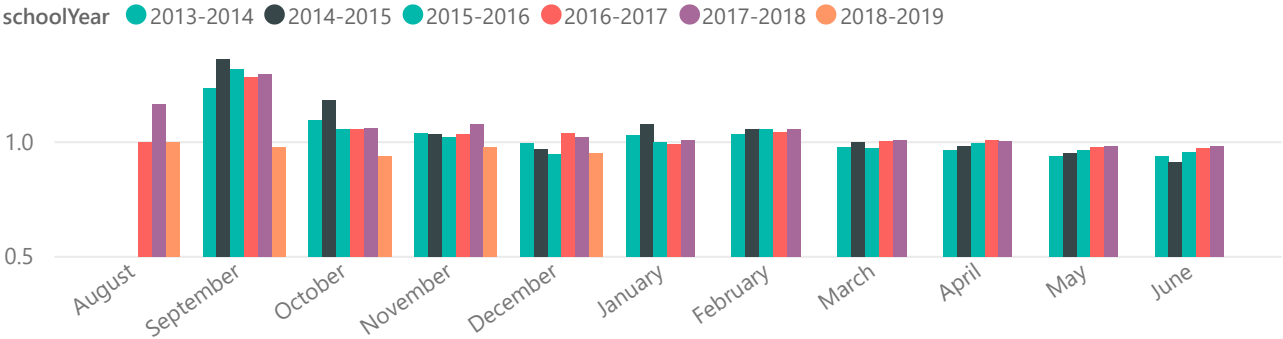
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	88%	92%	91%
3-5	80%	79%	79%	78%
6-8	73%	75%	77%	76%
9-12	69%	75%	70%	70%
Total	74%	77%	75%	75%

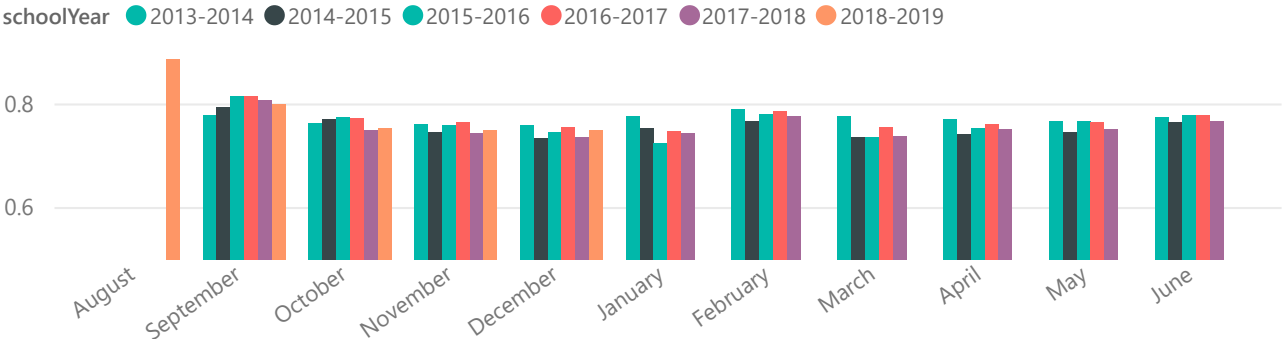
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	94%	95%	93%
3-5	93%	93%	93%	92%
6-8	92%	93%	95%	94%
9-12	86%	88%	87%	86%
Total	89%	90%	90%	90%

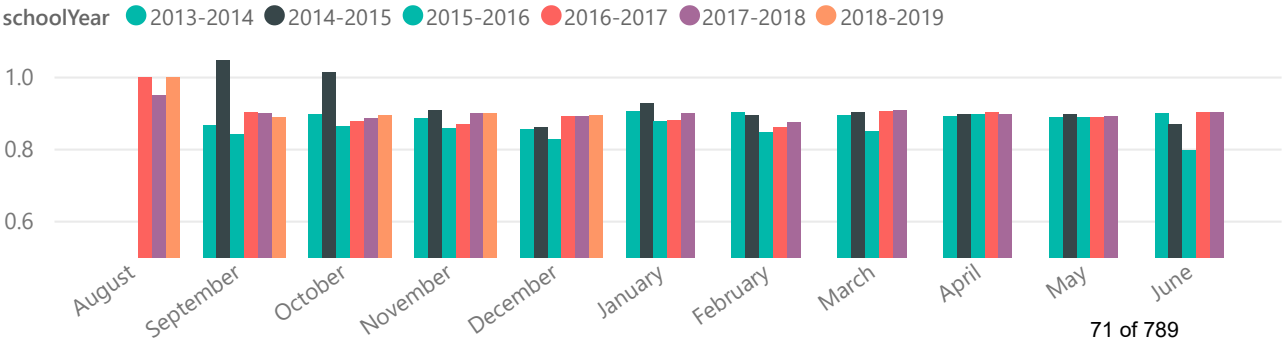
Average Total Participation



Average Total Performance



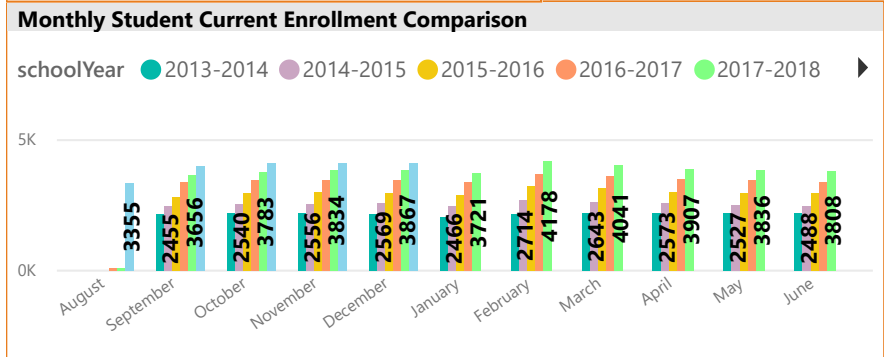
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
4110	4727
Enrollment Services Complete (Stage 4)	
4844	

Capistrano Connections Academy
December 31, 2018

Current Enrollment Month-Over-Month Change
-0%
Current Enrollment Year-Over-Year Change
6%



Total YTD Enrollment				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3878	87%	4111	87%
Graduated	7	0%	16	0%
Prior To Engagement	152	3%	184	4%
Withdrawal During School Year	408	9%	416	9%
Total	4445	100%	4727	100%

New & Returning				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	1924	49.75%	1936	47.10%
Returning	1943	50.25%	2174	52.90%

Household Data		
Household Data	SameMonthPriorYear	CurrentMonth
Active	3126	3318
Graduated	7	16
WD During School Year	338	346
WD Prior To Engagement	140	172

Students Per Active Household		
	SameMonthPriorYear	CurrentMonth
	1.24	1.24

Grade Distribution				
ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	407	11%	433	11%
PK	9	0%	22	1%
KG	123	3%	117	3%
1	145	4%	149	4%
2	130	3%	145	4%
3-5	486	13%	472	11%
3	160	4%	129	3%
4	132	3%	175	4%
5	194	5%	168	4%
6-8	980	25%	1036	25%
6	262	7%	263	6%
7	325	8%	343	8%
8	393	10%	430	10%
9-12	1994	52%	2169	53%
9	413	11%	407	10%
10	496	13%	538	13%
11	533	14%	610	15%
12	552	14%	614	15%
Total	3867	100%	4110	100%

Withdrawal Reason		
Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	228	253
Getting started with the school was too difficult	4	3
Life change	59	43
Mismatch Academic	32	29
Mismatch Family Schedule	5	5
Regulation	64	61
Student wants more socialization	14	21
Unhappy with the school (teachers, leadership)	2	1

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		1
F	2126	2224
M	1741	1885

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	3499	3672
Spanish	227	279
Russian	6	10
Arabic	7	13
Urdu	1	2
Another Language	127	134

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1375	1472
Not Hispanic or Latino	2492	2638

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	296	302
Asian	432	462
Black/African American	750	824
Native Hawaiian or Other Pacific Islander	121	123
White	2781	2907

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	59	91
Family Reported-Does not qualify	86	78
Qualifies for free	171	205
Qualifies for reduced	50	54
Refused to report	60	38

Capistrano Connections Academy
December 31, 2018

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	74	87
Cognitive Disability	4	7
Emotionally Impaired	39	48
Hearing Impaired	4	4
Multiple Disabilities		2
Other Health Impaired	107	105
Physical Disability	4	6
Specific Learning Disability	131	149
Speech/Language Impaired	59	54
Traumatic Brain Injury	1	2
Visually Impaired	3	2

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	287	310

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	163	172

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	420	453

Gifted		Plan504	
8%		4%	
IEP		Not in Special Population	
11%		78%	

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	17	26
Asian	260	281
Black/African American	464	505
Hispanic or Latino	1375	1472
Multiple Races	321	334
Native Hawaiian or Other Pacific Islander	31	38
Not Indicated		1
White	1399	1453

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	316	305
Home School	287	303
No Prior School	446	494
Online (Virtual) Public School	273	279
Private/Parochial School	238	256
Public School	2145	2268
Prior Schooling Not Reported	162	205

Capistrano Connections Academy
December 31, 2018

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3468	3717
Not Met	399	393

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	3867	4110

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	103%	95%
3-5	104%	95%
6-8	107%	102%
9-12	99%	92%
Total	102%	95%

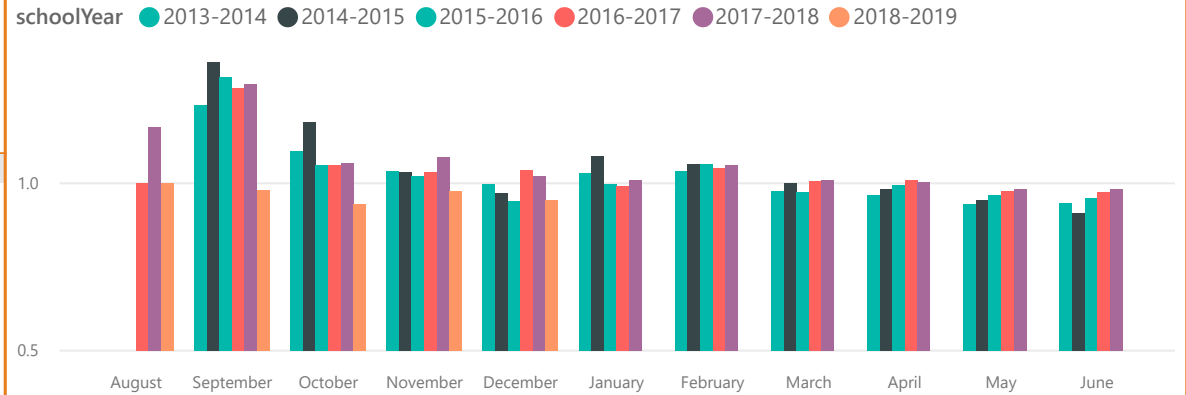
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	91%
3-5	80%	78%
6-8	73%	76%
9-12	69%	70%
Total	74%	75%

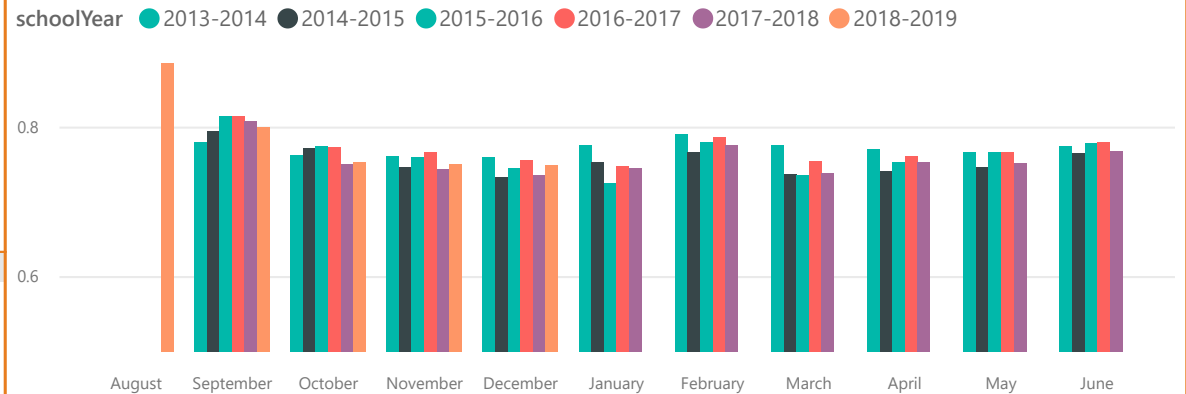
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	93%
3-5	93%	92%
6-8	92%	94%
9-12	86%	86%
Total	89%	90%

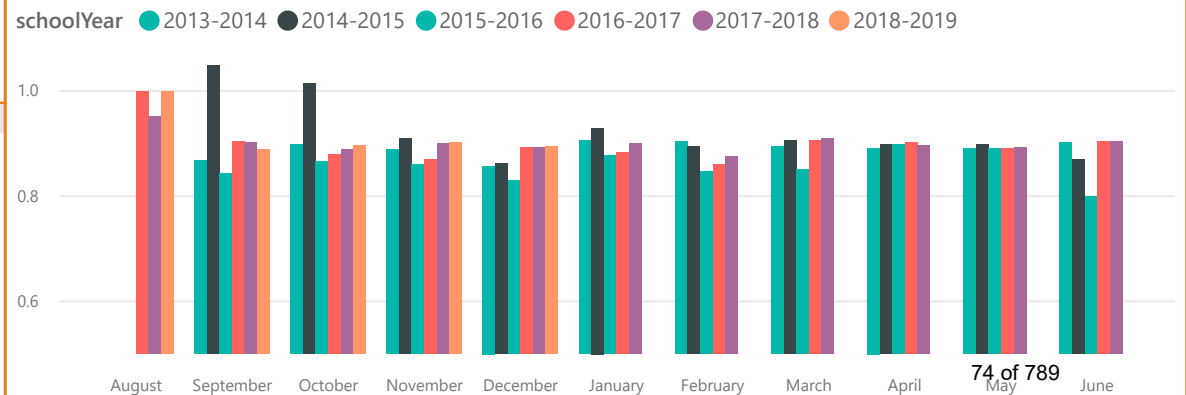
Average Total Participation



Average Total Performance



Average Total Attendance



**California Online Public Schools
Revenue and Expense Statement
For the Period Ended December 31, 2018**

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Forecasted Enrollment						
Forecasted ADM				6,253	6,393	(140)
Forecasted Total Enrollment				8,617	8,686	(69)
Forecasted Funded Enrollment				5,669	5,796	(127)
Revenue						
State Funding	2,274,325.40	2,627,744.74	12,007,826.18	29,137,065.79	30,327,644	(1,190,579)
Federal & Other Program Funding	215,922.00	29,988.00	246,248.00	1,754,168.00	1,754,108	60
Local Aid	2,195,909.63	2,150,576.64	10,660,622.83	26,206,172.92	26,880,593	(674,420)
Other Funding Sources	7,160.62	8,974.50	35,306.55	36,773.12	20,000	16,773
Total Revenue	4,693,317.65	4,817,283.88	22,950,003.56	57,134,179.83	58,982,346	(1,848,166)
Program Expenses						
Compensation Expense						
Administration Staff	276,040.70	265,754.54	1,598,204.10	3,658,661.75	3,761,827	(103,166)
Instructional Staff	1,726,290.10	1,735,530.07	8,397,180.86	21,502,682.35	21,555,216	(52,534)
Total Compensation Expense	2,002,330.80	2,001,284.62	9,995,384.96	25,161,344.10	25,317,044	(155,699)
Fee Based Expenses						
Enrollment/Unit Based Fees	1,652,044.66	1,641,798.47	9,839,452.32	19,654,931.16	19,706,547	(51,616)
Revenue Based Fees	659,823.22	503,902.44	3,803,018.42	7,686,344.66	8,033,531	(347,187)
Total Fee Based Expenses	2,311,867.88	2,145,700.91	13,642,470.74	27,341,275.82	27,740,078	(398,802)
Other School Expenses						
Assessment	52,925.97	59,610.07	192,138.26	629,968.00	645,000	(15,032)
Authorizer Oversight	47,413.23	47,369.61	293,168.06	577,409.75	587,744	(10,334)
Employee Related	17,366.53	18,693.99	302,725.38	723,877.61	813,346	(89,468)
Facilities	48,696.00	38,659.67	271,231.54	949,478.24	941,754	7,724
Governance	51,059.00	10,436.10	88,331.91	138,353.00	130,891	7,462
Internet Service Provider	8,940.26	86,308.38	95,248.64	287,514.97	332,000	(44,485)
Instructional	18,110.35	16,388.53	177,406.86	435,738.53	442,789	(7,050)
Professional Services	4,971.25	4,159.08	67,280.29	237,949.00	237,949	-
Student Related	7,590.43	(5,370.48)	32,842.93	562,122.85	566,003	(3,880)
Pending Allocation	699.04	(5,833.07)	49,249.02	-	-	-
Total Other School Expenses	257,772.06	270,421.88	1,569,622.89	4,542,411.96	4,697,475	(155,063)
Adjustments and Credits						
Discretionary Service Credit	-	-	-	(103,000.00)	-	(103,000)
Total Adjustments and Credits	-	-	-	(103,000.00)	-	(103,000)
Total Program Expenses	4,571,970.74	4,417,407.41	25,207,478.59	56,942,031.87	57,754,596	(812,564)
Net Increase (Decrease)	121,346.91	399,876.47	(2,257,475.03)	192,147.96	1,227,749	(1,035,601)
Beginning fund balance	504,729.20	504,729.20	504,729.20	504,729.20		
Ending fund balance	626,076.11	904,605.67	(1,752,745.83)	696,877.16		

**California Online Public Schools
Balance Sheet
December 31, 2018**

ASSETS

Cash and Short Term Investments:

Checking	\$	306,053.19
Payroll		4,999,950.00
Savings		5,444,150.14
MediCal		2,471.00
OCDE Cash Account		2,460,592.38
Petty Cash		599.50

Total Cash and Short Term Investments		13,213,816.21
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Other Current Assets:

Pupil Funding	6,547,027.13
SPED Funding State	108,561.43
Other State Receivables	632,131.10
Federal Programs	6,873.13
Other Receivables	-
Prepaid Expenses	61,341.59

Total Other Current Assets		7,355,934.38
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Total Current Assets		20,569,750.59
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Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(722.72)

Net Fixed Assets		31,798.78
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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
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Total Assets	\$	20,622,236.67
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	19,809,258.37
Pension Payable		210,170.15
Accrued Expenses		(1,484.27)
Deferred Revenue		1,912,360.36
Accounts Payable		444,677.89

Total Current Liabilities		22,374,982.50
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Total Liabilities		22,374,982.50
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FUND BALANCE

Beginning Fund Balance	504,729.20
Change in Fund Balance	(2,257,475.03)

Ending Fund Balance		(1,752,745.83)
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Total Liabilities and Fund Balance	\$	20,622,236.67
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California Connections Academy @ North Bay
Revenue and Expense Statement
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				205	207	(1)	-0.61%
Forecasted Total Enrollment				295	282	13	4.61%
Forecasted Funded Enrollment				183	185	(1)	-0.61%
Revenue							
State Funding	112,849.42	98,717.80	537,137.55	1,301,925.41	1,340,102.38	(38,176.98)	-2.85%
Federal & Other Program Funding	-	-	-	57,886.00	57,886.00	-	0.00%
Local Aid	48,357.11	38,837.21	244,605.70	548,088.23	551,219.11	(3,130.88)	-0.57%
Other Funding Sources	23.94	16.38	51.83	150.00	500.00	(350.00)	-70.00%
Total Revenue	161,230.47	137,571.39	781,795.08	1,908,049.64	1,949,707.49	(41,657.85)	-2.14%
Program Expenses							
Compensation Expense							
Administration Staff	8,001.18	7,703.03	44,574.89	104,298.30	107,288.61	2,990.31	2.79%
Instructional Staff	55,733.23	57,124.93	248,193.98	690,908.12	671,914.26	(18,993.86)	-2.83%
Total Compensation Expense	63,734.41	64,827.96	292,768.86	795,206.42	779,202.87	(16,003.55)	-2.05%
Fee Based Expenses							
Enrollment/Unit Based Fees	50,334.39	64,904.28	319,764.62	638,080.61	610,150.46	(27,930.15)	-4.58%
Revenue Based Fees	21,084.56	24,280.82	129,703.57	255,422.74	259,966.60	4,543.86	1.75%
Total Fee Based Expenses	71,418.95	89,185.10	449,468.19	893,503.35	870,117.07	(23,386.28)	-2.69%
Other School Expenses							
Assessment	120.51	1,000.94	1,003.34	26,536.00	26,536.00	-	0.00%
Authorizer Oversight	1,509.75	1,459.16	9,067.39	17,822.32	17,971.96	149.64	0.83%
Employee Related	562.02	615.38	8,890.53	19,365.20	21,758.65	2,393.45	11.00%
Facilities	1,446.51	1,149.37	8,457.45	25,018.91	23,945.37	(1,073.54)	-4.48%
Governance	1,756.00	250.44	3,979.74	5,284.52	5,038.08	(246.44)	-4.89%
Internet Service Provider	-	2,965.10	2,965.10	8,895.10	8,000.00	(895.10)	-11.19%
Instructional	553.64	495.64	3,720.09	17,520.00	17,520.00	-	0.00%
Professional Services	31.36	136.01	1,664.47	13,941.00	13,941.00	-	0.00%
Student Related	668.84	(418.47)	1,026.87	91,788.00	91,788.00	-	0.00%
Pending Allocation	20.39	(168.97)	1,149.60	-	-	-	0.00%
Total Other School Expenses	6,669.02	7,484.60	41,924.58	226,171.05	226,499.06	328.01	0.14%
Adjustments and Credits							
Contractual Service Credit	-	-	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	-	-	0.00%
Total Program Expenses	141,822.38	161,497.66	784,161.63	1,914,880.82	1,875,819.00	(39,061.82)	-2.08%
Net Increase (Decrease)	19,408.09	(23,926.27)	(2,366.55)	(6,831.18)	73,888.49	(80,719.67)	109.25%
Beginning fund balance	70,327.60	70,327.60	70,327.60	70,327.60			
Ending fund balance	89,735.69	46,401.32	67,961.05	63,496.41			

California Connections Academy @ North Bay
Balance Sheet
December 31, 2018

ASSETS

Cash and Short Term Investments:

Checking	\$	16,341.71
Savings		28,434.92

	-----	44,776.63
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Other Current Assets:

Pupil Funding	518,770.45
SPED Funding State	7,839.36
Other State Receivables	42,198.03
Federal Programs	897.00
Other Receivables	(1,376.81)
Prepaid Expenses	1,434.89

	-----	569,762.92
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	-----	614,539.55
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Total Assets	\$	614,539.55
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	526,131.82
Pension Payable		3,150.11
Accrued Expenses		(130.54)
Accounts Payable		17,427.11

	-----	546,578.50
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	-----	546,578.50
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FUND BALANCE

Beginning Fund Balance	70,327.60
Change in Fund Balance	(2,366.55)

	-----	67,961.05
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Total Liabilities and Fund Balance	\$	614,539.55
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California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	106,811.99	87,795.72	464,771.82	1,146,012.56	1,157,845.91	(11,833.35)
LCFF / General Purpose Block Grant - State EPA	2,852.27	2,674.00	13,013.47	32,088.00	32,088.00	-
Star Testing Reimbursement	-	-	-	334.94	335.00	(0.06)
Lottery	3,370.92	2,707.30	14,433.15	35,588.61	35,806.86	(218.25)
Special Education Pass Through Funds - State	2,688.52	2,520.48	12,266.36	30,245.82	30,245.82	-
One Time State Funding	(3,356.85)	2,567.88	12,496.99	30,814.48	56,939.80	(26,125.32)
Mandated Cost Reimbursement	482.57	452.42	2,201.76	5,429.00	5,429.00	-
Low Performing Student Block Grant	-	-	-	3,458.00	3,458.00	-
Prior Year Revenue Adjustments	-	-	17,954.00	17,954.00	17,954.00	-
Total State Funding	112,849.42	98,717.80	537,137.55	1,301,925.41	1,340,102.38	(38,176.98)
Federal & Other Programs Funding						
Title I	-	-	-	22,686.00	22,686.00	-
Title II	-	-	-	4,000.00	4,000.00	-
Title IV	-	-	-	10,000.00	10,000.00	-
IDEA	-	-	-	21,000.00	21,000.00	-
E-Rate	-	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	-	-	-	57,886.00	57,886.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	48,357.11	38,837.21	207,048.88	510,531.41	513,662.29	(3,130.88)
Microsoft Voucher Reimbursement Program	-	-	500.00	500.00	500.00	-
Donations/Tax Credits	-	-	-	-	-	-
Prior Year Revenue Adjustments	-	-	37,056.82	37,056.82	37,056.82	-
Total Local Funding	48,357.11	38,837.21	244,605.70	548,088.23	551,219.11	(3,130.88)
Other Funding						
Interest	23.94	16.38	51.83	150.00	500.00	(350.00)
Total Other Funding	23.94	16.38	51.83	150.00	500.00	(350.00)
Total Revenue	161,230.47	137,571.39	781,795.08	1,908,049.64	1,949,707.49	(41,657.85)

California Connections Academy @ North Bay
Schedule of Fees
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Accounting and Regulatory Reporting	861.33	861.34	5,168.00	10,273.00	10,336.00	63.00
Community Outreach	-	-	-	-	-	-
Connexus™ Annual License (LMS)	10,336.00	11,347.00	63,027.00	123,276.00	124,032.00	756.00
Curriculum Postage	775.50	990.00	4,867.50	9,735.00	9,306.00	(429.00)
Direct Course Instruction Support	559.43	442.77	1,974.78	4,869.32	5,176.19	306.87
Educational Resource Center	2,170.56	2,382.87	13,235.67	25,887.96	26,046.72	158.76
Enrollment and Records Management	940.00	1,200.00	5,900.00	11,800.00	11,280.00	(520.00)
Facility Support Services	72.50	72.50	435.00	870.00	870.00	-
Hardware/Software - Employees	534.25	500.00	3,000.00	6,273.09	6,053.51	(219.58)
Human Resources Support	592.20	937.50	5,625.00	13,068.94	12,611.48	(457.46)
Internet Subsidy Payment Processing	233.33	433.34	1,600.00	3,300.00	2,800.00	(500.00)
School Curriculum Supplies	394.92	375.00	2,250.00	4,619.52	4,463.45	(156.07)
Short-Term Substitute Teaching	2,188.92	1,589.79	6,499.92	6,499.92	3,760.00	(2,739.92)
Student Technology Assistance	3,560.20	9,966.67	36,800.00	75,900.00	64,400.00	(11,500.00)
Tangible and Intangible Instructional Materials	24,531.25	30,968.75	153,625.00	307,125.00	294,375.00	(12,750.00)
Technical Support and Repairs	2,584.00	2,836.75	15,756.75	30,819.00	31,008.00	189.00
Voice Over IP Services	-	-	-	3,763.86	3,632.11	(131.75)
Total Enrollment/Unit Based Fees	50,334.39	64,904.28	319,764.62	638,080.61	610,150.46	(27,930.15)
Revenue Based Fees						
Marketing Services	1,528.55	1,819.12	9,461.87	18,561.54	18,974.62	413.08
School Administration	9,171.31	10,914.68	56,771.22	111,369.23	113,847.70	2,478.47
Special Education Direct Services	4,270.49	4,270.57	25,623.00	51,245.82	51,245.82	-
Special Education Oversight and Liability	3,821.38	4,547.78	23,654.67	46,403.85	47,436.54	1,032.70
Treasury Services	2,292.83	2,728.67	14,192.81	27,842.31	28,461.93	619.62
Total Revenue Based Fees	21,084.56	24,280.82	129,703.57	255,422.74	259,966.60	4,543.86
Total Fee Based Expenses	71,418.95	89,185.10	449,468.19	893,503.35	870,117.07	(23,386.28)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	5,708.63	5,491.06	33,164.01	76,027.87	78,214.32	2,186.45
Benefits	1,398.62	1,345.31	8,125.17	18,626.82	19,162.51	535.68
Pension	670.98	655.12	2,067.38	6,453.41	6,572.90	119.49
Taxes	222.95	211.54	1,218.32	3,190.19	3,338.88	148.69
Total Administrative Compensation	8,001.18	7,703.03	44,574.89	104,298.30	107,288.61	2,990.31
Instructional Compensation						
Salaries	38,505.09	39,419.13	179,608.95	489,676.29	477,492.58	(12,183.71)
Benefits	9,433.75	9,657.69	44,004.19	119,970.69	116,985.68	(2,985.01)
Pension	7,255.24	7,479.42	22,171.85	72,650.82	68,618.71	(4,032.11)
Taxes	539.15	568.69	2,408.98	8,610.33	8,817.29	206.97
Total Instructional Compensation	55,733.23	57,124.93	248,193.98	690,908.12	671,914.26	(18,993.86)
Total Compensation	63,734.41	64,827.96	292,768.86	795,206.42	779,202.87	(16,003.55)

California Connections Academy @ North Bay
Schedule Other Expenses
For the Period Ended December 31, 2018

	November-18	December-18	YTD	Annual	Revised	Annual	Forecast vs
	Actual	Actual	Actual	Forecast	Budget 12/03/2018	Budget	Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:							
Assessment							
Student Testing & Assessment Facilities & Services	-	969.75	771.57	11,000.00	11,000.00	11,000.00	-
Student Testing & Assessment Travel	120.51	31.19	231.77	7,536.00	7,536.00	7,536.00	-
Student Testing Technology	-	-	-	8,000.00	8,000.00	8,000.00	-
Total Assessment	120.51	1,000.94	1,003.34	26,536.00	26,536.00	26,536.00	-
Authorizer Oversight							
District Oversight	1,431.75	1,381.16	8,599.39	16,886.32	17,035.96	16,825.00	149.64
STRS Reporting	78.00	78.00	468.00	936.00	936.00	936.00	-
Total Authorizer Oversight	1,509.75	1,459.16	9,067.39	17,822.32	17,971.96	17,761.00	149.64
Employee Related							
Staff Recruiting/Background Checks	42.40	45.45	159.61	928.27	1,043.00	1,043.00	114.73
Staff Training/Prof. Dvlpmt	309.01	499.03	8,039.69	11,108.67	12,481.65	11,836.00	1,372.98
Team Building	1.45	19.14	147.09	1,318.09	1,481.00	1,481.00	162.91
Travel and Conferences - Teachers	21.56	-	147.36	2,174.27	2,443.00	2,443.00	268.73
Travel and Conferences - Administration	187.60	51.76	396.78	3,835.90	4,310.00	4,310.00	474.10
Total Employee Related	562.02	615.38	8,890.53	19,365.20	21,758.65	21,113.00	2,393.45
Facilities							
Copiers/ Reproduction	46.65	-	319.99	862.00	862.00	862.00	-
Expensed Furniture and Equipment	-	-	71.20	2,484.00	2,484.00	2,484.00	-
Internet	-	47.45	312.76	1,864.00	1,864.00	1,864.00	-
Maintenance & Repairs	81.04	79.52	402.92	2,029.00	2,029.00	2,029.00	-
Office Postage	103.66	48.04	312.07	1,613.00	1,613.00	1,613.00	-
Office Supplies	184.42	65.18	1,173.71	2,373.71	2,066.11	1,884.00	(307.60)
Office Rent	728.81	765.94	4,523.34	8,896.20	8,130.26	9,934.00	(765.94)
Rent Operating Expense	106.43	54.91	544.46	1,299.00	1,299.00	1,299.00	-
Rent Storage Unit	35.55	-	129.48	450.00	450.00	450.00	-
Telephone	20.46	78.26	202.20	1,539.00	1,539.00	1,539.00	-
Utilities	139.49	10.07	465.32	1,609.00	1,609.00	1,609.00	-
Total Facilities	1,446.51	1,149.37	8,457.45	25,018.91	23,945.37	25,567.00	(1,073.54)
Governance							
Accreditation	-	-	1,060.00	1,060.00	1,060.00	1,000.00	-
Banking Fees	-	-	0.58	400.00	400.00	400.00	-
Board-Related Expenses	-	-	23.12	870.00	870.00	870.00	-
Dues	1,760.00	-	2,431.52	2,490.00	2,490.00	2,490.00	-
Insurance Expenses	(4.00)	250.44	464.52	464.52	218.08	188.00	(246.44)
Total Governance	1,756.00	250.44	3,979.74	5,284.52	5,038.08	4,948.00	(246.44)
Internet Service Provider							
ISP Payment Reimbursement	-	2,965.10	2,965.10	8,895.10	8,000.00	8,000.00	(895.10)
Total Internet Service Provider	-	2,965.10	2,965.10	8,895.10	8,000.00	8,000.00	(895.10)
Instructional							
LiveSpeech	80.00	80.00	240.00	720.00	720.00	-	-
Math Time to Talk	-	-	-	1,983.00	1,983.00	1,983.00	-
Other Curriculum	-	-	-	1,293.00	1,293.00	1,293.00	-
Science Lab	318.16	133.17	1,689.34	3,846.00	3,846.00	3,846.00	-
Science Lab - Other Contracted Services	155.48	282.47	812.75	6,200.00	6,200.00	6,200.00	-
Summer School	-	-	978.00	978.00	978.00	5,000.00	-
Title I - SES Tutoring	-	-	-	2,500.00	2,500.00	2,500.00	-
Total Instructional	553.64	495.64	3,720.09	17,520.00	17,520.00	20,822.00	-
Professional Services							
Accounting Services/Audit	-	-	-	9,000.00	9,000.00	9,000.00	-
AERIES	-	-	-	700.00	700.00	700.00	-
Legal Services	30.14	-	1,212.82	2,974.00	2,974.00	2,974.00	-
Other School Contracted Services	1.22	125.01	431.96	1,093.00	1,093.00	1,093.00	-
Other School Expense	-	11.00	19.69	174.00	174.00	174.00	-
Total Professional Services	31.36	136.01	1,664.47	13,941.00	13,941.00	13,941.00	-
Student Related							
College and Career Grant	-	-	-	73,000.00	73,000.00	73,000.00	-
Graduation Expense	-	-	61.09	4,000.00	4,000.00	4,000.00	-
Low Performing Student Block Grant Expenses	-	-	-	3,458.00	3,458.00	-	-
Student Activities	668.84	(418.47)	965.78	11,330.00	11,330.00	11,330.00	-
Total Student Related	668.84	(418.47)	1,026.87	91,788.00	91,788.00	88,330.00	-
Pending Allocation							
Expenses Pending Allocation	20.39	(168.97)	1,149.60	-	-	-	-
Total Pending Allocation	20.39	(168.97)	1,149.60	-	-	-	-
Total Other Expenses	6,669.02	7,484.60	41,924.58	226,171.05	226,499.06	227,018.00	328.01

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				528	518	10	1.84%
Forecasted Total Enrollment				747	725	22	3.03%
Forecasted Funded Enrollment				474	466	9	1.84%
Revenue							
State Funding	374,147.40	380,587.92	1,817,614.69	4,442,478.56	4,455,379.01	(12,900.46)	-0.29%
Federal & Other Program Funding	-	27,473.00	27,811.00	178,079.00	178,079.00	-	0.00%
Local Aid	19,765.98	19,324.32	112,399.54	244,097.41	240,090.96	4,006.46	1.67%
Other Funding Sources	219.71	51.75	631.60	2,000.00	2,000.00	-	0.00%
Total Revenue	394,133.09	427,436.99	1,958,456.83	4,866,654.97	4,875,548.97	(8,894.00)	-0.18%
Program Expenses							
Compensation Expense							
Administration Staff	21,807.14	20,994.53	125,471.63	288,247.20	296,397.26	8,150.06	-2.75%
Instructional Staff	141,852.97	144,850.69	680,091.20	1,796,665.32	1,759,076.23	(37,589.09)	-2.14%
Total Compensation Expense	163,660.11	165,845.22	805,562.83	2,084,912.52	2,055,473.48	(29,439.04)	-1.43%
Fee Based Expenses							
Enrollment/Unit Based Fees	139,715.13	153,477.89	830,225.79	1,672,744.17	1,629,299.45	(43,444.71)	-2.67%
Revenue Based Fees	54,811.64	45,454.90	319,513.09	644,066.39	645,044.73	978.34	0.15%
Total Fee Based Expenses	194,526.77	198,932.79	1,149,738.88	2,316,810.56	2,274,344.18	(42,466.37)	-1.87%
Other School Expenses							
Assessment	1,960.72	5,213.27	8,350.90	43,539.93	43,539.93	-	0.00%
Authorizer Oversight	4,761.21	4,825.09	28,998.20	57,948.73	57,416.88	(531.85)	-0.93%
Employee Related	1,425.94	1,560.41	24,033.84	66,434.94	74,646.00	8,211.06	11.00%
Facilities	3,869.33	3,074.71	21,567.56	69,883.00	69,953.00	70.00	0.10%
Governance	1,790.00	3,352.69	7,856.71	12,052.51	11,449.82	(602.69)	-5.26%
Internet Service Provider	8,940.26	-	8,940.26	26,940.26	29,000.00	2,059.74	7.10%
Instructional	1,758.81	1,694.01	13,255.60	39,457.00	39,457.00	-	0.00%
Professional Services	79.81	346.10	7,006.23	22,507.00	22,507.00	-	0.00%
Student Related	332.40	1,278.13	4,897.91	101,292.00	101,292.00	-	0.00%
Pending Allocation	55.16	(460.79)	3,766.35	-	-	-	0.00%
Total Other School Expenses	24,973.64	20,883.62	128,673.56	440,055.37	449,261.63	9,206.26	2.05%
Adjustments and Credits							
Contractual Service Credit	-	-	-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	-	-	0.00%
Total Program Expenses	383,160.52	385,661.63	2,083,975.27	4,841,778.44	4,779,079.30	(62,699.14)	-1.31%
Net Increase (Decrease)	10,972.57	41,775.36	(125,518.43)	24,876.53	96,469.67	(71,593.14)	74.21%
Beginning fund balance	40,751.73	40,751.73	40,751.73	40,751.73			
Ending fund balance	51,724.30	82,527.09	(84,766.70)	65,628.26			

California Connections Academy @ Central
Balance Sheet
December 31, 2018

ASSETS

Cash and Short Term Investments:

Checking	\$ 6,764.95
Savings	481,372.70

Total Cash and Short Term Investments	488,137.65
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Other Current Assets:

Pupil Funding	503,294.94
SPED Funding State	11,877.50
Other State Receivables	72,665.46
Other Receivables	(2,187.22)
Prepaid Expenses	8,028.51

Total Other Current Assets	593,679.19
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Total Current Assets	1,081,816.84
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Other Assets:

Utilities Deposit	100.00
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Total Other Assets	100.00
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Total Assets	\$	1,081,916.84
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$ 1,106,667.94
Pension Payable	12,314.75
Accrued Expenses	(353.98)
Accounts Payable	48,054.83

Total Current Liabilities	1,166,683.54
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Total Liabilities	1,166,683.54
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FUND BALANCE

Beginning Fund Balance	40,751.73
Change in Fund Balance	(125,518.43)

Ending Fund Balance	(84,766.70)
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Total Liabilities and Fund Balance	\$	1,081,916.84
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California Connections Academy @ Central
Schedule of Revenue
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	318,470.46	314,052.27	1,462,467.47	3,606,084.17	3,556,906.04	49,178.13
LCFF / General Purpose Block Grant - State EPA	49,079.20	46,011.75	223,923.85	552,141.00	552,141.00	-
Star Testing Reimbursement	-	65.00	65.00	817.22	817.00	0.22
Lottery	8,211.14	8,027.66	37,325.25	92,034.86	90,370.50	1,664.35
Special Education Pass Through Funds - State	5,514.20	5,169.55	25,158.50	62,034.66	62,034.66	-
One Time State Funding	(8,190.36)	6,265.36	30,491.39	75,184.24	138,927.40	(63,743.16)
Mandated Cost Reimbursement	1,062.76	996.33	4,848.82	11,956.00	11,956.00	-
Low Performing Student Block Grant	-	-	-	8,892.00	8,892.00	-
Prior Year Revenue Adjustments	-	-	33,334.41	33,334.41	33,334.41	-
Total State Funding	374,147.40	380,587.92	1,817,614.69	4,442,478.56	4,455,379.01	(12,900.46)
Federal & Other Programs Funding						
Title I	-	21,760.00	21,760.00	87,041.00	87,041.00	-
Title II	-	3,213.00	3,213.00	17,000.00	17,000.00	-
Title IV	-	2,500.00	2,500.00	10,000.00	10,000.00	-
IDEA	-	-	-	63,000.00	63,000.00	-
E-Rate	-	-	-	700.00	700.00	-
Prior Year Revenue Adjustments	-	-	338.00	338.00	338.00	-
Total Federal & Other Programs Funding	-	27,473.00	27,811.00	178,079.00	178,079.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	19,765.98	19,324.32	89,849.95	221,547.82	217,541.37	4,006.46
Microsoft Voucher reimbursement program	-	-	1,399.55	1,399.55	1,399.55	-
Prior Year Revenue Adjustments	-	-	21,150.04	21,150.04	21,150.04	-
Total Local Funding	19,765.98	19,324.32	112,399.54	244,097.41	240,090.96	4,006.46
Other Funding						
Interest	219.71	51.75	631.60	2,000.00	2,000.00	-
Total Other Funding	219.71	51.75	631.60	2,000.00	2,000.00	-
Total Revenue	394,133.09	427,436.99	1,958,456.83	4,866,654.97	4,875,548.97	(8,894.00)

California Connections Academy @ Central
Schedule of Fees
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Accounting and Regulatory Reporting	2,158.33	2,237.64	13,029.30	26,377.11	25,900.11	(477.00)
Community Outreach	2,083.33	2,083.34	12,500.00	25,000.00	25,000.00	-
Connexus™ Annual License (LMS)	25,900.11	26,851.11	156,351.66	316,525.33	310,801.33	(5,724.00)
Curriculum Postage	1,993.75	2,290.75	12,259.50	24,651.00	23,925.00	(726.00)
Direct Course Instruction Support	1,423.88	1,122.73	5,197.98	12,816.94	14,110.93	1,294.00
Educational Resource Center	5,439.02	5,638.74	32,833.85	66,470.32	65,268.28	(1,202.04)
Enrollment and Records Management	2,416.67	2,776.66	14,860.00	29,880.00	29,000.00	(880.00)
Facility Support Services	197.50	197.50	1,185.00	2,370.00	2,370.00	-
Hardware/Software - Employees	1,450.00	1,250.00	7,500.00	15,821.43	15,259.37	(562.06)
Human Resources Support	3,020.83	2,604.17	15,625.00	32,961.32	31,790.35	(1,170.97)
Internet Subsidy Payment Processing	797.92	1,010.41	5,000.00	10,150.00	9,575.00	(575.00)
School Curriculum Supplies	1,083.33	916.67	5,500.00	11,650.95	11,237.04	(413.91)
Short-Term Substitute Teaching	5,571.27	4,031.21	17,020.58	17,020.58	21,756.09	4,735.51
Student Technology Assistance	18,352.08	23,239.59	115,000.00	233,450.00	220,225.00	(13,225.00)
Tangible and Intangible Instructional Materials	61,352.08	70,514.59	377,275.00	758,975.00	736,225.00	(22,750.00)
Technical Support and Repairs	6,475.03	6,712.78	39,087.92	79,131.33	77,700.33	(1,431.00)
Voice Over IP Services	-	-	-	9,492.86	9,155.62	(337.24)
Total Enrollment/Unit Based Fees	139,715.13	153,477.89	830,225.79	1,672,744.17	1,629,299.45	(43,444.71)
Revenue Based Fees						
Marketing Services	4,035.64	3,185.02	23,363.24	47,184.70	47,273.64	88.94
School Administration	24,213.86	19,110.10	140,179.41	283,108.22	283,641.86	533.64
Special Education Direct Services	10,419.56	10,419.72	62,517.50	125,034.66	125,034.66	-
Special Education Oversight and Liability	10,089.11	7,962.54	58,408.09	117,961.76	118,184.11	222.35
Treasury Services	6,053.47	4,777.52	35,044.85	70,777.05	70,910.46	133.41
Total Revenue Based Fees	54,811.64	45,454.90	319,513.09	644,066.39	645,044.73	978.34
Total Fee Based Expenses	194,526.77	198,932.79	1,149,738.88	2,316,810.56	2,274,344.18	(42,466.37)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	15,558.82	14,965.83	93,255.65	210,080.70	216,039.85	5,959.15
Benefits	3,811.91	3,666.63	22,847.64	51,469.78	52,929.77	1,460.00
Pension	1,828.74	1,785.51	5,936.40	17,890.48	18,216.15	325.67
Taxes	607.66	576.56	3,431.94	8,806.23	9,211.48	405.25
Total Administrative Compensation	21,807.14	20,994.53	125,471.63	288,247.20	296,397.26	8,150.06
Instructional Compensation						
Salaries	98,003.67	99,954.40	492,508.37	1,274,532.55	1,251,048.88	(23,483.67)
Benefits	24,010.90	24,488.83	120,664.55	312,260.48	306,506.98	(5,753.50)
Pension	18,466.14	18,965.44	60,209.93	187,523.47	178,496.33	(9,027.14)
Taxes	1,372.26	1,442.02	6,708.34	22,348.82	23,024.04	675.21
Total Instructional Compensation	141,852.97	144,850.69	680,091.20	1,796,665.32	1,759,076.23	(37,589.09)
Total Compensation	163,660.11	165,845.22	805,562.83	2,084,912.52	2,055,473.48	(29,439.04)

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended December 31, 2018

	November-18	December-18	YTD	Annual	Revised	Forecast vs
	Actual	Actual	Actual	Forecast	Budget 12/03/2018	Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	1,810.00	5,205.00	7,413.64	17,000.00	17,000.00	-
Student Testing & Assessment Travel	150.72	8.27	377.26	20,539.93	20,539.93	-
Student Testing Technology	-	-	560.00	6,000.00	6,000.00	-
Total Assessment	1,960.72	5,213.27	8,350.90	43,539.93	43,539.93	-
Authorizer Oversight						
District Administrative Fees	966.67	966.67	5,800.02	11,600.00	11,600.00	-
District Oversight	3,581.96	3,645.84	21,922.70	43,797.73	43,265.88	(531.85)
STRS Reporting	212.58	212.58	1,275.48	2,551.00	2,551.00	-
Total Authorizer Oversight	4,761.21	4,825.09	28,998.20	57,948.73	57,416.88	(531.85)
Employee Related						
Staff Recruiting/Background Checks	107.85	115.26	418.77	2,531.16	2,844.00	312.84
Staff Training/Prof. Dvlpmnt	782.29	1,265.32	21,762.51	43,928.62	49,358.00	5,429.38
Team Building	3.68	48.53	397.02	3,592.93	4,037.00	444.07
Travel and Conferences - Teachers	54.77	-	417.62	5,927.40	6,660.00	732.60
Travel and Conferences - Administration	477.35	131.30	1,037.92	10,454.83	11,747.00	1,292.17
Total Employee Related	1,425.94	1,560.41	24,033.84	66,434.94	74,646.00	8,211.06
Facilities						
Copiers/ Reproduction	118.75	-	863.88	2,350.00	2,350.00	-
Expensed Furniture and Equipment	-	-	194.09	6,700.00	6,770.00	70.00
Internet	-	120.31	843.54	5,080.00	5,080.00	-
Maintenance & Repairs	210.54	203.65	1,060.38	5,530.00	5,530.00	-
Office Postage	264.02	121.88	822.91	4,395.00	4,395.00	-
Office Supplies	469.90	165.32	2,116.54	5,135.00	5,135.00	-
Office Rent	1,986.76	2,087.96	12,062.19	27,075.00	27,075.00	-
Rent Operating Expense	290.17	149.71	1,450.24	3,539.00	3,539.00	-
Rent Storage Unit	96.91	-	352.95	1,500.00	1,500.00	-
Telephone	52.11	198.44	532.58	4,195.00	4,195.00	-
Utilities	380.17	27.44	1,268.26	4,384.00	4,384.00	-
Total Facilities	3,869.33	3,074.71	21,567.56	69,883.00	69,953.00	70.00
Governance						
Accreditation	-	-	1,020.00	1,020.00	1,020.00	-
Banking Fees	30.00	30.00	206.58	600.00	600.00	-
Board-Related Expenses	-	-	63.02	2,370.00	2,370.00	-
Dues	1,760.00	2,720.00	5,439.60	6,935.00	6,935.00	-
Insurance Expenses	-	602.69	1,127.51	1,127.51	524.82	(602.69)
Total Governance	1,790.00	3,352.69	7,856.71	12,052.51	11,449.82	(602.69)
Internet Service Provider						
ISP Payment Reimbursement	8,940.26	-	8,940.26	26,940.26	29,000.00	2,059.74
Total Internet Service Provider	8,940.26	-	8,940.26	26,940.26	29,000.00	2,059.74
Instructional						
LiveSpeech	560.00	640.00	1,680.00	4,320.00	4,320.00	-
Math Time to Talk	-	-	-	5,404.00	5,404.00	-
Other Curriculum	-	-	-	3,523.00	3,523.00	-
Science Lab	803.17	337.69	4,515.17	10,483.00	10,483.00	-
Science Lab - Other Contracted Services	395.64	716.32	2,133.43	5,800.00	5,800.00	-
Summer School	-	-	4,927.00	4,927.00	4,927.00	-
Title I - SES Tutoring	-	-	-	5,000.00	5,000.00	-
Total Instructional	1,758.81	1,694.01	13,255.60	39,457.00	39,457.00	-
Professional Services						
Accounting Services/Audit	-	-	2,500.00	9,000.00	9,000.00	-
AERIES	-	-	-	1,950.00	1,950.00	-
Legal Services	76.70	-	3,300.07	8,105.00	8,105.00	-
Other School Contracted Services	3.11	316.96	1,153.32	2,978.00	2,978.00	-
Other School Expense	-	29.14	52.84	474.00	474.00	-
Total Professional Services	79.81	346.10	7,006.23	22,507.00	22,507.00	-
Student Related						
College and Career Grant	-	-	-	70,000.00	70,000.00	-
Graduation Expense	-	-	166.50	5,800.00	5,800.00	-
Low Performing Student Block Grant Expenses	-	-	-	8,892.00	8,892.00	-
Student Activities	332.40	1,278.13	4,731.41	16,600.00	16,600.00	-
Total Student Related	332.40	1,278.13	4,897.91	101,292.00	101,292.00	-
Pending Allocation						
Expenses Pending Allocation	55.16	(460.79)	3,766.35	-	-	-
Total Pending Allocation	55.16	(460.79)	3,766.35	-	-	-
Total Other Expenses	24,973.64	20,883.62	128,673.56	440,055.37	449,261.63	9,206.26

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget \$	Forecast vs Budget %
<u>Forecasted Enrollment</u>							
Forecasted ADM				1,420	1,459	(39)	-2.70%
Forecasted Total Enrollment				2,016	2,029	(13)	-0.64%
Forecasted Funded Enrollment				1,273	1,308	(35)	-2.70%
<u>Revenue</u>							
State Funding	823,861.30	957,704.22	4,379,021.74	10,672,310.64	11,066,246.70	(393,936.06)	-3.56%
Federal & Other Program Funding	47,149.00	2,515.00	49,664.00	354,647.00	354,587.00	60.00	0.02%
Local Aid	133,483.95	144,399.63	680,618.95	1,677,303.16	1,723,911.97	(46,608.81)	-2.70%
Other Funding Sources	21.44	44.78	4,607.31	4,607.31	2,500.00	2,107.31	84.29%
Total Revenue	1,004,515.69	1,104,663.63	5,113,912.00	12,708,868.11	13,147,245.67	(438,377.56)	-3.33%
<u>Program Expenses</u>							
Compensation Expense							
Administration Staff	61,224.71	58,943.29	353,549.82	810,551.01	833,432.74	22,881.73	2.75%
Instructional Staff	391,517.15	393,983.11	1,893,597.28	4,834,728.74	4,877,426.22	42,697.49	0.88%
Total Compensation Expense	452,741.87	452,926.40	2,247,147.09	5,645,279.75	5,710,858.96	65,579.21	1.15%
Fee Based Expenses							
Enrollment/Unit Based Fees	382,449.76	348,449.72	2,207,825.74	4,447,761.10	4,481,396.02	33,634.93	0.75%
Revenue Based Fees	148,197.33	91,644.88	832,631.47	1,694,829.17	1,885,325.77	190,496.60	10.10%
Total Fee Based Expenses	530,647.09	440,094.60	3,040,457.21	6,142,590.26	6,366,721.79	224,131.53	3.52%
Other School Expenses							
Assessment	597.93	20,801.49	45,935.45	169,600.32	176,667.00	7,066.68	4.00%
Authorizer Oversight	11,036.31	11,178.72	68,746.28	135,842.69	138,475.77	2,633.07	1.90%
Employee Related	3,936.34	4,243.58	67,246.17	155,714.40	174,960.00	19,245.60	11.00%
Facilities	10,817.64	8,575.47	60,296.36	214,919.25	209,057.12	(5,862.13)	-2.80%
Governance	12,447.00	1,701.45	19,469.07	30,739.58	29,073.13	(1,666.45)	-5.73%
Internet Service Provider	-	21,006.95	21,006.95	64,006.95	73,000.00	8,993.05	12.32%
Instructional	4,028.79	3,666.83	37,273.88	87,857.49	90,560.00	2,702.51	2.98%
Professional Services	220.27	942.97	14,118.98	57,449.00	57,449.00	-	0.00%
Student Related	(971.60)	550.58	4,358.45	119,066.25	120,394.25	1,328.00	1.10%
Pending Allocation	155.01	(1,293.86)	10,768.74	-	-	-	0.00%
Total Other School Expenses	42,267.69	71,374.18	349,220.33	1,035,195.93	1,069,636.27	34,440.33	3.22%
Adjustments and Credits							
Contractual Service Credit			-	(103,000.00)	-	103,000.00	-100.00%
Total Adjustments and Credits	-	-	-	(103,000.00)	-	103,000.00	-100.00%
Total Program Expenses	1,025,656.65	964,395.18	5,636,824.63	12,720,065.94	13,147,217.02	427,151.07	3.25%
Net Increase (Decrease)	(21,140.96)	140,268.45	(522,912.63)	(11,197.83)	28.65	(11,226.49)	39178.95%
Beginning fund balance	21,650.94	21,650.94	21,650.94	21,650.94			
Ending fund balance	509.98	161,919.39	(501,261.69)	10,453.11			

California Connections Academy @ Ripon
Balance Sheet
December 31, 2018

ASSETS

Cash and Short-Term Investments:

Checking	\$	70,784.03
Savings		712,249.84
Petty Cash		300.00

Total Cash and Short Term Investments		783,333.87
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Other Current Assets:

Pupil Funding	5,524,961.74
SPED Funding State	43,293.00
Other State Receivables	133,399.53
Other Receivables	525.80
Prepaid Expenses	6,032.24

Total Other Current Assets		5,708,212.31
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Total Current Assets		6,491,546.18
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Other Assets:

Ripon Unified School District - Science Lab Deposit	300.00
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Total Other Assets		300.00
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Total Assets	\$	6,491,846.18
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	6,537,301.87
Pension Payable		16,357.58
Accrued Expenses		(1,922.83)
Deferred Revenue		143,136.75
Accounts Payable		298,234.50

Total Current Liabilities		6,993,107.87
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Total Liabilities		6,993,107.87
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FUND BALANCE

Beginning Fund Balance	21,650.94
Change in Fund Balance	(522,912.63)

Ending Fund Balance		(501,261.69)
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Total Liabilities and Fund Balance	\$	6,491,846.18
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California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	678,469.69	736,641.05	3,451,425.15	8,510,363.39	8,727,061.75	(216,698.36)
LCFF / General Purpose Block Grant - State EPA	128,092.53	120,086.75	584,422.18	1,441,041.00	1,441,041.00	-
Star Testing Reimbursement	215.00	-	215.00	2,184.26	2,184.00	0.26
Lottery	19,662.79	21,270.71	100,164.22	246,980.27	253,845.96	(6,865.69)
Special Education Pass Through Funds - State	16,372.60	15,349.32	74,700.00	184,191.78	184,191.78	-
One Time State Funding	(21,891.14)	16,746.00	81,497.17	200,951.92	371,324.20	(170,372.28)
Mandated Cost Reimbursement	2,939.83	22,416.14	33,073.00	33,073.00	33,073.00	-
Low Performing Student Block Grant	-	25,194.25	25,194.25	25,194.25	25,194.25	-
Prior Year Revenue Adjustments	-	-	28,330.77	28,330.77	28,330.77	-
Total State Funding	823,861.30	957,704.22	4,379,021.74	10,672,310.64	11,066,246.70	(393,936.06)
Federal & Other Programs Funding						
Title I	40,172.00	-	40,172.00	160,687.00	160,687.00	-
Title II	6,977.00	-	6,977.00	32,000.00	32,000.00	-
Title IV	-	2,515.00	2,515.00	10,060.00	10,000.00	60.00
IDEA	-	-	-	150,000.00	150,000.00	-
E-Rate	-	-	-	1,900.00	1,900.00	-
Total Federal & Other Programs Funding	47,149.00	2,515.00	49,664.00	354,647.00	354,587.00	60.00
Local Funding						
LCFF / General Purpose Block Grant - Local	133,483.95	144,399.63	679,980.81	1,676,665.02	1,723,273.83	(46,608.81)
Microsoft Voucher Reimbursement Program	-	-	536.96	536.96	536.96	-
Donations/Tax Credits	-	-	101.18	101.18	101.18	-
Total Local Funding	133,483.95	144,399.63	680,618.95	1,677,303.16	1,723,911.97	(46,608.81)
Other Funding						
Interest	21.44	44.78	4,607.31	4,607.31	2,500.00	2,107.31
Total Other Funding	21.44	44.78	4,607.31	4,607.31	2,500.00	2,107.31
Total Revenue	1,004,515.69	1,104,663.63	5,113,912.00	12,708,868.11	13,147,245.67	(438,377.56)

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Accounting and Regulatory Reporting	6,078.99	4,785.24	35,180.19	70,974.89	72,947.89	1,973.00
Community Outreach	4,166.67	4,166.66	25,000.00	50,000.00	50,000.00	-
Connexus™ Annual License (LMS)	72,947.89	57,422.89	422,162.34	851,698.67	875,374.67	23,676.00
Curriculum Postage	5,579.75	5,051.75	32,950.50	66,528.00	66,957.00	429.00
Direct Course Instruction Support	3,929.94	3,053.74	14,427.65	35,575.03	39,617.77	4,042.74
Educational Resource Center	15,319.06	12,058.80	88,654.09	178,856.72	183,828.68	4,971.96
Enrollment and Records Management	6,763.33	6,123.34	39,940.00	80,640.00	81,160.00	520.00
Facility Support Services	554.49	554.49	3,326.94	6,653.88	6,653.88	-
Hardware/Software - Employees	3,600.00	3,700.00	20,700.00	42,078.68	42,524.41	445.73
Human Resources Support	7,500.00	7,708.33	43,125.00	87,663.91	88,592.52	928.61
Internet Subsidy Payment Processing	1,887.50	2,350.00	11,787.50	24,125.00	22,650.00	(1,475.00)
School Curriculum Supplies	2,666.67	2,750.00	15,250.00	31,026.01	31,354.66	328.65
Short-Term Substitute Teaching	15,376.83	10,964.59	47,168.44	47,168.44	61,276.23	14,107.79
Student Technology Assistance	43,412.50	54,050.00	271,112.50	554,875.00	520,950.00	(33,925.00)
Tangible and Intangible Instructional Materials	174,429.17	159,354.16	1,031,500.00	2,081,725.00	2,093,150.00	11,425.00
Technical Support and Repairs	18,236.97	14,355.73	105,540.59	212,924.67	218,843.67	5,919.00
Voice Over IP Services	-	-	-	25,247.21	25,514.65	267.44
Total Enrollment/Unit Based Fees	382,449.76	348,449.72	2,207,825.74	4,447,761.10	4,481,396.02	33,634.93
Revenue Based Fees						
Marketing Services	10,940.73	8,331.35	63,034.99	123,694.31	128,099.16	4,404.85
School Administration	65,644.37	49,988.12	378,209.95	742,165.84	768,594.94	26,429.09
Special Education Direct Services	27,849.32	-	139,246.58	334,191.78	334,191.78	-
Special Education Oversight and Liability	27,351.82	20,828.38	157,587.47	309,235.77	320,247.89	11,012.12
Treasury Services	16,411.09	12,497.03	94,552.48	185,541.46	334,192.00	148,650.54
Total Revenue Based Fees	148,197.33	91,644.88	832,631.47	1,694,829.17	1,885,325.77	190,496.60
Total Fee Based Expenses	530,647.09	440,094.60	3,040,457.21	6,142,590.26	6,366,721.79	224,131.53
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	43,682.24	42,017.38	262,742.72	590,735.35	607,465.98	16,730.62
Benefits	10,702.15	10,294.26	64,371.97	144,730.18	148,829.20	4,099.02
Pension	5,134.29	5,012.93	16,763.84	50,325.56	51,239.90	914.34
Taxes	1,706.04	1,618.72	9,671.29	24,759.92	25,897.67	1,137.75
Total Administrative Compensation	61,224.71	58,943.29	353,549.82	810,551.01	833,432.74	22,881.73
Instructional Compensation						
Salaries	270,492.18	271,868.55	1,371,910.25	3,431,814.61	3,469,505.53	37,690.92
Benefits	66,270.59	66,607.80	336,118.01	840,794.58	850,028.85	9,234.27
Pension	50,966.92	51,584.58	166,874.99	502,227.42	494,108.33	(8,119.09)
Taxes	3,787.47	3,922.18	18,694.03	59,892.12	63,783.51	3,891.39
Total Instructional Compensation	391,517.15	393,983.11	1,893,597.28	4,834,728.74	4,877,426.22	42,697.49
Total Compensation	452,741.87	452,926.40	2,247,147.09	5,645,279.75	5,710,858.96	65,579.21

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended December 31, 2018

	November-18	December-18	YTD	Annual	Revised	Forecast vs
	Actual	Actual	Actual	Forecast	Budget 12/03/2018	Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	181.94	20,779.00	44,303.00	86,400.00	90,000.00	3,600.00
Student Testing & Assessment Travel	415.99	22.49	1,632.45	55,360.32	57,667.00	2,306.68
Student Testing Technology	-	-	-	27,840.00	29,000.00	1,160.00
Total Assessment	597.93	20,801.49	45,935.45	169,600.32	176,667.00	7,066.68
Authorizer Oversight						
District Administrative Fees	1,033.33	1,033.33	6,199.98	12,400.00	12,400.00	-
District Oversight	9,409.15	9,551.56	58,971.32	116,280.69	118,913.77	2,633.07
STRS Reporting	593.83	593.83	3,574.98	7,162.00	7,162.00	-
Total Authorizer Oversight	11,036.31	11,178.72	68,746.28	135,842.69	138,475.77	2,633.07
Employee Related						
Staff Recruiting/Background Checks	297.72	313.47	1,160.66	7,106.65	7,985.00	878.35
Staff Training/Prof. Dvlpmt	2,159.71	3,441.55	60,981.74	92,527.07	103,963.00	11,435.93
Team Building	10.17	132.00	1,110.25	10,087.26	11,334.00	1,246.74
Travel and Conferences - Teachers	151.20	-	1,114.37	16,640.33	18,697.00	2,056.67
Travel and Conferences - Administration	1,317.54	356.56	2,879.15	29,353.09	32,981.00	3,627.91
Total Employee Related	3,936.34	4,243.58	67,246.17	155,714.40	174,960.00	19,245.60
Facilities						
Copiers/ Reproduction	327.76	-	2,419.77	6,598.00	6,598.00	-
Equipment/Supplies	-	-	-	17,500.00	17,500.00	-
Expensed Furniture and Equipment	-	-	544.93	19,008.00	19,008.00	-
Internet	-	327.24	2,357.76	14,261.00	14,261.00	-
Maintenance & Repairs	587.88	567.61	3,370.10	15,526.00	15,526.00	-
Office Postage	728.83	331.73	2,260.65	12,339.00	12,339.00	-
Office Supplies	1,297.19	449.63	5,476.18	14,417.00	14,417.00	-
Office Rent	5,578.01	5,862.13	33,779.19	67,247.25	61,385.12	(5,862.13)
Prop 39 Clean Energy Planning	-	-	-	10,000.00	10,000.00	-
Rent Operating Expense	814.70	420.31	4,060.68	9,936.00	9,936.00	-
Rent Storage Unit	272.10	-	990.95	4,000.00	4,000.00	-
Telephone	143.83	539.76	1,475.40	11,777.00	11,777.00	-
Utilities	1,067.34	77.06	3,560.75	12,310.00	12,310.00	-
Total Facilities	10,817.64	8,575.47	60,296.36	214,919.25	209,057.12	(5,862.13)
Governance						
Accreditation	-	-	1,020.00	1,020.00	1,020.00	-
Banking Fees	25.00	35.00	173.44	600.00	600.00	-
Board-Related Expenses	-	-	176.92	6,654.00	6,654.00	-
Dues	12,422.00	-	14,981.13	19,348.00	19,348.00	-
Insurance Expenses	-	1,666.45	3,117.58	3,117.58	1,451.13	(1,666.45)
Total Governance	12,447.00	1,701.45	19,469.07	30,739.58	29,073.13	(1,666.45)
Internet Service Provider						
ISP Payment Reimbursement	-	21,006.95	21,006.95	64,006.95	73,000.00	8,993.05
Total Internet Service Provider	-	21,006.95	21,006.95	64,006.95	73,000.00	8,993.05
Instructional						
LiveSpeech	720.00	800.00	2,240.00	6,480.00	6,480.00	-
Math Time to Talk	-	-	-	14,564.16	15,171.00	606.84
Other Curriculum	-	-	-	9,496.33	9,892.00	395.67
Science Lab	2,216.75	918.50	12,608.69	26,400.00	27,500.00	1,100.00
Science Lab - Other Contracted Services	1,092.04	1,948.33	5,908.19	9,600.00	10,000.00	400.00
Summer School	-	-	16,517.00	16,517.00	16,517.00	-
Title I - SES Tutoring	-	-	-	4,800.00	5,000.00	200.00
Total Instructional	4,028.79	3,666.83	37,273.88	87,857.49	90,560.00	2,702.51
Professional Services						
Accounting Services/Audit	-	-	1,500.00	9,500.00	9,500.00	-
AERIES	-	-	-	5,500.00	5,500.00	-
Legal Services	211.70	-	9,261.54	22,756.00	22,756.00	-
Manager Services	-	-	-	10,000.00	10,000.00	-
Other School Contracted Services	8.57	862.14	3,210.07	8,362.00	8,362.00	-
Other School Expense	-	80.83	147.37	1,331.00	1,331.00	-
Total Professional Services	220.27	942.97	14,118.98	57,449.00	57,449.00	-
Student Related						
College and Career Grant	-	-	-	62,000.00	62,000.00	-
Graduation Expense	-	-	1,291.77	8,640.00	9,000.00	360.00
Low Performing Student Block Grant Expenses	-	-	-	25,194.25	25,194.25	-
Student Activities	(971.60)	550.58	3,066.68	23,232.00	24,200.00	968.00
Total Student Related	(971.60)	550.58	4,358.45	119,066.25	120,394.25	1,328.00
Pending Allocation						
Expenses Pending Allocation	155.01	(1,293.86)	10,768.74	-	-	-
Total Pending Allocation	155.01	(1,293.86)	10,768.74	-	-	-
Total Other Expenses	42,267.69	71,374.18	349,220.33	1,035,195.93	1,069,636.27	34,440.33

Capistrano California Connections Academy
Revenue and Expense Statement
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget \$	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				4,101	4,210	(109)	-2.58%
Forecasted Total Enrollment				5,559	5,650	(91)	-1.61%
Forecasted Funded Enrollment				3,738	3,837	(99)	-2.58%
Revenue							
State Funding	963,467.28	1,190,734.80	5,274,052.19	12,720,351.19	13,465,916.30	(745,565.11)	-5.54%
Federal & Other Program Funding	168,773.00	-	168,773.00	1,163,556.00	1,163,556.00	-	0.00%
Local Aid	1,994,302.59	1,948,015.48	9,622,998.64	23,736,684.11	24,365,371.18	(628,687.07)	-2.58%
Other Funding Sources	6,895.53	8,861.59	30,015.81	30,015.81	15,000.00	15,015.81	100.11%
Total Revenue	3,133,438.40	3,147,611.87	15,095,839.64	37,650,607.11	39,009,843.48	(1,359,236.36)	-3.48%
Program Expenses							
Compensation Expense							
Administration Staff	185,007.67	178,113.69	1,074,607.76	2,455,565.24	2,524,708.81	69,143.57	2.74%
Instructional Staff	1,137,186.75	1,139,571.34	5,575,298.41	14,180,380.17	14,246,799.44	66,419.26	0.47%
Total Compensation Expense	1,322,194.42	1,317,685.04	6,649,906.17	16,635,945.42	16,771,508.25	135,562.83	0.81%
Fee Based Expenses							
Enrollment/Unit Based Fees	1,079,545.38	1,074,966.58	6,481,636.17	12,896,345.28	12,985,700.76	89,355.48	0.69%
Revenue Based Fees	435,729.69	342,521.84	2,521,170.29	5,092,026.36	5,243,194.10	151,167.74	2.88%
Total Fee Based Expenses	1,515,275.07	1,417,488.42	9,002,806.46	17,988,371.65	18,228,894.86	240,523.22	1.32%
Other School Expenses							
Assessment	50,246.81	32,594.37	136,848.57	390,291.75	398,256.89	7,965.14	2.00%
Authorizer Oversight	30,105.96	29,906.64	186,356.19	365,796.01	373,878.99	8,082.98	2.16%
Employee Related	11,442.23	12,274.62	202,554.84	482,363.07	541,980.98	59,617.91	11.00%
Facilities	32,562.52	25,860.12	180,910.17	639,657.08	638,798.53	(858.55)	-0.13%
Governance	35,066.00	5,131.52	57,026.39	90,276.39	85,329.97	(4,946.42)	-5.80%
Internet Service Provider	-	62,336.33	62,336.33	187,672.66	222,000.00	34,327.34	15.46%
Instructional	11,769.11	10,532.05	123,157.29	290,904.04	295,251.50	4,347.46	1.47%
Professional Services	4,639.81	2,734.00	44,490.61	144,052.00	144,052.00	-	0.00%
Student Related	7,560.79	(6,780.72)	22,559.70	249,976.60	252,529.00	2,552.40	1.01%
Pending Allocation	468.48	(3,909.45)	33,564.33	-	-	-	0.00%
Total Other School Expenses	183,861.71	170,679.48	1,049,804.42	2,840,989.61	2,952,077.87	111,088.26	3.76%
Adjustments and Credits							
Discretionary Service Credit			-	-	-	-	0.00%
Total Adjustments and Credits	-	-	-	-	-	-	0.00%
Total Program Expenses	3,021,331.20	2,905,852.94	16,702,517.05	37,465,306.67	37,952,480.98	487,174.31	1.28%
Net Increase (Decrease)	112,107.20	241,758.93	(1,606,677.41)	185,300.44	1,057,362.50	(872,062.06)	82.48%
Beginning fund balance	371,998.93	371,998.93	371,998.93	371,998.93			
Ending fund balance	484,106.13	613,757.86	(1,234,678.48)	557,299.37			

Capistrano California Connections Academy
Balance Sheet
December 31, 2018

ASSETS

Cash and Short Term Investments:

Analysis Checking	\$	212,162.50
Payroll		4,999,950.00
Savings		4,222,092.68
MediCal		2,471.00
OCDE Cash Account		2,460,592.38
Petty Cash		299.50

Total Cash and Short Term Investments		11,897,568.06
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Other Current Assets:

SPED Funding State	45,551.57
Other State Receivables	383,868.08
Federal Programs	5,976.13
Other Receivables	3,038.23
Prepaid Expenses	45,845.95

Total Other Current Assets		484,279.96
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Total Current Assets		12,381,848.02
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Fixed Assets:

Office Equipment - Shelving System	32,521.50
Accumulated Depreciation	(722.72)

Net Fixed Assets		31,798.78
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Other Assets:

Rent Deposit InterPres Corporation	20,287.30
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Total Other Assets		20,287.30
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Total Assets	\$	12,433,934.10
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LIABILITIES

Current Liabilities:

Due to (from) Pearson Online and Blended Learning	\$	11,639,156.74
Pension Payable		178,347.70
Accrued Expenses		923.08
Deferred Revenue		1,769,223.61
Accounts Payable		80,961.45

Total Current Liabilities		13,668,612.58
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Total Liabilities		13,668,612.58
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FUND BALANCE

Beginning Fund Balance	371,998.93
Change in Fund Balance	(1,606,677.41)

Ending Fund Balance		(1,234,678.48)
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Total Liabilities and Fund Balance	\$	12,433,934.10
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Capistrano California Connections Academy
Schedule of Revenue
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	849,896.84	808,131.35	4,003,078.51	9,870,604.40	10,050,215.42	(179,611.02)
LCFF / General Purpose Block Grant - State EPA	60,635.38	56,845.66	276,648.91	682,148.00	682,148.00	-
Star Testing Reimbursement	-	-	415.00	7,009.74	7,000.00	9.74
Lottery	60,918.71	59,504.80	294,129.88	725,251.75	744,455.85	(19,204.11)
Special Education Pass through funds - State	52,665.80	49,374.18	240,287.70	592,490.22	592,490.22	-
One Time State Funding	(70,253.18)	53,741.34	261,541.19	644,896.08	1,191,655.80	(546,759.72)
Mandated Cost Reimbursement	9,603.73	73,228.47	108,042.00	108,042.00	108,042.00	-
Low Performing Student Block Grant	-	89,909.00	89,909.00	89,909.00	89,909.00	-
Total State Funding	963,467.28	1,190,734.80	5,274,052.19	12,720,351.19	13,465,916.30	(745,565.11)
Federal & Other Programs Funding						
Title I	137,770.00	-	137,770.00	551,078.00	551,078.00	-
Title II	23,308.00	-	23,308.00	96,000.00	96,000.00	-
Title IV	7,695.00	-	7,695.00	30,778.00	30,778.00	-
IDEA	-	-	-	480,000.00	480,000.00	-
E-Rate	-	-	-	5,700.00	5,700.00	-
Total Federal & Other Programs Funding	168,773.00	-	168,773.00	1,163,556.00	1,163,556.00	-
Local Funding						
LCFF / General Purpose Block Grant - Local	1,994,302.59	1,948,015.48	9,628,963.21	23,742,648.68	24,371,335.75	(628,687.07)
Microsoft Voucher Reimbursement Program	-	-	6,853.43	6,853.43	6,853.43	-
Donations/Tax Credits	-	-	10.00	10.00	10.00	-
Prior Year Revenue Adjustments	-	-	(12,828.00)	(12,828.00)	(12,828.00)	-
Total Local Funding	1,994,302.59	1,948,015.48	9,622,998.64	23,736,684.11	24,365,371.18	(628,687.07)
Other Funding						
Interest	6,895.53	8,861.59	30,015.81	30,015.81	15,000.00	15,015.81
Total Other Funding	6,895.53	8,861.59	30,015.81	30,015.81	15,000.00	15,015.81
Total Revenue	3,133,438.40	3,147,611.87	15,095,839.64	37,650,607.11	39,009,843.48	(1,359,236.36)

Capistrano California Connections Academy
Schedule of Fees
For the Period Ended December 31, 2018

	November-18 Actual	December-18 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	17,539.75	15,234.25	102,933.00	205,047.50	210,477.00	5,429.50
Community Outreach	45,833.33	45,833.34	275,000.00	550,000.00	550,000.00	-
Connexus Annual License (EMS)	210,477.00	182,811.00	1,235,196.00	2,460,570.00	2,525,724.00	65,154.00
Curriculum Postage	15,537.50	14,316.50	92,004.00	183,447.00	186,450.00	3,003.00
Direct Course Instruction Support	11,414.75	8,832.76	42,741.18	105,389.21	119,714.21	14,325.00
Educational Resource Center	44,200.17	38,390.31	259,391.16	516,719.70	530,402.04	13,682.34
Enrollment and Records Management	18,833.33	17,353.34	111,520.00	222,360.00	226,000.00	3,640.00
Facility Support Services	1,675.55	1,675.54	10,053.28	20,106.56	20,106.56	-
Hardware/Software - Employees	9,100.00	10,500.00	60,000.00	121,930.75	122,329.09	398.33
Human Resources Support	18,958.33	21,875.00	125,000.00	254,022.40	254,852.26	829.86
ISP Processing Fee	5,339.58	6,189.59	32,887.50	66,100.00	64,075.00	(2,025.00)
School Curriculum Supplies	6,791.67	7,791.66	44,250.00	89,790.15	90,083.48	293.33
Short-Term Sub Teaching Services	11,414.75	64,962.63	139,311.05	139,311.05	62,933.67	(76,377.38)
Student Technology Assistance- Laptops	122,810.42	142,360.41	756,412.50	1,520,300.00	1,473,725.00	(46,575.00)
Tangible/Intangible Instr. Materials	487,000.00	451,137.50	2,886,137.50	5,752,950.00	5,844,000.00	91,050.00
Technical Support and Repairs	52,619.25	45,702.75	308,799.00	615,142.50	631,431.00	16,288.50
Voice Over IP Services	-	-	-	73,158.45	73,397.45	239.00
Total Enrollment/Unit Based Fees	1,079,545.38	1,074,966.58	6,481,636.17	12,896,345.28	12,985,700.76	89,355.48
Revenue-Based Fees						
Marketing Services	32,445.06	32,445.05	194,670.33	365,412.38	379,154.90	13,742.52
School Administration	194,670.33	194,670.34	1,168,022.00	2,192,474.26	2,274,929.39	82,455.13
Special Education Oversight and Liability	81,112.64	66,738.86	472,302.05	913,530.94	947,887.25	34,356.30
Special Education Direct Services	78,834.08	-	394,170.41	1,072,490.22	1,072,490.22	-
Treasury Services	48,667.58	48,667.59	292,005.50	548,118.56	568,732.35	20,613.78
Total Revenue Based Fees	435,729.69	342,521.84	2,521,170.29	5,092,026.36	5,243,194.10	151,167.74
Total Fee-Based Expenses	1,515,275.07	1,417,488.42	9,002,806.46	17,988,371.65	18,228,894.86	240,523.22
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	131,998.15	126,967.30	798,455.48	1,789,577.36	1,840,133.63	50,556.27
Benefits	32,339.55	31,106.99	195,621.61	438,446.51	450,832.84	12,386.33
Pension	15,514.71	15,147.97	51,130.71	152,546.88	155,309.82	2,762.93
Taxes	5,155.27	4,891.43	29,399.96	74,994.49	78,432.53	3,438.03
Total Administrative Compensation	185,007.67	178,113.69	1,074,607.76	2,455,565.24	2,524,708.81	69,143.57
Instructional Compensation						
Salaries	785,661.94	786,362.67	4,043,341.58	10,070,153.28	10,139,239.02	69,085.74
Benefits	192,487.18	192,658.86	990,618.69	2,467,187.56	2,484,113.55	16,925.99
Pension	148,036.69	149,205.16	486,507.88	1,467,672.84	1,437,603.76	(30,069.08)
Taxes	11,000.94	11,344.65	54,830.26	175,366.49	185,843.11	10,476.61
Total Instructional Compensation	1,137,186.75	1,139,571.34	5,575,298.41	14,180,380.17	14,246,799.44	66,419.26
Total Compensation	1,322,194.42	1,317,685.04	6,649,906.17	16,635,945.42	16,771,508.25	135,562.83

Capistrano California Connections Academy
Schedule Other Expenses
For the Period Ended December 31, 2018

	November-18	December-18	YTD	Annual	Revised	Forecast vs
	Actual	Actual	Actual	Forecast	Budget 12/03/18	Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	48,625.36	32,370.34	132,656.48	194,040.00	198,000.00	3,960.00
Student Testing & Assessment Travel	1,621.45	224.03	3,732.09	170,771.75	174,256.89	3,485.14
Student Testing Technology	-	-	460.00	25,480.00	26,000.00	520.00
Total Assessment	50,246.81	32,594.37	136,848.57	390,291.75	398,256.89	520.00
Authorizer Oversight						
District Administrative Fees	100.00	100.00	600.00	1,200.00	1,200.00	-
District Oversight	28,202.46	28,003.14	174,935.19	342,954.01	351,036.99	8,082.98
STRS Reporting	1,803.50	1,803.50	10,821.00	21,642.00	21,642.00	-
Total Authorizer Oversight	30,105.96	29,906.64	186,356.19	365,796.01	373,878.99	8,082.98
Employee Related						
Staff Recruiting/Background Checks	864.74	906.70	3,431.92	21,473.92	24,128.00	2,654.08
Staff Training/Prof. Dvlpmnt	6,281.85	9,954.43	183,891.59	291,425.16	327,444.00	36,018.84
Team Building	29.54	381.74	3,336.57	30,480.72	34,248.00	3,767.28
Travel and Conferences - Administration	3,826.93	1,031.75	8,500.00	88,698.77	99,661.54	10,962.77
Travel and Conferences - Teachers	439.17	-	3,394.76	50,284.51	56,499.45	6,214.94
Total Employee Related	11,442.23	12,274.62	202,554.84	482,363.07	541,980.98	59,617.91
Facilities						
Copiers/ Reproduction	951.98	-	7,273.46	19,939.00	19,939.00	-
Depreciation	180.68	180.68	722.72	1,626.12	1,626.12	-
Equipment/Supplies	-	-	-	66,500.00	66,500.00	-
Expensed Furniture and Equipment	-	-	1,646.63	57,438.00	57,438.00	-
Internet	-	946.52	7,082.22	43,095.00	43,095.00	-
Maintenance & Repairs	1,760.42	1,694.71	8,900.88	46,915.00	46,915.00	-
Office Postage	2,117.75	959.73	6,785.24	37,286.00	37,286.00	-
Office Rent	16,855.25	17,713.80	101,650.46	202,781.96	201,923.41	(858.55)
Office Supplies	3,769.45	1,300.57	16,506.20	43,564.00	43,564.00	-
Prop 39 Clean Energy Planning	-	-	-	10,000.00	10,000.00	-
Rent Operating Expense	2,461.78	1,270.07	12,216.70	30,026.00	30,026.00	-
Rent Storage Unit	822.20	-	2,994.38	7,700.00	7,700.00	-
Telephone	417.75	1,561.18	4,371.54	35,589.00	35,589.00	-
Utilities	3,225.26	232.86	10,759.74	37,197.00	37,197.00	-
Total Facilities	32,562.52	25,860.12	180,910.17	639,657.08	638,798.53	(858.55)
Governance						
Accreditation	-	40.00	1,060.00	1,060.00	1,020.00	(40.00)
Banking Fees	-	65.00	78.40	1,400.00	1,400.00	-
Board-Related Expenses	-	-	2,786.75	20,107.00	20,107.00	-
Dues	35,070.00	116.10	43,918.85	58,527.00	58,527.00	-
Insurance Expenses	(4.00)	4,910.42	9,182.39	9,182.39	4,275.97	(4,906.42)
Total Governance	35,066.00	5,131.52	57,026.39	90,276.39	85,329.97	(4,946.42)
Internet Service Provider						
ISP Payment Reimbursement	-	62,336.33	62,336.33	187,672.66	222,000.00	34,327.34
Total Internet Service Provider	-	62,336.33	62,336.33	187,672.66	222,000.00	34,327.34
Instructional						
LiveSpeech	2,160.00	2,240.00	6,080.00	17,680.00	17,680.00	-
Math Time to Talk	-	-	-	44,926.14	45,843.00	916.86
Other Curriculum	-	-	1,685.00	29,294.16	29,892.00	597.84
Science Lab	6,437.27	2,656.67	37,720.66	87,159.24	88,938.00	1,778.76
Science Lab - Other Contracted Services	3,171.84	5,635.38	17,473.13	41,846.00	42,700.00	854.00
Summer School	-	-	60,198.50	60,198.50	60,198.50	-
Title I - SES Tutoring	-	-	-	9,800.00	10,000.00	200.00
Total Instructional	11,769.11	10,532.05	123,157.29	290,904.04	295,251.50	4,347.46
Professional Services						
Accounting Services/Audit	4,000.00	-	6,500.00	9,500.00	9,500.00	-
AERIES	-	-	-	16,500.00	16,500.00	-
Legal Services	614.91	-	27,961.58	68,764.00	68,764.00	-
Manager Services	-	-	-	20,000.00	20,000.00	-
Other School Contracted Services	24.90	2,493.69	9,587.65	25,267.00	25,267.00	-
Other School Expense	-	240.31	441.38	4,021.00	4,021.00	-
Total Professional Services	4,639.81	2,734.00	44,490.61	144,052.00	144,052.00	-
Student Related						
College and Career Grant	-	-	-	35,000.00	35,000.00	-
Graduation Expense	-	-	3,336.03	41,846.00	42,700.00	854.00
Low Performing Student Block Grant Expenses	-	-	-	89,909.00	89,909.00	-
Student Activities	7,560.79	(6,780.72)	19,223.67	83,221.60	84,920.00	1,698.40
Total Student Related	7,560.79	(6,780.72)	22,559.70	249,976.60	252,529.00	2,552.40
Pending Allocation						
Expenses Pending Allocation	468.48	(3,909.45)	33,564.33	-	-	-
Total Pending Allocation	468.48	(3,909.45)	33,564.33	-	-	-
Total Other Expenses	183,861.71	170,679.48	1,049,804.42	2,840,989.61	2,952,077.87	111,088.26



California Online Public Schools (CalOPS)
MINUTES OF THE BOARD OF DIRECTORS MEETING
GOVERNING BOARD for:

California Connections Academy @ North Bay Charter (CalCAN)
California Connections Academy @ Central (CenCA)
California Connections Academy @ Ripon (CalCAR)
Capistrano Connections Academy (CapoCA)

Tuesday, December 4, 2018 at 3:30 p.m. PT

Held at the following locations and via teleconference:

CalCAR School Site: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CapoCA School Site: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
15721 Pyrite Court, Chino Hills, CA 91721
1081 W. Manning Avenue, Reedley, CA 93654
3277 Fair Oaks Blvd. Ste. 150, Sacramento, CA 95825
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 3:34 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 CapoCA school site); Mike Henjum, Tim Batiuk, Veronica Schreiber, Paul Hedrick, Brooke Watkins and Diana Rivas (all via phone);

Board Members Absent: Dave Souza and Adam Pulsipher;

Guests Present: Heather Tamayo, CapoCA Site Administrator; Franci Sassin and Ritchie Romero, School staff (in person at CapoCA school site); Richard Savage, Executive Director; Leslie Dombek, CalCAN Site Administrator; Marcus White, CenCA Site Administrator; Kara Mannix, CalCAR Site Administrator; Ashley Taylor, School staff; Brian Rosta, Josh Daniels, Donna Kozub and Laura Coleman, Pearson Online & Blended Learning (POBL) staff (all via phone).

III. Public Comment

There were no public comments at this time.

IV. Audit Committee, Committee of the Entire Board

a. Review and Acceptance of the 2017-2018 Fiscal Year Audit Report

Dr. Sassin reviewed the audit reports for the fiscal year ending June 30, 2018, as included in the Board materials. She highlighted key aspects of the reports and Board members expressed their satisfaction with the results. There being no additional discussion, the following motion was made and seconded as follows:

RESOLVED, that the 2017-2018 Fiscal Year Audit Reports, as presented, are hereby approved.

The motion was approved unanimously.

V. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted November 30, 2018 in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the December 4, 2018 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

VI. Public Hearing on the Independent Study Policies

Ms. Pavlich announced the commencement of the public hearing at 3:41 p.m. on the Independent Study Policy included in the Board meeting materials. Dr. Sassin reviewed the proposed merged policy with all present, as well as the revisions to the Master Agreement. There being no questions and no members of the public in attendance, the Board closed the public hearing at 3:45 p.m. and resumed the regular session meeting of the Board.

VII. Oral Reports

a. Executive Director's Report

i. Student Intervention Efforts Update – Tier 1 and Tier 2

Dr. Savage advised the Board of school staff members' increased awareness of critical educational components and benchmarks, as well as POBL's useful tools for tracking student progress. Dr. Savage further discussed the relation these efforts have to the school's annual success in goals completion.

ii. Potential New Charter School Update

Dr. Savage provided the Board with an update on the recent meetings with the various California school districts regarding potential new charter schools. He further discussed the expected timelines for the charter applications.

b. Site Administrator's Report

i. CalCAN

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Dombek, for CalCAN. There were no questions from the Board at this time.

ii. CenCA

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

iii. CalCAR

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Mannix, for CalCAR. There were no questions from the Board at this time.

iv. CapoCA

Ms. Pavlich asked the Board whether they had any questions or comments on the written report received by Site Administrator, Ms. Tamayo, for CapoCA. There were no questions from the Board at this time.

c. CalCA Financial Report

i. Internal Revenue Service (IRS) Audit Update

Dr. Sassin provided the Board with an update on the recent IRS Audit visit for CalCAR. She further reviewed the expected timeline to receive a written report from the visit.

ii. Dashboard Update

Dr. Sassin introduced Mr. Romero to review the state dashboard. Mr. Romero reviewed with the Board the recent changes to the dashboard, including test scores and student participation rates.

iii. Additional Funding Source Update

Dr. Sassin noted the additional funding source update as included in the Board meeting materials.

iv. Consolidated Financial Report

Dr. Sassin reviewed with the Board the new consolidated financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

v. CalCAN Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

vi. CenCA Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

vii. CalCAR Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

viii. CapoCA Financial Report

Ms. Pavlich asked the Board whether they had any questions or comments on the written financial report received by Business Manager, Dr. Sassin. There were no questions from the Board at this time.

VIII. Board Strategic Development

a. Strategic Plan Update

Dr. Savage provided the Board with an update on strategic planning goals, specifically in the area of academic achievement.

b. Governance Unification Update

Dr. Sassin reviewed with the Board the IRS document filings included in the Board meeting materials. She further updated the Board on Form 700 filing processes.

IX. Consent Agenda

Ms. Pavlich asked Board Members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion. Dr. Sassin reviewed Staffing Report with the Board. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the October 23, 2018 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s);
- d. Approval of LiveSpeech Invoice(s);
- e. Approval of 2019-2020 Master Agreement;
- f. Approval of Independent Study;
- g. Approval of Board Policy Manual; and
- h. Approval of Revised Budgets for the 2018-2019 School Year; are hereby approved.

The motion passed unanimously.

X. Action Items

a. Approval of CalCAN Charter Renewal Documentation

Dr. Savage reviewed the process completed to date regarding the charter renewal application, including the review by school leadership, the Board President and POBL support staff. Dr. Sassin further reviewed the submission and public hearing timeline. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the CalCAN Charter Renewal Documentation, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of School Funds for Potential Charter Schools

Dr. Sassin reviewed with the Board the recommendation to use current school funds towards the development of new charter schools. She reviewed the management of the funds in detail. Mr. Daniels further reviewed how POBL also supports potential new charter schools. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the use of School Funds for Potential Charter Schools, as presented, is hereby approved.

The motion passed unanimously.

XI. Information Items

a. State & Strategic Client Relations Update

Mr. Daniels reviewed the recent legislative activities in California which may impact the school. The Board discussed legislative activities in detail with Mr. Daniels.

i. Pearson Online & Blended Learning Statement of Agreement Timeline Update

Mr. Daniels provided the Board with an update on the upcoming merged Statement of Agreement renewal with POBL.

b. Partner School Leadership Team (PSLT) Update

Dr. Rosta presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) Partner School Leadership Team.

i. School Leader Review Process Update

Dr. Rosta reviewed the annual school leader review process with the Board. He reminded Board members that the process includes feedback from the Board through a survey. Dr. Rosta further reminded the Board that Dr. Savage's mid-year review will be discussed during the January meeting and the final review will take place during the Board's Annual Meeting in June. He also reiterated the importance of Board member participation in the review process.

c. Sponsoring District(s) Update

Dr. Sassin advised the Board of the upcoming annual Capistrano Unified School District (CUSD) oversight visit.

d. Future Funded Enrollment Growth

Dr. Savage reviewed with the Board a proposed Funded Enrollment Targets for the 2019-2020 school year of 250 students for CalCAN, 545 students for CenCA, 1,537 students for CalCAR, and 4,248 students for CapoCA. Dr. Savage reminded Board members that the target is a major driver for school budget planning, including outreach, staffing and many other initiatives. He further advised that the proposed enrollment targets will be presented for approval during the upcoming January Board meeting, if Board members indicate their support of the numbers. He reviewed past target numbers and the predicted growth for the schools based on many factors, including trends in enrollment, students currently in the pipeline and outreach efforts. The Board did not express any concerns with the proposed funded enrollment targets.

XII. Adjournment and Confirmation of Next Meeting on Tuesday, January 22, 2019 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:49 p.m. The next meeting is scheduled for Tuesday, January 22, 2019 at 3:30 p.m. PT.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Aguirre, Anthony	Teacher- Secondary	\$57,500.00	0.04	12/20/2018
Daizadeh, Roya	Teacher- Special Ed	\$58,000.00	0.04	12/10/18
Kyo, Alicia	Teacher- Secondary	\$51,500.00	0.04	1/15/19
Mallory, Gerry	Teacher- Secondary	\$53,000.00	0.04	1/7/19
Sanchez, Natalie	Teacher- Secondary	\$52,500.00	0.04	1/7/19

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
DeHart, Elizabeth	Teacher - Special Edu	12/21/18	Personal
Gautschi, Andrea	Teacher - Secondary	12/10/18	Personal
Dwyer, Eva	Teacher - Special Edu	12/14/18	Personal
Arndt, Heather	Teacher - Secondary	2/1/19	Personal
Orozco, Sophie	Teacher - Secondary	2/15/19	Personal

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
Silver, Ashley	Mgr of Student Services	Asst Dir of Student Services	\$75,600.00	0.10	11/07/2018

Anthony B. Aguirre

Objective	Obtain a High School teaching position in Mathematics.	
Summary of Qualifications	<ul style="list-style-type: none">Over 15 years of experience in the field of education.Familiarity teaching a variety of secondary education mathematics such as Algebra I & II, Geometry, Trigonometry and Pre-Calculus.Highly trained and experienced in implementing a variety of teaching methodologies including AVID, PBL, and UDL.Experienced with tiered intervention teaching methods.Knowledgeable in integrating blended learning platforms into a classroom environment.Vast experience educating culturally and economically diverse students.Excellent collaborative skills.Strong classroom management skills.	
Education	6/2005 – 5/2006	University of Redlands, Redlands, CA <ul style="list-style-type: none">Single Subject Credential, Mathematics
	1/2000 – 12/2004	California State University San Bernardino, San Bernardino, CA <ul style="list-style-type: none">B.A., Mathematics
Professional Experience	8/2005 – 6/2006	Banning Unified School District, Banning, CA
	8/2006 – 6/2017	San Leandro Unified School District, San Leandro, CA
	8/2017 – Present	Liberty Union High School District, Brentwood, CA
	Instructional Coach (3 years) <ul style="list-style-type: none">Created and presented professional development workshops at school sites district wide.Engaged in 1-1 coaching cycles with math teachers ranging from 6th grade to AP Calculus.Coached math departments as a whole at middle, high, and continuation schools.Extensive training in instructional practices to meet the needs of the Common Core State Standards.Certified as a National School Reform Faculty (NSRF) Critical Friends Group Coach.Co-facilitated a successful math textbook adoption process and effectively led the training of all secondary math teachers in implementation of the new curriculum.Developed and led presentations for district site administrators in enhancing their knowledge around common core shifts in mathematics as well as best practices for the use of blended learning platforms.Co-facilitated trainings around differentiation for lead and support pairs to help ensure success of students with IEPs.	
	Mathematics Teacher (10 years) <ul style="list-style-type: none">Encourage student motivation through various interactive learning methodologies and techniques.Regularly use of a variety of blended learning platforms to help students achieve success.Differentiate lessons as needed to meet the needs of students at various skill levels and abilities.Regularly engage in collaborative meetings to develop and improve on lesson plans.Math department Tiered Intervention Program team lead.Math Department's Algebra PLC team lead/facilitator.Served as Math Department Chair.Helped facilitate the development of the math department's uniform chapter assessments.Led core team in developing and implementing uniform benchmark assessments.Was a member of the School Site Council.Was a member of the district's equity team.AVID math cluster and elective teacher.	

Roya Daizadeh

Education Specialist

Exceptionally dedicated and professional Education Specialist with a superb record of student support and rapport whom fosters inclusion and provides instruction, services, consultation, coordination, planning, curricular resources, evaluation and remediation for individuals with exceptional needs. Expert in explaining complicated program curriculum requirements to a diverse student population from all ethnic, cultural, religious, and socio-economic backgrounds.

Authorized to work in the US for any employer

Work Experience

Elementary Resource Specialist K-5

LAUSD Los Angeles Unified School District - Watts, CA

November 2017 to June 2018

- Provided direct instruction and services in resource center for students
- Utilized assessment results in developing IEP goals and objectives
- Modified regular core curriculum materials and teaching strategies
- Prescribed, implemented, and monitored behavior management techniques, as appropriate
- Implemented appropriate activities and opportunities to enhance the students' development of positive self-concept
- Periodically updated academic assessments and reviewed progress with each student, his/her parents, and regular teacher
- Demonstrated teaching and classroom management control strategies
- Utilized the Welligent Integrated System and RSP Tracker
- Maintained and completed records, individual data, reports, etc., that may be required by the District, State, and/or Federal policies or regulations.

High School Education Specialist SDC Teacher: Social Studies/Language Arts

Los Angeles Unified School District - Los Angeles, CA

August 2016 to October 2017

- Developed educational plans for the purpose of meeting the individual needs of exceptional students
- Evaluated students for the purpose of identifying student needs.
- Instructed students for the purpose of ensuring successful progress towards student's goals and objectives
- Coordinated services to students for the purpose of ensuring efficient instructions and an effective cohesive program
- Consulted/collaborated with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process
- Collaborated with instructional staff, other school personnel, families, and a variety of community resources for the purpose of improving the overall quality of student outcomes

ESL Instructor/Progression Advisor

Kings Education - Rancho Palos Verdes, CA

April 2015 to March 2016

- Administered, scored, and interpreted academic assessment testing and developed applicable goals and objectives for student services
- Evaluated effectiveness of strategies and techniques used and adjusted instruction and delivery
- Created lesson plans with differentiated instruction
- Mentored students transitioning to universities.
- Maintained positive classroom milieu and great rapport with students
- Used extensive technology in the classroom

Full-time Special Education High School Teacher

Ygnacio Valley High School - Concord, CA

2007 to 2009

Collaborated with teaching faculty to design and optimize regular education settings by provisioning individual learning strategies, instructional modifications, and classroom accommodationsEstablished and maintained ongoing student counseling and support which encouraged accountability, self- motivation, cognitive restructuring and pro-social skills developmentImplemented various academic assessment tools in reading/language artsProvided consultant services to regular Resource Center Instructors and ancillary staff.Worked with teachers to develop and maintain teaming/communicationModified core curriculum and implement appropriate teaching strategies

English as a Foreign Language University Instructor

Kyung Hee University - Seoul, KR

2006 to 2007

Delivered and designed class appropriate EFL curriculum to college students and Korean-speaking University Professors, in classes of 30+Creatively taught a broad range of English from foundations to advancedEvaluated and assessed over 100 university students for placement in rigorous English classes based on their assessment resultsCollaborated with colleagues interchanging ideas and lesson plans to create consistency in a team environment to support our students

Full-time Elementary Special Day Class Teacher

Independence Public Elementary School - Los Angeles, CA

2004 to 2005

Assessed student data and progress towards objectives, expectations, and/or goalsEstablished a culture of high expectations that includes the shared belief that ALL children can achieve at high levels and can succeed in any settingMonitored students' behavior/ activities in a variety of educational environments for the purpose of providing safe and positive learningAssisted in the creation of a learning environment that is conducive of all learning styles and preferencesSupport classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.Participated in and coordinated a variety of meetings (e.g. Professional Learning Community, IEP, Grade Level)

Education

MA in Consciousness and Transformative Studies

John F. Kennedy University - Pleasant Hill, CA

2012

Bachelors of Arts in Cultural Anthropology

University of California - Santa Barbara, CA

2002

Education Specialist Preliminary Credential in Special Education Mild/Moderate Disabilities

California State University, Dominguez Hills - Los Angeles, CA

2004

Skills

Leadership, Interpersonal Skills, Academic Counseling, Professional teaching, Records management, Curriculum and program design, Team building, Personal one-on-one and Group coaching, Facilitate workshops, Academic research and writing, Coaching and counseling life transitions, Test assessment and placement, Special Education

Certifications/Licenses

Holistic Life Coaching Certificate

October 2009 to Present

Certificate in Teaching English as a Foreign Language (TEFL)**California Basic Educational Skills Test (CBEST)**

October 2002 to Present

California Teacher of English Learners (CTEL)

May 2016 to Present

<p>Multiple Subjects</p>

Reading Instruction Competence Assessment (RICA)

February 2005 to Present

Clear Education Specialist Teaching Credential

June 2018 to Present

The California Subject Examinations for Teachers® (CSET®)

September 2003 to Present

ALICIA KYO

EDUCATION

Chapman University

Single Subject Credential, Mathematics, December 2014

University of California, Berkeley

Bachelor of Arts, Applied Mathematics, May 2010

EXPERIENCE

Diamond Ranch High School, Pomona, CA

Aug.2017-Present

High School Math Teacher

- Developed students' 21st century skills through the use of Google Classroom, Quizizz, and Kahoot in a one-to-one device classroom
- Executed team and partner activities to encourage the use of communication skills and higher level thinking
- Collaborated with another math teacher to coordinate after-school math club tutoring
- Utilized Thinking Maps activities on a weekly basis

Washington Middle School, Salinas, CA

Aug.2015-May 2017

Common Core Math 7 Teacher

- Supported language and content development in English Language Learners by providing explicit language instruction
- Facilitated an after-school homework program in which 90% of participants either maintained or improved their grade in math class
- Refined professional skills by participating in coaching cycles and professional development sessions regarding topics such as classroom management and the Smarter Balanced Tests

Hewes Middle School, Tustin, CA

Sept.-Dec. 2014

Student Teacher

- Instructed a "Strategic Mathematics" course, which provided additional support in foundational mathematics skills to students who received a grade of "C-" or below in the previous math course
- differentiated learning in a class with a 25% population of students who possess an Individualized Education Program or 504 plan by utilizing different modalities
- Utilized Thinking Maps to help students develop content area writing
- Provided additional content assistance before-school and after-school hours

Tustin Unified School District, Tustin, CA

Oct. 2012-June 2015

AVID Tutor

- Directed a group of 4 to 8 students to ask the student presenter strategic questions to guide him/her towards a solution
- Responded to confusion about homework and learning material by asking high-level questions that lead to a possible solution

SKILLS AND CERTIFICATIONS

- Proficient in Mandarin Chinese
- Completion of Thinking Maps training
- Completion of Constructing Meaning Course
- Completion of AVID Tutorology Training
- Adult, Child, and Infant CPR & AED Certified

Career Objectives

I'm committed to facilitating a quality educational experience for Middle School students primarily in social studies and language arts. As a life-long learner, I seek to employ research based strategies in the classroom, growing as an educator each year as a professional educator, continually adopting more effective ways to teach those given to my care.

I Believe

- Every student has intrinsic value and deserves the right to learn.
- Each student is uniquely individual and should be treated as such.
- Teachers should continually strive to create quality relationships with each student.
- Teachers should set high expectations for themselves and students.
- The use of technology in the classroom, while vital, should never substitute refined and practiced teaching methods and strategies
- Great teachers are continual learners.

Education

- University of Phoenix, Master of Arts in Education: Secondary Teacher Education
- Secondary Teaching Certification: Social Studies
- Brandman University, Roseville Campus
 - Teacher Credential Program (36 units)
- California State University, Sacramento
 - Bachelor of Arts in History
 - Graduated Cum Laude

Additional Training

- CPS Trained: Tier 1.
- Constructing Meaning Institute (5-day training)

Work Experience

- March 2018-current: Long term substitute teacher at Laurel Ridge and Sherwood Middle School.
 - I teach 6th grade English Language Arts, writing intervention classes for grades six through 8, and reading intervention classes for grades six through eight. I am responsible for all planning, direction, and implementation of instruction and classroom management for diverse learners, many of whom require unique care and innovative application of teaching and discipline strategies.
- September 2017- January 2018t: Student Teaching at South Meadows Middle School

- Trained under a master teacher with 30 years of experience in his 8th grade social studies classes. I taught classes from the middle of October, 2017 to February 2018. In addition to this, I planned, implemented, and directed instruction for all classes for a period of four weeks. During that time I managed all aspects of classroom instruction, discipline, academics, and all other elements that promote a successful learning environment.
- 2009- 2017: Educational Assistant-4, Newberg School District.
 - Work for the past 8 years as the Solutions Supervisor at Mountain View Middle School. I served as the sole overseer of a program designed to provide disciplinary, academic, and CPS support to the most behaviorally and academically challenged students in the school population providing daily classroom management, conflict resolution, parental communication, and curriculum support. I served for two years on the CARE team, an SST to problem solve the most challenging student problems at school.
 - Taught a for one year a daily enrichment class: “Creating Music Videos”.
- 2005- 2014: Pastor of The United Pentecostal Church, Tigard
- 2001-2005: Public Charter School Teacher, California Leadership Academy, Elk Grove, CA
 - With an Emergency Teaching Credential and Vocational Teaching Credential I worked in a charter school primarily as a Social Studies teacher for four years teaching U.S. History, World History, Civics, Economics, Speech Communications, and Geography to both middle and high school students.
- 1997-2000: Junior High Supervisor Golden West Academy, Elk Grove, CA
 - Four years had responsibility for educating and managing the activities for hundreds of students daily in a private school.

Experience: Not Education Specific

- Have been involved in journalism and desktop publishing on the computer and maintain a working familiarity with desktop publishing programs.
- Many years of real-world business experience in corporate and business management.
- Competent in multiple software applications, including MS Office, Outlook, Google docs, Final Cut Pro, desktop publishing software, Synergy, Schoology, Google Classroom, and dozens of educational apps and programs.
- I have over 26 years of extensive public speaking and group coordination skills encompassing large and small events.

References

- Jeff Harris: Master teacher at South Meadows Middle School, Hillsboro
 - 4690 SE Davis Rd, Hillsboro, OR 97123
 - 503-844-1220 (w), 503-701-2035 (c)
 - harrisj@hsd.k12.or.us
- Fawn Erickson-Bragg: University of Phoenix, Student Teacher Faculty Supervisor
 - 503-538-3914
 - fmbragg@emial.poenix.edu
- Cindy Gaub: 6th grade LA/SS teacher, Laurel Ridge Middle School
 - 21416 SW Copper Terrace, Sherwood, OR 97140
 - 503-825-5818
 - cgaub@sherwood.k12.or.us

- Dan Busch: Principal, Thomas R. Fowler Middle School
 - 10865 SW Walnut St, Tigard, OR 97223
 - 503-431-5000 (w), 503-550-9571 (c)
 - dbusch@ttsd.k12.or.us
- Wayne Strong: Principal, Mountainview Middle School, Newberg (retired)
 - 503-487-7427
 - strongw@comcast.net

Natalie A. Sanchez, M.A, E.T.

Objective: To teach online students enrolled in Connections Academy using a variety of differentiated instructional strategies and previous professional experience.

Educational Experience

Certificate in Educational Therapy, UC Santa Cruz Extension	June 2007
Single Subject Health Clear Credential	
Subject authorizations: Biological Science, Chemistry, Mathematics, Psychology, Health Science, CLAD	June 2002
Masters in Counseling Psychology, Notre Dame De Namur University	June 2002
Bachelors in Biological Science, UC Santa Barbara	June 1998

Professional experience

Gifted and Talented Education Teacher, Redwood City School District August 2013-June 2017

- Designed and implemented full day pull-out GATE program for the District grades 4th through 6th.
- Tested potential GATE students throughout the district, managed student enrollment, ongoing communication with general teachers to improve student success.
- Created innovative, problem based Science curriculum focusing on STEM concepts utilizing the design thinking approach.
- Grew GATE program enrollment to over 250% in 4 years, increasing program to two school sites.
- Created and implemented professional development workshop teaching colleagues how to implement social-emotional learning strategies and student choice grouping.
- Received the Teacher Recognition Award for outstanding dedication and service in education in the Redwood City School District.

Outreach Counselor and Coordinator, Selby Lane, Redwood City October 2014-June 2016

- Provided liaison between the school, home and community agencies.
- Assisted school personnel with problems dealing with school adjustment, attendance, and child welfare.
- Coordinated and lead all Student Study Team and 504 meetings.
- Provided informational and educational program resources for parents and families.

Beginning Teacher Support and Assessment Mentor, Redwood City August 2013-June 2014

- Provided weekly teacher support to participating teacher through coaching and assisted with curriculum development, classroom/environment management, instructional strategies, assessment of student performance, and all aspects of their professional development.

- Assisted participating teacher in developing an Individualized Learning Plan based on The California Standards for the Teacher Profession and making adjustments after receiving feedback from formative assessments..

Math Intervention Teacher, NorthStar Academy, Redwood City August 2011-June 2012

- Created an independent mathematics program focusing on remediation and standards mastery.
- Addressed the learning needs and style differences of individual students through differentiated instruction and individual education plans.
- Provided parents with weekly and monthly student progress.

Educational Therapist, Self Employed June 2006-July 2014

- Developed and implemented appropriate programs to address the student's individual learning needs for learning different, high achieving and gifted students.
- Facilitated communication between the student, family, school and involved professionals.
- Developed strategies and lessons in social and emotional learning for gifted and learning different students.
- Provided educational assessment services identifying cognitive processing, academic strengths and weaknesses.
- Interpreted various assessments used to identify learning disabilities with families, teachers and administrators addressing how to best support their students with learning differences in the classroom.

Middle School Math Teacher, North Star Academy, Redwood City August 2004-June 2006

- Taught 7th and 8th grade Pre Algebra and Algebra to gifted and high achieving students.
- Created and managed a differentiated teaching environment conducive to student learning.
- Implemented and differentiated District approved curriculum.
- Communicated regularly with parents regarding student academic and social progress.
- Assisted in planning and implementing parent involvement activities.
- Created and implemented professional development workshop teaching colleagues how to implement differentiation strategies.

Math and Science Teacher, Kennedy Middle School, Redwood City August 2000-June 2004

- Taught 6th grade Math and Science at low socio-economic and performing middle school.
- Developed differentiated lesson plans and classroom activities aligned with the Standards.
- Assessed students regularly and analyzed student results; refined and differentiated classroom instruction based on assessment data and student needs.
- Collaborated with colleagues to improve instructional practices throughout the school; shared best practices.
- Communicated regularly with students and their families about classroom activities and student progress.
- Identified unique student needs and collaborated with team members to effectively address those needs.

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Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

California Connections Academy @ North Bay-REIMB

Dave Souza, Treasurer

33272 Valle Road

San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.	Customer ID	Payment Terms
2557051	0000954R	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	November Service	\$44,974.70	\$44,974.70
1.00	PASS THROUGH	November Service	\$9,648.51	\$9,648.51
1.00	PASS THROUGH	November Service	\$556.24	\$556.24

Please note invoice number 149943 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$55,179.45



Charges for the Following Period:

November 2018

Compensation Expenses

Salaries - Administration	\$	5,707.55
Benefits - Administration		1,398.35
Taxes - Administration		222.91
Salaries - Instructional		38,505.09
Benefits - Instructional		9,433.75
Taxes - Instructional		539.15
		55,806.80

Enrollment/Unit Based Charges

Student Technology Assistance	3,560.20
Connexus™ Annual License (EMS)	10,336.00
Internet Subsidy Payment Processing	233.33
Technical Support and Repairs	2,584.00
Tangible and Intangible Instructional Materials	24,531.25
Curriculum Postage	775.50
Enrollment and Records Management	940.00
Educational Resource Center	2,170.56
Direct Course Instruction Support	559.43
School Curriculum Supplies	394.92
Hardware/Software - Employees	534.25
Human Resources Support	592.20
Accounting and Regulatory Reporting	861.33
Facility Support Services	72.50
	48,145.47

Revenue Based Charges

Special Education Oversight and Liability	3,821.38
Special Education Direct Services	4,270.49
School Administration	9,171.31
Marketing Services	1,528.55
Treasury Services	2,292.83
	21,084.56

Pass Through Expenses - Allocated

9,648.51

Pass Through Expenses

556.24

Short Term Substitute Teaching Services

2,188.92

Total Amount Due

\$ 137,430.50

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Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

California Connections Academy @ North Bay-REIMB

Dave Souza, Treasurer

33272 Valle Road

San Juan Capistrano CA 92675

**Please include invoice number(s)
in transmission**

Purchase Order No.	Customer ID		Payment Terms	
2557051	0000954R		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	December Service	\$45,689.34	\$45,689.34
1.00	PASS THROUGH	December Service	\$8,970.87	\$8,970.87
1.00	PASS THROUGH	December Service	\$1,004.31	\$1,004.31
1.00	OTHER CA CHARGE	December Service	\$2,965.10	\$2,965.10

Please note invoice number 150225 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$58,629.62



Charges for the Following Period:

December 2018

Compensation Expenses

Salaries - Administration	\$	5,490.02
Benefits - Administration		1,345.05
Taxes - Administration		211.50
Salaries - Instructional		39,419.13
Benefits - Instructional		9,657.69
Taxes - Instructional		568.69
		56,692.08

Enrollment/Unit Based Charges

Student Technology Assistance	9,966.67
Connexus™ Annual License (EMS)	11,347.00
Internet Subsidy Payment Processing	433.34
Technical Support and Repairs	2,836.75
Tangible and Intangible Instructional Materials	30,968.75
Curriculum Postage	990.00
Enrollment and Records Management	1,200.00
Educational Resource Center	2,382.87
Direct Course Instruction Support	442.77
School Curriculum Supplies	375.00
Hardware/Software - Employees	500.00
Human Resources Support	937.50
Accounting and Regulatory Reporting	861.34
Facility Support Services	72.50
	63,314.49

Revenue Based Charges

Special Education Oversight and Liability	4,547.78
Special Education Direct Services	4,270.57
School Administration	10,914.68
Marketing Services	1,819.12
Treasury Services	2,728.67
	24,280.82

Pass Through Expenses - Allocated

8,970.87

Pass Through Expenses

1,004.31

Short Term Substitute Teaching Services

1,589.79

ISP Payment Reimbursement

2,965.10

Total Amount Due

\$ 158,817.46

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Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

Central California Connections Academy-REIMB
David Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

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in transmission

Purchase Order No.		Customer ID	Payment Terms	
2557049		0000013R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	November Service	\$115,542.47	\$115,542.47
1.00	PASS THROUGH	November Service	\$25,977.24	\$25,977.24
			Discount	\$0.00
			Total	\$141,519.71

Please note invoice number 149949 on remittance. Thank you.

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Chicago, IL 60693-0323



Charges for the Following Period:

November 2018

Compensation Expenses

Salaries - Administration	\$	15,558.88
Benefits - Administration		3,811.93
Taxes - Administration		607.66
Salaries - Instructional		98,003.67
Benefits - Instructional		24,010.90
Taxes - Instructional		1,372.26

143,365.30

Enrollment/Unit Based Charges

Student Technology Assistance	18,352.08
Connexus™ Annual License (EMS)	25,900.11
Internet Subsidy Payment Processing	797.92
Technical Support and Repairs	6,475.03
Tangible and Intangible Instructional Materials	61,352.08
Curriculum Postage	1,993.75
Enrollment and Records Management	2,416.67
Educational Resource Center	5,439.02
Direct Course Instruction Support	1,423.88
School Curriculum Supplies	1,083.33
Hardware/Software - Employees	1,450.00
Human Resources Support	3,020.83
Community Outreach	2,083.33
Accounting and Regulatory Reporting	2,158.33
Facility Support Services	197.50

134,143.86

Revenue Based Charges

Special Education Oversight and Liability	10,089.11
Special Education Direct Services	10,419.56
School Administration	24,213.86
Marketing Services	4,035.64
Treasury Services	6,053.47

54,811.64

Pass Through Expenses - Allocated

25,977.24

Short Term Substitute Teaching Services

5,571.27

Total Amount Due

\$ 363,869.31

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Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Central California Connections Academy-REIMB
David Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2557049		0000013R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	December Service	\$116,938.86	\$116,938.86
1.00	PASS THROUGH	December Service	\$24,103.01	\$24,103.01
1.00	PASS THROUGH	December Service	\$5,610.82	\$5,610.82
1.00	OTHER CA CHARGE	December Service	\$8,940.26	\$8,940.26
			Discount	\$0.00
			Total	\$155,592.95

Please note invoice number 150231 on remittance. Thank you.

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32369 Collection Center Dr
Chicago, IL 60693-0323



Charges for the Following Period:

December 2018

Compensation Expenses

Salaries - Administration	\$	14,965.88
Benefits - Administration		3,666.64
Taxes - Administration		576.56
Salaries - Instructional		99,954.40
Benefits - Instructional		24,488.83
Taxes - Instructional		1,442.02

145,094.33

Enrollment/Unit Based Charges

Student Technology Assistance	23,239.59
Connexus™ Annual License (EMS)	26,851.11
Internet Subsidy Payment Processing	1,010.41
Technical Support and Repairs	6,712.78
Tangible and Intangible Instructional Materials	70,514.59
Curriculum Postage	2,290.75
Enrollment and Records Management	2,776.66
Educational Resource Center	5,638.74
Direct Course Instruction Support	1,122.73
School Curriculum Supplies	916.67
Hardware/Software - Employees	1,250.00
Human Resources Support	2,604.17
Community Outreach	2,083.34
Accounting and Regulatory Reporting	2,237.64
Facility Support Services	197.50

149,446.68

Revenue Based Charges

Special Education Oversight and Liability	7,962.54
Special Education Direct Services	10,419.72
School Administration	19,110.10
Marketing Services	3,185.02
Treasury Services	4,777.52

45,454.90

Pass Through Expenses - Allocated

24,103.01

Pass Through Expenses

5,610.82

Short Term Substitute Teaching Services

4,031.21

ISP Payment Reimbursement

8,940.26

Total Amount Due

\$ 382,681.21

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Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

California Connections Academy @ Ripon-REIMB

Attn: Dave Souza, Treasurer

33272 Valle Road

San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2557059		0000557R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	November Service	\$319,668.75	\$319,668.75
1.00	PASS THROUGH	November Service	\$72,723.21	\$72,723.21
1.00	PASS THROUGH	November Service	\$412.95	\$412.95
			Discount	\$0.00
			Total	\$392,804.91

Please note invoice number 149945 on remittance. Thank you.

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Chicago, IL 60693-0323



Charges for the Following Period:

November 2018

Compensation Expenses

Salaries - Administration	\$	43,683.03
Benefits - Administration		10,702.34
Taxes - Administration		1,706.07
Salaries - Instructional		270,492.18
Benefits - Instructional		66,270.59
Taxes - Instructional		3,787.47
		396,641.68

Enrollment/Unit Based Charges

Student Technology Assistance	43,412.50
Connexus™ Annual License (EMS)	72,947.89
Internet Subsidy Payment Processing	1,887.50
Technical Support and Repairs	18,236.97
Tangible and Intangible Instructional Materials	174,429.17
Curriculum Postage	5,579.75
Enrollment and Records Management	6,763.33
Educational Resource Center	15,319.06
Direct Course Instruction Support	3,929.94
School Curriculum Supplies	2,666.67
Hardware/Software - Employees	3,600.00
Human Resources Support	7,500.00
Community Outreach	4,166.67
Accounting and Regulatory Reporting	6,078.99
Facility Support Services	554.49
	367,072.93

Revenue Based Charges

Special Education Oversight and Liability	27,351.82
Special Education Direct Services	27,849.32
School Administration	65,644.37
Marketing Services	10,940.73
Treasury Services	16,411.09
	148,197.33

Pass Through Expenses - Allocated

72,723.21

Pass Through Expenses

412.95

Short Term Substitute Teaching Services

15,376.83

Total Amount Due

\$ 1,000,424.93

Invoice	150226
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Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

California Connections Academy @ Ripon
Attn: Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.	Customer ID	Payment Terms
2557059	0000557	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	December Service	\$76,902.24	\$76,902.24
1.00	ENROLLMENT BASED	December Service	\$337,485.13	\$337,485.13
1.00	REVENUE BASED	December Service	\$91,644.88	\$91,644.88
1.00	OTHER CA CHARGE	December Service	\$10,964.59	\$10,964.59

Please note invoice number 150226 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
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Discount	\$0.00
Total	\$516,996.84

Invoice	150227
Date	1/11/2019
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Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

California Connections Academy @ Ripon-REIMB

Attn: Dave Souza, Treasurer

33272 Valle Road

San Juan Capistrano CA 92675

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in transmission

Purchase Order No.		Customer ID	Payment Terms	
2557059		0000557R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	December Service	\$319,427.62	\$319,427.62
1.00	PASS THROUGH	December Service	\$67,339.81	\$67,339.81
1.00	PASS THROUGH	December Service	\$21,162.65	\$21,162.65
1.00	OTHER CA CHARGE	December Service	\$21,006.95	\$21,006.95
			Discount	\$0.00
			Total	\$428,937.03

Please note invoice number 150227 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323



Charges for the Following Period:

December 2018

Compensation Expenses

Salaries - Administration	\$	42,018.14
Benefits - Administration		10,294.44
Taxes - Administration		1,618.75
Salaries - Instructional		271,868.55
Benefits - Instructional		66,607.80
Taxes - Instructional		3,922.18
		396,329.86

Enrollment/Unit Based Charges

Student Technology Assistance	54,050.00
Connexus™ Annual License (EMS)	57,422.89
Internet Subsidy Payment Processing	2,350.00
Technical Support and Repairs	14,355.73
Tangible and Intangible Instructional Materials	159,354.16
Curriculum Postage	5,051.75
Enrollment and Records Management	6,123.34
Educational Resource Center	12,058.80
Direct Course Instruction Support	3,053.74
School Curriculum Supplies	2,750.00
Hardware/Software - Employees	3,700.00
Human Resources Support	7,708.33
Community Outreach	4,166.66
Accounting and Regulatory Reporting	4,785.24
Facility Support Services	554.49
	337,485.13

Revenue Based Charges

Special Education Oversight and Liability	20,828.38
School Administration	49,988.12
Marketing Services	8,331.35
Treasury Services	12,497.03
	91,644.88

Pass Through Expenses - Allocated

67,339.81

Pass Through Expenses

21,162.65

Short Term Substitute Teaching Services

10,964.59

ISP Payment Reimbursement

21,006.95

Total Amount Due

\$ 945,933.87

Invoice	149946
Date	12/13/2018
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Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Capistrano Connections Academy
Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.	Customer ID	Payment Terms
2557043	0000010	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	November Service	\$224,826.78	\$224,826.78
1.00	ENROLLMENT BASED	November Service	\$1,068,130.63	\$1,068,130.63
1.00	REVENUE BASED	November Service	\$435,729.69	\$435,729.69
1.00	OTHER CA CHARGE	November Service	\$11,414.75	\$11,414.75

Please note invoice number 149946 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$1,740,101.85



Charges for the Following Period:

November 2018

Compensation Expenses

Salaries - Administration	\$	131,998.38
Benefits - Administration		32,339.60
Taxes - Administration		5,155.28
Salaries - Instructional		785,661.94
Benefits - Instructional		192,487.18
Taxes - Instructional		11,000.94
		1,158,643.32

Enrollment/Unit Based Charges

Student Technology Assistance	122,810.42
Connexus™ Annual License (EMS)	210,477.00
Internet Subsidy Payment Processing	5,339.58
Technical Support and Repairs	52,619.25
Tangible and Intangible Instructional Materials	487,000.00
Curriculum Postage	15,537.50
Enrollment and Records Management	18,833.33
Educational Resource Center	44,200.17
Direct Course Instruction Support	11,414.75
School Curriculum Supplies	6,791.67
Hardware/Software - Employees	9,100.00
Human Resources Support	18,958.33
Community Outreach	45,833.33
Accounting and Regulatory Reporting	17,539.75
Facility Support Services	1,675.55
	1,068,130.63

Revenue Based Charges

Special Education Oversight and Liability	81,112.64
Special Education Direct Services	78,834.08
School Administration	194,670.33
Marketing Services	32,445.06
Treasury Services	48,667.58
	435,729.69

Pass Through Expenses - Allocated

218,326.36

Pass Through Expenses

53,284.41

Short Term Substitute Teaching Services

11,414.75

Total Amount Due

\$ 2,945,529.16

Invoice	150229
Date	1/11/2019
Page	1

Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Capistrano Connections Academy-REIMB

Dave Souza, Treasurer

33272 Valle Road

San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.	Customer ID	Payment Terms
2557043	0000010R	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	December Service	\$929,566.29	\$929,566.29
1.00	PASS THROUGH	December Service	\$202,128.03	\$202,128.03
1.00	PASS THROUGH	December Service	\$33,373.29	\$33,373.29
1.00	OTHER CA CHARGE	December Service	\$62,336.33	\$62,336.33

Please note invoice number 150229 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$1,227,403.94



Charges for the Following Period:

December 2018

Compensation Expenses

Salaries - Administration	\$	126,967.53
Benefits - Administration		31,107.04
Taxes - Administration		4,891.44
Salaries - Instructional		786,362.67
Benefits - Instructional		192,658.86
Taxes - Instructional		11,344.65
		1,153,332.19

Enrollment/Unit Based Charges

Student Technology Assistance	142,360.41
Connexus™ Annual License (EMS)	182,811.00
Internet Subsidy Payment Processing	6,189.59
Technical Support and Repairs	45,702.75
Tangible and Intangible Instructional Materials	451,137.50
Curriculum Postage	14,316.50
Enrollment and Records Management	17,353.34
Educational Resource Center	38,390.31
Direct Course Instruction Support	8,832.76
School Curriculum Supplies	7,791.66
Hardware/Software - Employees	10,500.00
Human Resources Support	21,875.00
Community Outreach	45,833.34
Accounting and Regulatory Reporting	15,234.25
Facility Support Services	1,675.54
	1,010,003.95

Revenue Based Charges

Special Education Oversight and Liability	66,738.86
School Administration	194,670.34
Marketing Services	32,445.05
Treasury Services	48,667.59
	342,521.84

Pass Through Expenses - Allocated

202,128.03

Pass Through Expenses

33,373.29

Short Term Substitute Teaching Services

64,962.63

ISP Payment Reimbursement

62,336.33

Total Amount Due

\$ 2,868,658.26

Invoice	149757
Date	11/15/2018
Page	1

Connections Education LLC

10960 Grantchester Way

Columbia, MD 21044

Phone: (443)-873-1779

Invoice

California Connections Academy @ North Bay

Dave Souza, Treasurer

33272 Valle Road

San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.	Customer ID	Payment Terms
2621847	0000954	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	CALCAN LIVESPEECH	Case Management - October	\$80.00	\$80.00

Please note invoice number 149757 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Discount	\$0.00
Total	\$80.00

Invoice	149755
Date	11/15/2018
Page	1

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

Central California Connections Academy
Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2621847		0000013	NET30	
QTY	Item	Description	Unit Price	Ext. Price
7.00	CENCA LIVESPEECH	Case Management - October	\$80.00	\$560.00
			Discount	\$0.00
			Total	\$560.00

Please note invoice number 149755 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	149982
Date	12/17/2018
Page	1

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

Central California Connections Academy
Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2621847		0000013	NET30	
QTY	Item	Description	Unit Price	Ext. Price
8.00	CENCA LIVESPEECH	Case Management	\$80.00	\$640.00
			Discount	\$0.00
			Total	\$640.00

Please note invoice number 149982 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	149983
Date	12/17/2018
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Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

California Connections Academy @ Ripon
Attn: Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2621847		0000557	NET30	
QTY	Item	Description	Unit Price	Ext. Price
10.00	CALCAR LIVESPEECH	Case Management	\$80.00	\$800.00
			Discount	\$0.00
			Total	\$800.00

Please note invoice number 149983 on remittance. Thank you.
Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	149981
Date	12/17/2018
Page	1

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

Invoice

Capistrano Connections Academy
Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s)
in transmission

Purchase Order No.		Customer ID	Payment Terms	
2621847		0000010	NET30	
QTY	Item	Description	Unit Price	Ext. Price
28.00	CAPOCA LIVESPEECH	Case Management	\$80.00	\$2,240.00
			Discount	\$0.00
			Total	\$2,240.00

Please note invoice number 149981 on remittance. Thank you.

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @North BayCDS #: 17-64055-0129601Charter Approving Entity: Middletown Unified School DistrictCounty: LakeCharter #: 1653

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- ☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	1,157,846		1,157,846	270,164		270,164
Education Protection Account State Aid - Current year	8012	32,088		32,088	7,487		7,487
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	513,662		513,662	119,855		119,855
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		1,703,596	0	1,703,596	397,506	0	397,506
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		36,686			0	0
Special Education - Federal	8181, 8182		21,000			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	200	0		0	0	0
Total, Federal Revenues		200	57,686	57,886	0	0	0
3. Other State Revenues							
Special Education - State	StateRevSE		30,246	30,246		7,057	7,057
All Other State Revenues	StateRevAO	110,490	9,933	120,423	40,862	0	40,862
Total, Other State Revenues		110,490	40,179	150,669	40,862	7,057	47,919
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	37,557	0	37,557	37,568	0	37,568
Total, Local Revenues		37,557	0	37,557	37,568	0	37,568
5. TOTAL REVENUES		1,851,843	97,865	1,949,708	475,936	7,057	482,993
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	388,206	52,535	440,741	84,518	9,204	93,722
Certificated Pupil Support Salaries	1200	14,066	22,686	36,752	7,963	0	7,963
Certificated Supervisors' and Administrators' Salaries	1300	41,248	8,468	49,716	11,471	2,425	13,896
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		443,520	83,689	527,209	103,952	11,629	115,581
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	28,498	0	28,498	8,069	0	8,069
Total, Non-certificated Salaries		28,498	0	28,498	8,069	0	8,069
3. Employee Benefits							
STRS	3101-3102	66,308	8,883	75,191	7,333	845	8,178
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	8,611	1,213	9,824	2,125	169	2,294
Health and Welfare Benefits	3401-3402	100,918	18,946	119,864	23,095	2,848	25,943
Unemployment Insurance	3501-3502	6,372	1,130	7,502	1,512	157	1,669
Workers' Compensation Insurance	3601-3602	9,440	1,674	11,114	2,240	233	2,473
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		191,649	31,846	223,495	36,305	4,252	40,557
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	6,475	6,475	0	0	0
Books and Other Reference Materials	4200	289,193	0	289,193	98,125	0	98,125
Materials and Supplies	4300	143,099	0	143,099	45,846	0	45,846
Noncapitalized Equipment	4400	62,400	10,000	72,400	23,273	0	23,273
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		494,692	16,475	511,167	167,244	0	167,244

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @North Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	264,873	98,682	363,555	86,273	32,367	118,640
Travel and Conferences	5200	18,953	0	18,953	1,022	0	1,022
Dues and Memberships	5300	2,490	0	2,490	672	0	672
Insurance	5400	218	0	218	218	0	218
Operations and Housekeeping Services	5500	2,029	0	2,029	242	0	242
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,350	0	12,350	4,095	0	4,095
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	156,442	3,458	159,900	20,870	0	20,870
Communications	5900	25,954	0	25,954	3,631	0	3,631
Total, Services and Other Operating Expenditures		483,309	102,140	585,449	117,023	32,367	149,390
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		1,641,668	234,150	1,875,818	432,593	48,248	480,841
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		210,175	(136,285)	73,890	43,343	(41,191)	2,152
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979			0			0
2. Less: Other Uses	7630-7699			0			0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(136,285)	136,285	0	(41,191)	41,191	0
4. TOTAL OTHER FINANCING SOURCES / USES		(136,285)	136,285	0	(41,191)	41,191	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		73,890	0	73,890	2,152	0	2,152
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	70,328	0	70,328	70,328	0	70,328
b. Adjustments/Restatements to Beginning Balance	9793, 9795	3,409	0	3,409	3,409	0	3,409
c. Adjusted Beginning Balance		73,737	0	73,737	73,737	0	73,737
2. Ending Fund Balance, June 30 (E + F1c)		147,627	0	147,627	75,889	0	75,889
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711		0			0	0
Reserve for Stores (equals object 9320)	9712		0		0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713		0		1,435	0	1,435
Reserve for All Others	9719		0				0
General Reserve	9730		0				0
Legally Restricted Balance	9740		0				0
Designated for Economic Uncertainties	9770 *		0				0
Other Designations	9775, 9780		0				0
Undesignated / Unappropriated Amount	9790 *	147,627	0	147,627	74,454	0	74,454
* Percent of Total Expenditures and Other Uses		7.87%	0.00%	7.87%	15.48%	0.00%	15.48%

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @North Bay

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	0	0	0			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	382,050	0	382,050			
In Revolving Fund	9130	0	0	0			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	3,410	0	3,410			
4. Due from Grantor Government	9290	255,098	0	255,098			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	1,435	0	1,435			
7. Other Current Assets	9340	0	0	0			
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0			
9. TOTAL ASSETS		641,993	0	641,993			
H. LIABILITIES							
1. Accounts Payable	9500	560,318	0	560,318			
2. Due to Grantor Government	9590	5,786	0	5,786			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	0	0	0			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		566,104	0	566,104			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		75,889	0	75,889			

ADA ESTIMATES:

Estimated P2 ADA for Revised Budget
Estimated P2 ADA as of October 31

185
185

**CHARTER SCHOOL 2018/2019 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2018**

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy @North Bay
CDS #: 17-64055-0129601
Charter Approving Entity: Middletown Unified School District
County: Lake
Charter #: 1663

To the entity that approved the charter school:
(x) 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: 
Charter School Official

Date: 14-Dec-18

Printed
Name: Frances Sassin

Title: Director of Business Services

To the County Superintendent of Schools:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____
Authorized Representative of
Charter Approving Entity

Date: _____

Printed
Name: _____

Title: _____

To the Superintendent of Public Instruction:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____
County Superintendent/Designee

Date: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:

Heather Rantala

Name

Director of Business Services

Title

707-987-4100

Telephone

heather.rantala@middletownusd.org

E-mail address

For Charter School:

Frances Sassin

Name

Director of Business Services

Title

949-306-8498

Telephone

fsassin@calca.connectionsacademy.org

E-mail address

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @ CentralCDS #: 54-71803-0112458Charter Approving Entity: Alpaugh Unified School DistrictCounty: TulareCharter #: 804

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	3,556,906		3,556,906	829,945		829,945
Education Protection Account State Aid - Current year	8012	552,141		552,141	128,833		128,833
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	217,541		217,541	50,760		50,760
Other LCFF transfers	80,918,097	0		0	0		0
Total, LCFF Sources		4,326,588	0	4,326,588	1,009,538	0	1,009,538
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		114,041			0	0
Special Education - Federal	8181, 8182		63,000			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	700	338		0	338	338
Total, Federal Revenues		700	177,379	178,079	0	338	338
3. Other State Revenues							
Special Education - State	StateRevSE		62,035	62,035		14,475	14,475
All Other State Revenues	StateRevAO	260,495	25,202	285,697	89,627	0	89,627
Total, Other State Revenues		260,495	87,237	347,732	89,627	14,475	104,102
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	23,150	0	23,150	22,910	0	22,910
Total, Local Revenues		23,150	0	23,150	22,910	0	22,910
5. TOTAL REVENUES		4,610,933	264,616	4,875,549	1,122,075	14,813	1,136,888
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	988,305	166,236	1,154,541	244,379	26,937	271,316
Certificated Pupil Support Salaries	1200	67,494	29,014	96,508	23,234	0	23,234
Certificated Supervisors' and Administrators' Salaries	1300	114,177	23,415	137,592	33,019	6,944	39,963
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		1,169,976	218,665	1,388,641	300,632	33,881	334,513
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	78,448	0	78,448	22,768	0	22,768
Total, Non-certificated Salaries		78,448	0	78,448	22,768	0	22,768
3. Employee Benefits							
STRS	3101-3102	144,444	52,269	196,713	22,482	2,619	25,101
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	22,966	3,171	26,137	6,101	491	6,592
Health and Welfare Benefits	3401-3402	267,577	48,811	316,388	35,758	39,357	75,115
Unemployment Insurance	3501-3502	16,854	2,952	19,806	4,366	457	4,823
Workers' Compensation Insurance	3601-3602	24,968	4,373	29,341	6,468	678	7,146
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		476,809	111,576	588,385	75,175	43,602	118,777
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	16,310	16,310	0	0	0
Books and Other Reference Materials	4200	723,438	0	723,438	245,408	0	245,408
Materials and Supplies	4300	355,003	0	355,003	113,742	0	113,742
Noncapitalized Equipment	4400	216,225	10,000	226,225	73,968	0	73,968
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		1,294,666	26,310	1,320,976	433,118	0	433,118

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @ Central

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	699,720	243,219	942,939	232,363	82,035	314,398
Travel and Conferences	5200	37,377	0	37,377	4,194	0	4,194
Dues and Memberships	5300	6,935	0	6,935	960	0	960
Insurance	5400	525	0	525	525	0	525
Operations and Housekeeping Services	5500	5,530	0	5,530	646	0	646
Rentals, Leases, Repairs, and Noncap. Improvements	5600	38,848	0	38,848	10,860	0	10,860
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	285,832	8,892	294,724	64,979	0	64,979
Communications	5900	75,751	0	75,751	9,417	0	9,417
Total, Services and Other Operating Expenditures		1,150,518	252,111	1,402,629	323,944	82,035	405,979
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		4,170,417	608,662	4,779,079	1,155,637	159,518	1,315,155
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		440,516	(344,046)	96,470	(33,562)	(144,705)	(178,267)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(344,046)	344,046	0	(144,705)	144,705	0
4. TOTAL OTHER FINANCING SOURCES / USES		(344,046)	344,046	0	(144,705)	144,705	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		96,470	0	96,470	(178,267)	0	(178,267)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	40,752	0	40,752	40,752	0	40,752
b. Adjustments/Restatements to Beginning Balance	9793, 9795	10,229	0	10,229	10,229	0	10,229
c. Adjusted Beginning Balance		50,981	0	50,981	50,981	0	50,981
2. Ending Fund Balance, June 30 (E + F1c)		147,451	0	147,451	(127,286)	0	(127,286)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711		0			0	0
Reserve for Stores (equals object 9320)	9712				0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713		0		8,029	0	8,029
Reserve for All Others	9719						0
General Reserve	9730						0
Legally Restricted Balance	9740						0
Designated for Economic Uncertainties	9770 *						0
Other Designations	9775, 9780						0
Undesignated / Unappropriated Amount	9790 *	147,451	0	147,451	(135,315)	0	(135,315)
* Percent of Total Expenditures and Other Uses		3.09%	0.00%	3.09%	-10.29%	0.00%	-10.29%

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @ Central

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	0	0	0			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	1,049,615	0	1,049,615			
In Revolving Fund	9130	0	0	0			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	341,938	0	341,938			
4. Due from Grantor Government	9290	(24,039)	0	(24,039)			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	8,029	0	8,029			
7. Other Current Assets	9340	100	0	100			
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0			
9. TOTAL ASSETS		1,375,643	0	1,375,643			
H. LIABILITIES							
1. Accounts Payable	9500	1,464,460	0	1,464,460			
2. Due to Grantor Government	9590	38,469	0	38,469			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	0	0	0			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		1,502,929	0	1,502,929			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(127,286)	0	(127,286)			

ADA ESTIMATES:

Estimated P2 ADA for Budget

466

Estimated P2 ADA as of October 31


466

**CHARTER SCHOOL 2018/19 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2018**

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy @ Central
CDS #: 54-71803-0112458
Charter Approving Entity: Alpaugh Unified School District
County: Tulare
Charter #: 804

To the entity that approved the charter school:
(x) 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed:  Date: 14-Dec-18
Charter School Official

Printed
Name: Frances Sassin Title: Director of Business Services

To the County Superintendent of Schools:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity

Printed
Name: Gary Mekeel Title: Superintendent

To the Superintendent of Public Instruction:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: _____
County Superintendent/Designee

For additional information on the First Interim Report, please contact:

For Approving Entity:
Gary Mekeel
Name
Interim Superintendent
Title
559-949-8413
Telephone
GaryMekeel@alpaugh.k12.ca.us
E-mail address

For Charter School:
Frances Sassin
Name
Director of Business Services
Title
949-306-8498
Telephone
fsassin@calca.connectionsacademy.org
E-mail address

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @RiponCDS #: 39-68650-0125849Charter Approving Entity: Ripon Unified School DistrictCounty: San JoaquinCharter #: 1398

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- ☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description		Object Code	Projected Budget			Actual To-Date		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES								
1. LCFF Sources								
Charter Schools State Aid - Current Year	8011		8,727,062		8,727,062	2,036,314		2,036,314
Education Protection Account State Aid - Current year	8012		1,441,041		1,441,041	336,243		336,243
State Aid - Prior Years	8019		0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096		1,723,274		1,723,274	402,097		402,097
Other LCFF transfers	8091,8097		0		0	0		0
Total, LCFF Sources			11,891,377	0	11,891,377	2,774,654	0	2,774,654
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290			202,687			0	0
Special Education - Federal	8181, 8182			150,000			0	0
Child Nutrition - Federal	8220			0			0	0
Other Federal Revenues	8110, 8260-8299		1,900	0		0	0	0
Total, Federal Revenues			1,900	352,687	354,587	0	0	0
3. Other State Revenues								
Special Education - State	StateRevSE			184,192	184,192		42,978	42,978
All Other State Revenues	StateRevAO		643,515	70,974	714,489	181,921	0	181,921
Total, Other State Revenues			643,515	255,166	898,681	181,921	42,978	224,899
4. Other Local Revenues								
All Other Local Revenues	LocalRevAO		2,601	0	2,601	5,179	0	5,179
Total, Local Revenues			2,601	0	2,601	5,179	0	5,179
5. TOTAL REVENUES			12,539,393	607,853	13,147,246	2,961,754	42,978	3,004,732
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100		2,767,958	433,853	3,201,811	688,188	75,903	764,091
Certificated Pupil Support Salaries	1200		214,133	53,562	267,695	65,459	0	65,459
Certificated Supervisors' and Administrators' Salaries	1300		321,123	65,848	386,971	93,268	19,604	112,872
Other Certificated Salaries	1900		0	0	0	0	0	0
Total, Certificated Salaries			3,303,214	553,263	3,856,477	846,915	95,507	942,422
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100		0	0	0	0	0	0
Non-certificated Support Salaries	2200		0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300		0	0	0	0	0	0
Clerical and Office Salaries	2400		0	0	0	0	0	0
Other Non-certificated Salaries	2900		220,495	0	220,495	64,171	0	64,171
Total, Non-certificated Salaries			220,495	0	220,495	64,171	0	64,171
3. Employee Benefits								
STRS	3101-3102		427,295	118,053	545,348	63,532	7,408	70,940
PERS	3201-3202		0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302		64,764	8,022	72,786	17,189	1,385	18,574
Health and Welfare Benefits	3401-3402		756,239	122,935	879,174	188,252	23,399	211,651
Unemployment Insurance	3501-3502		47,570	7,469	55,039	12,300	1,289	13,589
Workers' Compensation Insurance	3601-3602		70,474	11,065	81,539	18,222	1,910	20,132
Retiree Benefits	3701-3702		0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802		0	0	0	0	0	0
Other Employee Benefits	3901-3902		0	0	0	0	0	0
Total, Employee Benefits			1,366,342	267,544	1,633,886	299,495	35,391	334,886
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100		0	45,780	45,780	0	0	0
Books and Other Reference Materials	4200		2,057,262	0	2,057,262	697,717	0	697,717
Materials and Supplies	4300		1,009,179	0	1,009,179	320,591	0	320,591
Noncapitalized Equipment	4400		539,950	10,000	549,950	173,650	0	173,650
Food	4700		0	0	0	0	0	0
Total, Books and Supplies			3,606,391	55,780	3,662,171	1,191,958	0	1,191,958

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @Ripon

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	2,038,807	654,440	2,693,247	632,649	220,805	853,454
Travel and Conferences	5200	82,532	0	82,532	5,833	0	5,833
Dues and Memberships	5300	19,348	0	19,348	2,559	0	2,559
Insurance	5400	1,451	0	1,451	1,451	0	1,451
Operations and Housekeeping Services	5500	15,526	0	15,526	2,215	0	2,215
Rentals, Leases, Repairs, and Noncap. Improvements	5600	94,229	0	94,229	30,392	0	30,392
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	638,812	25,194	664,006	191,090		191,090
Communications	5900	203,849	0	203,849	26,341	0	26,341
Total, Services and Other Operating Expenditures		3,094,554	679,634	3,774,188	892,530	220,805	1,113,335
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		11,590,996	1,556,221	13,147,217	3,295,069	351,703	3,646,772
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		948,397	(948,368)	29	(333,315)	(308,725)	(642,040)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(948,368)	948,368	0	(308,725)	308,725	0
4. TOTAL OTHER FINANCING SOURCES / USES		(948,368)	948,368	0	(308,725)	308,725	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		29	0	29	(642,040)	0	(642,040)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	21,651	0	21,651	21,651	0	21,651
b. Adjustments/Restatements to Beginning Balance	9793, 9795	24,189	0	24,189	24,189	0	24,189
c. Adjusted Beginning Balance		45,840	0	45,840	45,840	0	45,840
2. Ending Fund Balance, June 30 (E + F1c)		45,869	0	45,869	(596,200)	0	(596,200)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0		0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	6,032	0	6,032
Reserve for All Others	9719			0			0
General Reserve	9730			0			0
Legally Restricted Balance	9740			0			0
Designated for Economic Uncertainties	9770 *			0			0
Other Designations	9775, 9780			0			0
Undesignated / Unappropriated Amount	9790 *	45,869	0	45,869	(602,232)	0	(602,232)
* Percent of Total Expenditures and Other Uses		0.35%	0.00%	0.35%	-16.51%	0.00%	-16.51%

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: California Connections Academy @ Ripon

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	0	0	0			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	309,464	0	309,464			
In Revolving Fund	9130	170	0	170			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	24,189	0	24,189			
4. Due from Grantor Government	9290	4,890,329	0	4,890,329			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	6,032	0	6,032			
7. Other Current Assets	9340	300	0	300			
8. Capital Assets (for accrual basis only)	9400-9499	0	0	0			
9. TOTAL ASSETS		5,230,484	0	5,230,484			
H. LIABILITIES							
1. Accounts Payable	9500	5,432,724	0	5,432,724			
2. Due to Grantor Government	9590	276,019	0	276,019			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	117,942	0	117,942			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		5,826,685	0	5,826,685			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(596,201)	0	(596,201)			

ADA ESTIMATES:

Estimated P2 ADA for Revised Budget
Estimated P2 ADA as of October 31

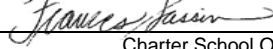
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**CHARTER SCHOOL 2018/2019 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2018**

CHARTER SCHOOL CERTIFICATION

Charter School Name: California Connections Academy @ Ripon
CDS #: 39-68650-0125849
Charter Approving Entity: Ripon Unified School District
County: San Joaquin
Charter #: 1398

To the entity that approved the charter school:
(x) 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed: 
Charter School Official

Date: 14-Dec-18

Printed

Name: Frances Sassin

Title: Director of Business Services

To the County Superintendent of Schools:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____
Authorized Representative of
Charter Approving Entity

Date: _____

Printed

Name: _____

Title: _____

To the Superintendent of Public Instruction:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____
County Superintendent/Designee

Date: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:

Frank Jerome

Name

Chief Business Official

Title

209-293-1985

Telephone

fjerome@sjcoe.net

E-mail address

For Charter School:

Frances Sassin

Name

Director of Business Services

Title

949-306-8498

Telephone

fsassin@calca.connectionsacademy.org

E-mail address

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: Capistrano Connections AcademyCDS #: 30-66464-0106765Charter Approving Entity: Capistrano Unified School DistrictCounty: OrangeCharter #: 664

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- ☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		Projected Budget			Actual To-Date		
Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
Charter Schools State Aid - Current Year	8011	10,050,215		10,050,215	2,345,050		2,345,050
Education Protection Account State Aid - Current year	8012	682,148		682,148	159,168		159,168
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	24,371,336		24,371,336	5,686,645		5,686,645
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		35,103,699	0	35,103,699	8,190,863	0	8,190,863
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		677,856			0	0
Special Education - Federal	8181, 8182		480,000			0	0
Child Nutrition - Federal	8220		0			0	0
Other Federal Revenues	8110, 8260-8299	5,700	0		0	0	0
Total, Federal Revenues		5,700	1,157,856	1,163,556	0	0	0
3. Other State Revenues							
Special Education - State	StateRevSE		592,490	592,490		138,248	138,248
All Other State Revenues	StateRevAO	1,926,652	221,264	2,147,916	477,384	0	477,384
Total, Other State Revenues		1,926,652	813,754	2,740,406	477,384	138,248	615,632
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	2,182	0	2,182	8,294	0	8,294
Total, Local Revenues		2,182	0	2,182	8,294	0	8,294
5. TOTAL REVENUES		37,038,233	1,971,610	39,009,843	8,676,541	138,248	8,814,789
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	8,063,740	1,293,404	9,357,144	2,051,033	225,595	2,276,628
Certificated Pupil Support Salaries	1200	598,402	183,693	782,095	194,689	0	194,689
Certificated Supervisors' and Administrators' Salaries	1300	973,120	199,505	1,172,625	284,592	59,766	344,358
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		9,635,262	1,676,602	11,311,864	2,530,314	285,361	2,815,675
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	0	0	0	0	0	0
Non-certificated Support Salaries	2200	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0
Other Non-certificated Salaries	2900	667,508	0	667,508	195,131	0	195,131
Total, Non-certificated Salaries		667,508	0	667,508	195,131	0	195,131
3. Employee Benefits							
STRS	3101-3102	1,220,619	372,295	1,592,914	187,816	21,918	209,734
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	190,776	24,311	215,087	51,617	4,138	55,755
Health and Welfare Benefits	3401-3402	2,317,014	265,812	2,582,826	312,111	320,758	632,869
Unemployment Insurance	3501-3502	139,087	22,634	161,721	36,794	3,852	40,646
Workers' Compensation Insurance	3601-3602	206,055	33,532	239,587	54,509	5,707	60,216
Retiree Benefits	3701-3702	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0
Total, Employee Benefits		4,073,551	718,584	4,792,135	642,847	356,373	999,220
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	131,355	131,355	0	0	0
Books and Other Reference Materials	4200	5,742,537	0	5,742,537	1,949,685	0	1,949,685
Materials and Supplies	4300	2,948,339	0	2,948,339	928,394	0	928,394
Noncapitalized Equipment	4400	1,468,947	30,778	1,499,725	491,702	0	491,702
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		10,159,823	162,133	10,321,956	3,369,781	0	3,369,781

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: Capistrano Connections Academy

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	5,838,735	2,020,377	7,859,112	1,995,531	639,787	2,635,318
Travel and Conferences	5200	261,188	0	261,188	27,827	0	27,827
Dues and Memberships	5300	58,527	0	58,527	8,733	0	8,733
Insurance	5400	4,276	0	4,276	4,276	0	4,276
Operations and Housekeeping Services	5500	46,915	0	46,915	5,446	0	5,446
Rentals, Leases, Repairs, and Noncap. Improvements	5600	296,785	0	296,785	91,362	0	91,362
Transfers of Direct Costs	5700-5799	0	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	1,642,862	89,909	1,732,771	547,817		547,817
Communications	5900	597,817	0	597,817	74,386	0	74,386
Total, Services and Other Operating Expenditures		8,747,105	2,110,286	10,857,391	2,755,378	639,787	3,395,165
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	1,626	0	1,626	361	0	361
Total, Capital Outlay		1,626	0	1,626	361	0	361
7. Other Outgo							
Tuition to Other Schools	7110-7143	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0
All Other Transfers	7281-7299	0	0	0	0	0	0
Debt Service:							
Interest	7438	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0
8. TOTAL EXPENDITURES		33,284,875	4,667,605	37,952,480	9,493,812	1,281,521	10,775,333
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,753,358	(2,695,995)	1,057,363	(817,271)	(1,143,273)	(1,960,544)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(2,695,995)	2,695,995	0	(1,143,273)	1,143,273	0
4. TOTAL OTHER FINANCING SOURCES / USES		(2,695,995)	2,695,995	0	(1,143,273)	1,143,273	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,057,363	0	1,057,363	(1,960,544)	0	(1,960,544)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	371,999	0	371,999	371,999	0	371,999
b. Adjustments/Restatements to Beginning Balance	9793, 9795	77,680	0	77,680	77,680	0	77,680
c. Adjusted Beginning Balance		449,679	0	449,679	449,679	0	449,679
2. Ending Fund Balance, June 30 (E + F1c)		1,507,042	0	1,507,042	(1,510,865)	0	(1,510,865)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711		0			0	0
Reserve for Stores (equals object 9320)	9712		0		0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713		0		45,846	0	45,846
Reserve for All Others	9719		0				0
General Reserve	9730		0				0
Legally Restricted Balance	9740		0				0
Designated for Economic Uncertainties	9770 *		0				0
Other Designations	9775, 9780		0				0
Undesignated / Unappropriated Amount	9790 *	1,507,042	0	1,507,042	(1,556,711)	0	(1,556,711)
* Percent of Total Expenditures and Other Uses		3.97%	0.00%	3.97%	-14.45%	0.00%	-14.45%

Fiscal Year Ending June 30, 2019

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st - Due December 15th
☐ Second Interim/January 31st - Due March 15th

Charter School Name: Capistrano Connections Academy

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	5,137,795	0	5,137,795			
Fair Value Adjustment to Cash in County Treasury	9111	0	0	0			
In Banks	9120	3,761,591	0	3,761,591			
In Revolving Fund	9130	224	0	224			
With Fiscal Agent	9135	0	0	0			
Collections Awaiting Deposit	9140	0	0	0			
2. Investments	9150	0	0	0			
3. Accounts Receivable	9200	194,996	0	194,996			
4. Due from Grantor Government	9290	(614,916)	0	(614,916)			
5. Stores	9320	0	0	0			
6. Prepaid Expenditures (Expenses)	9330	45,846	0	45,846			
7. Other Current Assets	9340	20,287	0	20,287			
8. Capital Assets (for accrual basis only)	9400-9499	32,160	0	32,160			
9. TOTAL ASSETS		8,577,983	0	8,577,983			
H. LIABILITIES							
1. Accounts Payable	9500	9,671,225	0	9,671,225			
2. Due to Grantor Government	9590	46,220	0	46,220			
3. Current Loans	9640	0	0	0			
4. Deferred Revenue	9650	371,403	0	371,403			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0	0	0			
6. TOTAL LIABILITIES		10,088,848	0	10,088,848			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(1,510,865)	0	(1,510,865)			

ADA ESTIMATES:

Estimated P2 ADA for Budget

3837

Estimated P2 ADA as of October 31

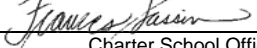
3837

**CHARTER SCHOOL 2018/19 First Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through October 31, 2018**

CHARTER SCHOOL CERTIFICATION

Charter School Name: Capistrano Connections Academy
CDS #: 30-66464-0106765
Charter Approving Entity: Capistrano Unified School District
County: Orange
Charter #: 664

To the entity that approved the charter school:
(x) 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33(a)(3).

Signed:  Date: 14-Dec-18
Charter School Official

Printed
Name: Frances Sassin Title: Director of Business Services

To the County Superintendent of Schools:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity

Printed
Name: _____ Title: _____

To the Superintendent of Public Instruction:
() 2018/19 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33(a)(3).

Signed: _____ Date: _____
County Superintendent/Designee

For additional information on the First Interim Report, please contact:

For Approving Entity:
Kathleen Lange
Name
Business Analyst
Title
949-234-9328
Telephone
klange@capousd.org
E-mail address

For Charter School:
Frances Sassin
Name
Director of Business Services
Title
949-306-8498
Telephone
fsassin@calca.connectionsacademy.org
E-mail address

MATERIAL REVISION TO RENEWAL CHARTER PETITION OF
CAPISTRANO CONNECTIONS ACADEMY

This Material Revision to the Charter Renewal Petition of Capistrano Connections Academy ("Material Revision") is made between Capistrano Unified School District ("District"), a California public school district and Capistrano Connections Academy ("Charter School"). It is to be read in conjunction with, and shall expressly amend, the Charter Renewal Petition of Charter School approved by the District's Board of Trustees ("Board") on March 26, 2014. The effective date of this Material Revision is the date of its approval by the District's Board.

RECITALS

WHEREAS, Charter School's Charter Renewal Petition was approved by the District's Board on March 26, 2014 for a term commencing July 1, 2014 and expiring June 30, 2019;

WHEREAS, Charter School seeks to change its name to California Connections Academy Southern California Charter School as part of its nonprofit governing board's efforts to align its network of virtual charter schools to a uniform naming convention reflecting the regions served by each school;

WHEREAS, Education Code section 47607, subdivision (a)(2) mandates that material revisions of charters shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was last renewed;

WHEREAS, all descriptions of new requirements of charter schools enacted into law after the charter was last renewed are addressed in connection with Charter School's latest Charter Renewal Petition submitted to the District on October 10, 2018 and to be considered by the Board on December 12, 2018, the same date this Board considers this Material Revision; and

WHEREAS, District and Charter School agree to materially revise Charter School's Charter Renewal Petition to reflect the changes noted below.

NOW, THEREFORE, the parties hereby acknowledge the adequacy of the consideration given for this Material Revision and, notwithstanding any provision to the contrary set forth in the Charter Renewal Petition, the parties hereto expressly agree as follows:

1. All references to the Charter School as "Capistrano Connections Academy" shall be deleted and replaced with "California Connections Academy Southern California" or as abbreviated, "CalCA SoCal."

IN WITNESS WHEREOF, the parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

CAPISTRANO UNIFIED SCHOOL DISTRICT

By: KV
Authorized Representative of Capistrano Unified School District

Name: Kirsten Vital
Title: Superintendent
Date: 12/19/18

CAPISTRANO CONNECTIONS ACADEMY

By: Richard Savage
Authorized Representative of Capistrano Connections Academy

Name: Richard Savage
Title: Executive Director
Date: 12/14/18

California Connections Academy @ North Bay

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	California Connections Academy @ North Bay
Street	20932 Big Canyon Rd.
City, State, Zip	Middletown, CA 95461-7721
Phone Number	707-232-5470
Principal	Dr. Richard Savage, Executive Director
E-mail Address	rsavage@calca.connectionsacademy.org
Web Site	https://www.connectionsacademy.com/california-online-school/about/north-bay
CDS Code	17640550129601

District Contact Information	
District Name	Middletown Unified School District
Phone Number	(707) 987-4100
Superintendent	Catherine Stone
E-mail Address	catherine.stone@middletownusd.org
Web Site	www.middletownusd.org

School Description and Mission Statement (School Year 2018-19)

California Connections Academy @ North Bay is a charter school authorized to operate under Middletown Unified School District. The charter school serves a very different population of students than the authorizing district. For this reason, comparisons between the school and the district should be interpreted cautiously. In this report, if "LEA" or "District" is mentioned, it refers to Middletown Unified School District. In some cases, district information is not available to the charter and is not reported in this SARC. Information about Middletown Unified School District can also be found in their SARCs.

California Connections Academy @ North Bay is a virtual school. It does not operate any classroom based instruction. As a non-classroom based virtual charter school, the school cannot calculate class size based on how many students are in a classroom, but rather the school calculated class size based on the overall student to teacher ratio. In the sections reporting on class size, the ratio is calculated for the entire school and for all subjects, grades K-12. The limits on this ratio are set by the state. This is calculated annually, and uses the total number of FTEs of teachers and the total annual ADA for students. Each individual teacher may have a class size/load that is higher or lower than this number. Students are able to receive a large amount of individualized attention from their teachers.

In the sections that report on graduation rate and drop out rates, it is important to note that the school's official drop out rate is artificially high and graduation rate artificially low, due to high student mobility in the virtual school setting. The drop out numbers are reported throughout the year, while the enrollment numbers are only for October. In addition, students who are not found in another public school by the count date may be counted as drop outs even if they are not actually drop outs. According to CDE's DataQuest, cohort graduation rates do not include all of the students that graduated in a given year. By federal regulation, cohort rates only include graduates that earned their diplomas within a specific four-year period of time. Cohort rates do not include students who, for a variety of reasons, took longer than four years to graduate. Therefore, these rates are likely to be significantly lower for schools that emphasize reengaging former dropouts. Caution must be used when analyzing or comparing graduation rates for alternative education schools serving former dropouts.

California Connections Academy @ North Bay (CalCA @ North Bay) was authorized on January 15, 2014 by Middletown Unified School District (MUSD) and began serving students in grades K-12 on September 2, 2014. CalCA @ North Bay serves students in Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties.

The mission of CalCA@ North Bay is to leverage 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 for a period of time. 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 CalCA@ North Bay student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA@ North Bay is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA@ North Bay is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA @ North Bay represents an outstanding educational choice for families in Lake County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this “high-tech, high-interaction” instructional model is student achievement. The CalCA @ North Bay Board has engaged Connections Academy, LLC (CA) to manage the school under the terms of a professional services contract. Parents pay no tuition for their students to attend California Connections Academy @ North Bay. Students are considered to be enrolled in a full time public school. CalCA @ North Bay provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	4
Grade 1	8
Grade 2	8
Grade 3	2
Grade 4	2
Grade 5	3
Grade 6	10
Grade 7	16
Grade 8	19
Grade 9	17
Grade 10	23
Grade 11	32
Grade 12	28
Total Enrollment	172

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	1.7
Filipino	0.6
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.0
White	57.6
Socioeconomically Disadvantaged	40.7
English Learners	2.3
Students with Disabilities	13.4
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	6	6	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>Lab equipment: Charters are not mandated to use state adopted curriculum. All students receive online and offline materials needed to complete their course of study. Students in science courses are able to use items already in their home to complete science labs. In addition, there are curriculum supplements that include AP Physics Lab Kits, Lab Investigators for: Chemical Reactions, Rocks and Minerals and Virtual Dissection. Virtual labs are utilized for Physical Science, Chemistry and Earth Science. At the High School level and for students that wish to take a UC “a” through “g” approved lab science, our students complete 18 hours of in person wet lab hours per semester in accordance with the standards taught within the curriculum. These labs are conducted at pre-determined facilities</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>approximately once a month and all lab equipment is supplied by the school.</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>		
History-Social Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>		

School Facility Conditions and Planned Improvements (Most Recent Year)

California Connections Academy @ North Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA. California Connections Academy@ North Bay also utilizes a PO box as its permanent mailing address.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
Overall Rating	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	58.0	47.0	48.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	16.0	32.0	31.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	68	74.73	47.06
Male	43	33	76.74	39.39
Female	48	35	72.92	54.29
Asian	--	--	--	--
Hispanic or Latino	19	14	73.68	42.86
White	54	41	75.93	48.78
Two or More Races	17	12	70.59	41.67
Socioeconomically Disadvantaged	45	32	71.11	46.88
English Learners	--	--	--	--
Students with Disabilities	20	14	70.00	7.14

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	67	73.63	16.42
Male	43	33	76.74	24.24
Female	48	34	70.83	8.82
Asian	--	--	--	--
Hispanic or Latino	19	15	78.95	13.33
White	54	39	72.22	17.95
Two or More Races	17	12	70.59	16.67
Socioeconomically Disadvantaged	45	30	66.67	16.67
English Learners	--	--	--	--
Students with Disabilities	20	13	65	7.69

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	44
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	63.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.7

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called "Club Orange" that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support newparents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents' homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concern, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	21.7	7.9	2.6	5.3	10.7	9.7	9.1
Graduation Rate	--	--	60.9	92.1	96.6	85.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	62.5	92.8	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	100.0	92.3	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	58.8	95.1	92.1
Two or More Races	33.3	57.1	91.2
Socioeconomically Disadvantaged	40.0	94.4	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	0.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	2.7	2.8	1.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but many teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.4				21.5				24.6			
1	22.4				21.5				24.6			
2	22.4				21.5				24.6			
3	22.4				21.5				24.6			
4	22.4				21.5				24.6			
5	22.4				21.5				24.6			
6	22.4				21.5				24.6			
Other	22.4				21.5				24.6			

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.4				21.5				24.6			
Mathematics	22.4				21.5				24.6			
Science	22.4				21.5				24.6			
Social Science	22.4				21.5				24.6			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	242
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.77	N/A
Other	0.21	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9416.09	\$1022.29	\$8393.80	\$59,500
District	N/A	N/A	\$12,127	\$60,223
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$74,481
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,200	\$42,990
Mid-Range Teacher Salary	\$64,055	\$61,614
Highest Teacher Salary	\$70,447	\$85,083
Average Principal Salary (Elementary)	\$76,688	\$100,802
Average Principal Salary (Middle)	\$80,656	\$105,404
Average Principal Salary (High)	\$100,261	\$106,243
Superintendent Salary	\$145,339	\$132,653
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	8	7.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All newteachers complete a self-guided, Connections Education-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers “the basics” teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Connections Academy and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is:

- Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect
- Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

The Professional Learning (PL) 100 series supports new, school-based staff at our established schools as they become effective facilitators of online and blended instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 200 series is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 300 series supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

Math: We've Got This! Professional Learning Series

Math: We've Got This! is designed for new and returning math teachers. During this seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modeled and practiced. Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

Optional Professional Learning Sessions and Series

- STEM Support: Multi-Part Series
- STEM Support: Standalone Sessions
- Exceptional Student Support: Multi-Part Series
- Advancing Your Instructional Practices: Stand-Alone Sessions

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to \$5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

New for the 2017-2018 school year, Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration

- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.

"Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information.

California Connections Academy@ Central

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	California Connections Academy@ Central
Street	5313 Road 39
City, State, Zip	Alpaugh, Ca, 93201-0009
Phone Number	559-713-1324
Principal	Dr. Richard Savage, Executive Director
E-mail Address	rsavage@calca.connectionsacademy.org
Web Site	https://www.connectionsacademy.com/california-online-school/about/central
CDS Code	54 718030112458

District Contact Information	
District Name	Alpaugh Unified School District
Phone Number	(559) 949-8413
Superintendent	Gary Mekeel
E-mail Address	gmekeel@alpaugh.k12.ca.us
Web Site	www.tcoe.org/districts/alpaugh.shtm

School Description and Mission Statement (School Year 2018-19)

California Connections Academy @ Central (CalCA @ Central) was first authorized in May of 2006 and was granted a second renewal charter in February of 2016 by Alpaugh Unified School District (AUSD). CalCA @ Central began serving students on September 5, 2006. CalCA @ Central serves students in Tulare, Kings, Kern, Inyo, and Fresno counties.

The mission of CalCA @ Central is to leverage 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 CalCA @ Central student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA @ Central is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA @ Central is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA @ Central represents an outstanding educational choice for families in Tulare County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA @ Central Board has engaged Connections Academy, LLC (CA) to manage the school under the terms of a professional services contract. Parents pay no tuition for their students to attend California Connections Academy @ Central. Students are considered to be enrolled in a full time public school. CalCA @ Central provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

About Our School

NOTES ON THE DATA IN THIS REPORT:

California Connections Academy @ Central is a charter school authorized to operate under Alpaugh Unified School District. The charter school serves a very different population of students than the authorizing district. For this reason, comparisons between the school and the district should be interpreted cautiously. In this report, if "LEA" or "District" is mentioned, it refers to Alpaugh Unified School District. In some cases, district information is not available to the charter and is not reported in this SARC. Information about Alpaugh Unified School District can also be found in their SARCs.

California Connections Academy @ Central is a virtual school. It does not operate any classroom based instruction. As a non-classroom based virtual charter school, the school cannot calculate class size based on how many students are in a classroom, but rather the school calculated class size based on the overall student to teacher ratio. In the sections reporting on class size, the ratio is calculated for the entire school and for all subjects, grades K-12. The limits on this ratio are set by the state. This is calculated annually, and uses the total number of FTEs of teachers and the total annual ADA for students. Each individual teacher may have a class size/load that is higher or lower than this number. Students are able to receive a large amount of individualized attention from their teachers.

In the sections that report on graduation rate and drop out rates, it is important to note that the school's official drop out rate is artificially high and graduation rate artificially low, due to high student mobility in the virtual school setting. The drop out numbers are reported throughout the year, while the enrollment numbers are only for October. In addition, students who are not found in another public school by the count date may be counted as drop outs even if they are not actually drop outs. According to CDE's DataQuest, cohort graduation rates do not include all of the students that graduated in a given year. By federal regulation, cohort rates only include graduates that earned their diplomas within a specific four-year period of time. Cohort rates do not include students who, for a variety of reasons, took longer than four years to graduate. Therefore, these rates are likely to be significantly lower for schools that emphasize reengaging former dropouts. Caution must be used when analyzing or comparing graduation rates for alternative education schools serving former dropouts.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	21
Grade 1	20
Grade 2	12
Grade 3	21
Grade 4	17
Grade 5	33
Grade 6	34
Grade 7	36
Grade 8	37
Grade 9	38
Grade 10	56
Grade 11	51
Grade 12	58
Total Enrollment	434

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.0
Asian	1.4
Filipino	1.2
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	0.0
White	43.3
Socioeconomically Disadvantaged	56.2
English Learners	3.5
Students with Disabilities	10.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	14	15	16	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated T eachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>Lab equipment: Charters are not mandated to use state adopted curriculum. All students receive online and offline materials needed to complete their course of study. Students in science courses are able to use items already in their home to complete science labs. In addition, there are curriculum supplements that include AP Physics Lab Kits, Lab Investigators for: Chemical Reactions, Rocks and Minerals and Virtual Dissection. Virtual labs are utilized for Physical Science, Chemistry and Earth Science. At the High School level and for students that wish to take a UC “a” through “g” approved lab science, our students complete 18 hours of in person wet lab hours per semester in accordance with the standards taught within the curriculum. These labs are conducted at pre-determined facilities</p>	Yes	0.0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>approximately once a month and all lab equipment is supplied by the school.</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>		
History-Social Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw -Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

California Connections Academy @ Central a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA. California Connections Academy @ Central also utilizes a PO box as its permanent mailing address.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
Overall Rating	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	52.0	57.0	36.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	24.0	20.0	17.0	15.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	248	206	83.06	56.80
Male	128	102	79.69	50.00
Female	120	104	86.67	63.46
Black or African American	11	8	72.73	25.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	87	84.47	47.13
White	103	85	82.52	68.24
Two or More Races	26	23	88.46	60.87
Socioeconomically Disadvantaged	137	111	81.02	47.75
English Learners	11	10	90.91	40.00
Students with Disabilities	35	31	88.57	29.03

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	248	202	81.45	19.8
Male	128	97	75.78	14.43
Female	120	105	87.5	24.76
Black or African American	11	8	72.73	12.5
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	84	81.55	14.29
White	103	84	81.55	19.05
Two or More Races	26	23	88.46	39.13
Socioeconomically Disadvantaged	137	107	78.1	12.15
English Learners	11	8	72.73	37.5
Students with Disabilities	35	30	85.71	10

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

The Career Technical Education (CTE) courses offered by California Connections Academy schools allow students to combine both college preparation and workforce skills development into one customized education program. CTE courses encourage students to explore and prepare for careers in finance, marketing, psychology, criminal justice, health and more.

Students enrolled in our CTE courses gain thorough technical knowledge and skills training, supplemented by a strong academic foundation and real-world experience. Our programs of study are organized by career clusters, which include distinct groupings of occupations and industries based on the knowledge and skills they require. These clusters branch into career pathways to help students narrow their interests further and design an education plan for achieving career goals.

Because the CTE strands and clusters are still relatively new, the school has not yet fully developed a CTE program which a student can fulfill as part of their high school diploma, therefore, no CTE program graduates are reported in the following section. Multiple CTE courses were submitted and approved for a-g and are therefore considered college preparatory elective options.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	68
% of pupils completing a CTE program and earning a high school diploma	0.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	52.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	3.1

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called "Club Orange" that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support new parents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents' homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concern, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	36.4	34.8	25.0	40.0	23.5	25.3	10.7	9.7	9.1
Graduation Rate	54.5	50.0	51.8	55.0	64.7	58.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	52.5	61.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	50.0	66.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	61.5	60.7	92.1
Two or More Races	66.7	66.7	91.2
Socioeconomically Disadvantaged	42.4	58.5	88.6
English Learners	0.0	25.0	56.7
Students with Disabilities	33.3	25.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.2	0.0	5.0	5.6	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but many teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.4				21.5				24.6			
1	22.4				21.5				24.6			
2	22.4				21.5				24.6			
3	22.4				21.5				24.6			
4	22.4				21.5				24.6			
5	22.4				21.5				24.6			
6	22.4				21.5				24.6			
Other	22.4				21.5				24.6			

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.4				21.5				24.6			
Mathematics	22.4				21.5				24.6			
Science	22.4				21.5				24.6			
Social Science	22.4				21.5				24.6			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.7	194.0
Counselor (Social/Behavioral or Career Development)	1.25	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	.48	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.37	N/A
Resource Specialist (non-teaching)	1.37	N/A
Other	0.56	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9591.32	\$1105.77	\$8485.55	\$59,500
District	N/A	N/A	\$14,629	\$57,398
Percent Difference: School Site and District	N/A	N/A	-50.4%	-17.6%
State	N/A	N/A	\$7,125	\$74,481
Percent Difference: School Site and State	N/A	N/A	20.9%	-27.6%

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,810	\$42,990
Mid-Range Teacher Salary	\$71,803	\$61,614
Highest Teacher Salary	\$78,996	\$85,083
Average Principal Salary (Elementary)	\$86,000	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$96,000	\$106,243
Superintendent Salary	\$151,000	\$132,653
Percent of Budget for Teacher Salaries	30.0	30.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	7	1.4

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers “the basics” teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Connections Academy and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is:

- Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect
- Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View

The Professional Learning (PL) 100 series supports new, school-based staff at our established schools as they become effective facilitators of online and blended instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 200 series is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 300 series supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

Math: We've Got This! Professional Learning Series

Math: We've Got This! is designed for new and returning math teachers. During this seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modeled and practiced. Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

Optional Professional Learning Sessions and Series

- STEM Support: Multi-Part Series
- STEM Support: Standalone Sessions
- Exceptional Student Support: Multi-Part Series
- Advancing Your Instructional Practices: Stand-Alone Sessions

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to \$5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

New for the 2017-2018 school year, Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools

- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.

"Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information.

California Connections Academy @ Ripon

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	California Connections Academy @ Ripon
Street	580 North Wilma Ave., Ste. G
City, State, Zip	Ripon, CA 95366-9514
Phone Number	209-253-1208
Principal	Richard Savage
E-mail Address	rsavage@calca.connectionsacademy.org
Web Site	https://www.connectionsacademy.com/california-online-school/about/ripon
CDS Code	39 686500125849

District Contact Information	
District Name	Ripon Unified School District
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
E-mail Address	zrobeson@sjcoe.net
Web Site	www.riponusd.net

School Description and Mission Statement (School Year 2018-19)

NOTES REGARDING DATA IN THIS REPORT:

California Connections Academy @Ripon is a charter school authorized to operate under Ripon Unified School District. The charter school serves a very different population of students than the authorizing district. For this reason, comparisons between the school and the district should be interpreted cautiously. In this report, if "LEA" or "District" is mentioned, it refers to Ripon Unified School District. In some cases, district information is not available to the charter and is not reported in this SARC. Information about Ripon Unified School District can also be found in their SARCs.

California Connections Academy @Ripon is a virtual school. It does not operate any classroom based instruction. As a non classroom based virtual charter school, the school cannot calculate class size based on howmany students are in a classroom, but rather the school calculated class size based on the overall student to teacher ratio. In the sections reporting on class size, the ratio is calculated for the entire school and for all subjects, grades K-12. The limits on this ratio are set by the state. This is calculated annually, and uses the total number of FTEs of teachers and the total annual ADA for students. Each individual teacher may have a class size/load that is higher or lower than this number. Students are able to receive a large amount of individualized attention from their teachers.

In the sections that report on graduation rate and drop out rates, it is important to note that the school's official drop out rate is artificially high and graduation rate artificially low, due to high student mobility in the virtual school setting. The drop out numbers are reported throughout the year, while the enrollment numbers are only for October. In addition, students who are not found in another public school by the count date may be counted as drop outs even if they are not actually drop outs. According to CDE's DataQuest, cohort graduation rates do not include all of the students that graduated in a given year. By federal regulation, cohort rates only include graduates that earned their diplomas within a specific four-year period of time. Cohort rates do not include students who, for a variety of reasons, took longer than four years to graduate. Therefore, these rates are likely to be significantly lower for schools that emphasize reengaging former dropouts. Caution must be used when analyzing or comparing graduation rates for alternative education schools serving former dropouts.

California Connections Academy @ Ripon (CalCA @ Ripon) was authorized on January 17, 2012 by the Ripon Unified School District (RUSD) and began serving students in grades K-12 on August 27, 2012. CalCA @ Ripon serves students in Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Santa Clara, and Stanislaus counties.

The mission of CalCA @ Ripon is to leverage 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 CalCA@ Ripon student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA @ Ripon is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA @ Ripon is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA @ Ripon represents an outstanding educational choice for families in San Joaquin County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this “high-tech, high-interaction” instructional model is student achievement. The CalCA @ Ripon Board has engaged Connections Academy, LLC (CA) to manage the school under the terms of a professional services contract. Parents pay no tuition for their students to attend California Connections Academy @ Ripon. Students are considered to be enrolled in a full time public school. CalCA @ Ripon provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	58
Grade 1	37
Grade 2	34
Grade 3	56
Grade 4	58
Grade 5	65
Grade 6	61
Grade 7	101
Grade 8	109
Grade 9	115
Grade 10	132
Grade 11	143
Grade 12	182
Total Enrollment	1,151

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.3
Asian	3.6
Filipino	1.5
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0.6
White	40.1
Socioeconomically Disadvantaged	43.3
English Learners	4.9
Students with Disabilities	11.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	44	44	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0
Visual and Performing Arts		Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facility is located in a commercial business park in Ripon, CA. The building is relatively new, and the school office space was built out and fully equipped during the summer of 2012. An additional bathroom was added in 2014. While many teachers work from home, many new teachers as well as administrators and most all support staff work in the office. Students and families occasionally come to the school facility to meet with teachers, attend school events or participate in testing. It is expected that the office facility will meet the school’s needs for at least several years. There are no planned improvements or repairs needed at this time.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	53.0	54.0	59.0	60.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	26.0	42.0	45.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	661	525	79.43	54.29
Male	305	248	81.31	49.19
Female	356	277	77.81	58.84
Black or African American	31	30	96.77	36.67
American Indian or Alaska Native	--	--	--	--
Asian	34	27	79.41	70.37
Filipino	--	--	--	--
Hispanic or Latino	162	130	80.25	48.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	259	194	74.90	58.76
Two or More Races	166	137	82.53	54.01
Socioeconomically Disadvantaged	277	214	77.26	35.05
English Learners	45	40	88.89	37.50
Students with Disabilities	87	71	81.61	28.17
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	665	515	77.44	26.02
Male	308	244	79.22	25
Female	357	271	75.91	26.94
Black or African American	31	29	93.55	17.24
American Indian or Alaska Native	--	--	--	--
Asian	34	27	79.41	59.26
Filipino	--	--	--	--
Hispanic or Latino	163	128	78.53	15.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	261	190	72.8	26.84
Two or More Races	167	134	80.24	29.85
Socioeconomically Disadvantaged	279	212	75.99	14.15
English Learners	45	40	88.89	22.5
Students with Disabilities	91	69	75.82	5.8
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

The Career Technical Education (CTE) courses offered by California Connections Academy schools allow students to combine both college preparation and workforce skills development into one customized education program. CTE courses encourage students to explore and prepare for careers in finance, marketing, psychology, criminal justice, health and more.

Students enrolled in our CTE courses gain thorough technical knowledge and skills training, supplemented by a strong academic foundation and real-world experience. Our programs of study are organized by career clusters, which include distinct groupings of occupations and industries based on the knowledge and skills they require. These clusters branch into career pathways to help students narrow their interests further and design an education plan for achieving career goals.

Because the CTE strands and clusters are still relatively new, the school has not yet fully developed a CTE program which a student can fulfill as part of their high school diploma, therefore, no CTE program graduates are reported in the following section. Multiple CTE courses were submitted and approved for a-g and are therefore considered college preparatory elective options.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	203
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	56.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	16.7

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called "Club Orange" that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support newparents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents' homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concern, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	34.7	31.3	26.8	2.3	1.4	11.7	10.7	9.7	9.1
Graduation Rate	52.0	48.1	48.8	96.7	98.2	77.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	62.8	84.7	88.7
Black or African American	63.6	77.8	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	91.7	93.8	94.9
Filipino	0.0	66.7	93.5
Hispanic or Latino	60.9	84.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	53.2	88.2	92.1
Two or More Races	75.8	77.5	91.2
Socioeconomically Disadvantaged	50.0	77.1	88.6
English Learners	20.0	52.9	56.7
Students with Disabilities	23.1	65.6	67.1
Foster Youth	0.0	50.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	4.1	4.2	3.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but many teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.4				21.5				24.6			
1	22.4				21.5				24.6			
2	22.4				21.5				24.6			
3	22.4				21.5				24.6			
4	22.4				21.5				24.6			
5	22.4				21.5				24.6			
6	22.4				21.5				24.6			
Other	22.4				21.5				24.6			

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.4				21.5				24.6			
Mathematics	22.4				21.5				24.6			
Science	22.4				21.5				24.6			
Social Science	22.4				21.5				24.6			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.2	192.0
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.46	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.13	N/A
Resource Specialist (non-teaching)	4.17	N/A
Other	1.54	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9456.35	\$1079.35	\$8376.99	\$59,500
District	N/A	N/A	\$9075	\$68,976
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$74,481
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,176	\$45,681
Mid-Range Teacher Salary	\$65,267	\$70,601
Highest Teacher Salary	\$88,111	\$89,337
Average Principal Salary (Elementary)	\$119,584	\$110,053
Average Principal Salary (Middle)	\$0	\$115,224
Average Principal Salary (High)	\$119,128	\$124,876
Superintendent Salary	\$164,874	\$182,466
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All courses	13	4.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All newteachers complete a self-guided, Connections Education-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers “the basics” teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Connections Academy and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is:

Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

The Professional Learning (PL) 100 series supports new, school-based staff at our established schools as they become effective facilitators of online and blended instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 200 series is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 300 series supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

Math: We've Got This! Professional Learning Series

Math: We've Got This! is designed for new and returning math teachers. During this seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modeled and practiced. Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

Optional Professional Learning Sessions and Series

STEM Support: Multi-Part Series

STEM Support: Standalone Sessions

Exceptional Student Support: Multi-Part Series

Advancing Your Instructional Practices: Stand-Alone Sessions

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to \$5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

New for the 2017-2018 school year, Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories: 2016-17 SARC - California Connections Academy @ Ripon

Connexus Tools

Curriculum and Course Support

Data & Reports

Enrollment, Placement, and Withdrawal

Family Engagement

Multitiered Instructional Support

Professional Learning and Collaboration

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.

"Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information.

Capistrano Connections Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Capistrano Connections Academy
Street	33272 Valle Rd.
City, State, Zip	San Juan Capistrano, CA 92675-4842
Phone Number	(949) 461-1667
Principal	Richard Savage
E-mail Address	rsavage@calca.connectionsacademy.org
Web Site	https://www.connectionsacademy.com/california-online-school/about/capistrano
CDS Code	30 66464 0106765

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	949.234.9200
Superintendent	Kirsten Vital
E-mail Address	kmvital@capousd.org
Web Site	www.capousd.org

School Description and Mission Statement (School Year 2018-19)

Capistrano Connections Academy (also known as California Connections Academy @ Capistrano or CalCA @ Capistrano) was authorized on June 4, 2004 and received its second 5-year charter renewal in March of 2014 by Capistrano Unified School District (CUSD). CalCA @ Capistrano began serving students on September 7, 2004. CalCA @ Capo serves students in Los Angeles, Orange, Riverside, San Bernardino, and San Diego Counties counties.

The mission of CalCA @ Capistrano is to leverage 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 CalCA @ Capistrano student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA@ Capistrano is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA @ Capistrano is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA @ Capistrano represents an outstanding educational choice for families in Orange County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA @ Capistrano Board has engaged Connections Academy, LLC (CA) to manage the school under the terms of a professional services contract. Parents pay no tuition for their students to attend California Connections Academy @ Capistrano. Students are considered to be enrolled in a full time public school. CalCA @ Capistrano provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	131
Grade 1	138
Grade 2	129
Grade 3	162
Grade 4	144
Grade 5	193
Grade 6	244
Grade 7	297
Grade 8	351
Grade 9	356
Grade 10	445
Grade 11	491
Grade 12	536
Total Enrollment	3,617

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.0
Asian	2.9
Filipino	1.6
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.1
White	34.5
Socioeconomically Disadvantaged	45.7
English Learners	3.2
Students with Disabilities	10.8
Foster Youth	0.1

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	102	125	135	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a ‘virtual classroom.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :</p> <p>http://bluetoad.com/publication/?m=1702&l=1</p>	Yes	0.0%
Science Laboratory Equipment (grades 9-12)			0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	58.0	57.0	69.0	69.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	26.0	58.0	58.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2081	1654	79.48	56.62
Male	937	750	80.04	52.00
Female	1144	904	79.02	60.47
Black or African American	158	120	75.95	45.83
Asian	51	44	86.27	77.27
Filipino	19	17	89.47	88.24
Hispanic or Latino	728	601	82.55	47.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	742	566	76.28	63.01
Two or More Races	382	305	79.84	61.97
Socioeconomically Disadvantaged	953	738	77.44	42.95
English Learners	132	114	86.36	34.21
Students with Disabilities	219	165	75.34	23.64
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2,088	1,625	77.83	25.86
Male	940	740	78.72	26.79
Female	1,148	885	77.09	25.08
Black or African American	158	119	75.32	18.49
Asian	51	44	86.27	56.82
Filipino	19	17	89.47	70.59
Hispanic or Latino	730	589	80.68	15.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	745	555	74.5	31.17
Two or More Races	384	300	78.13	32.33
Socioeconomically Disadvantaged	958	721	75.26	13.87
English Learners	133	114	85.71	17.54
Students with Disabilities	226	158	69.91	8.92
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	719
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	56.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	20.6

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called "Club Orange" that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support new parents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents' homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concern, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	21.4	25.4	21.5	1.4	1.4	3.9	10.7	9.7	9.1
Graduation Rate	66.9	61.8	64.9	96.6	97.2	91.6	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	81.0	96.2	88.7
Black or African American	61.1	80.8	82.2
American Indian or Alaska Native	0.0	84.6	82.8
Asian	100.0	98.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	69.3	92.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	87.2	97.7	92.1
Two or More Races	85.5	95.9	91.2
Socioeconomically Disadvantaged	66.9	93.8	88.6
English Learners	33.3	67.1	56.7
Students with Disabilities	48.9	82.0	67.1
Foster Youth	0.0	60.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	1.9	2.5	2.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but many teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. Additional information about school safety is available upon request.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.4				21.5				24.6			
1	22.4				21.5				24.6			
2	22.4				21.5				24.6			
3	22.4				21.5				24.6			
4	22.4				21.5				24.6			
5	22.4				21.5				24.6			
6	22.4				21.5				24.6			
Other	22.4				21.5				24.6			

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.4				21.5				24.6			
Mathematics	22.4				21.5				24.6			
Science	22.4				21.5				24.6			
Social Science	22.4				21.5				24.6			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	12.5	203.0
Counselor (Social/Behavioral or Career Development)	9.25	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	4.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	3.3	N/A
Resource Specialist (non-teaching)	12.19	N/A
Other	4.62	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9116.99	\$1037.74	\$8079.26	\$59,500
District	N/A	N/A	\$9675	\$86,640
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$74,481
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,872	\$47,903
Mid-Range Teacher Salary	\$77,944	\$74,481
Highest Teacher Salary	\$104,828	\$98,269
Average Principal Salary (Elementary)	\$131,540	\$123,495
Average Principal Salary (Middle)	\$136,130	\$129,482
Average Principal Salary (High)	\$152,259	\$142,414
Superintendent Salary	\$319,244	\$271,429
Percent of Budget for Teacher Salaries	39.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	3	N/A
All courses	14	5.5

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers “the basics” teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Connections Academy and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and to

reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

The Professional Learning (PL) 100 series supports new, school-based staff at our established schools as they become effective facilitators of online and blended instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 200 series is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 300 series supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

Math: We've Got This! Professional Learning Series

Math: We've Got This! is designed for new and returning math teachers. During this seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modeled and practiced. Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

Optional Professional Learning Sessions and Series

STEM Support: Multi-Part Series

STEM Support: Standalone Sessions

Exceptional Student Support: Multi-Part Series

Advancing Your Instructional Practices: Stand-Alone Sessions

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to \$5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

New for the 2017-2018 school year, Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools
- Curriculum and Course Support

- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information.

MEMORANDUM OF UNDERSTANDING
BETWEEN
CAPISTRANO UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA ONLINE PUBLIC SCHOOLS, OPERATING
CALIFORNIA CONNECTIONS ACADEMY
SOUTHERN CALIFORNIA CHARTER SCHOOL

This Memorandum of Understanding (“MOU”) is executed by and between the Capistrano Unified School District (“District”) and California Online Public Schools, a non-profit public benefit corporation operating California Connections Academy Southern California Charter School.

RECITALS

WHEREAS, on June 14, 2004, the District granted a charter to Capistrano Connections Academy, Incorporated (“CCA”);

WHEREAS, on May 11, 2009 and May 26, 2014, the District approved renewals of CCA’s charter;

WHEREAS, on June 20, 2018, the District approved a material revision to CCA’s charter to reflect various changes, including the change of CCA’s name to California Online Public Schools;

WHEREAS, on October 10, 2018, California Online Public Schools, a non-profit public benefit corporation (“CalOPS”) operating Capistrano Connections Academy, which will be renamed California Connections Academy Southern California Charter School for the 2019-20 school year (“CalCA SoCal”), submitted a Charter Renewal Petition (“Renewal Petition”) to the District;

WHEREAS, on December 12, 2018, the District renewed CalCA SoCal’s charter for a five-year term, commencing July 1, 2019, subject to CalCA SoCal’s agreement to enter into an MOU with the District addressing the issues set forth below; and

WHEREAS, the Renewal Petition shall be deemed approved as modified by the MOU, consistent with the terms herein.

AGREEMENTS

1. Educational Program. [Ed. Code, § 47605, subd. (b)(5)(A).]

(a) Independent Study.

- (i) CalCA SoCal agrees to comply with Education Code section 51745 et seq.
- (ii) CalCA SoCal will comply with Education Code section 51745.6.

- (iii) CalCA SoCal will claim apportionment credit for independent study only to the extent of the time value of students' work product, as personally judged in each instance by a certificated teacher, as required by Education Code section 51747.5, subdivision (b).

(b) Special Education.

- (i) CalCA SoCal will amend its Renewal Petition to explain what happens if there is a determination in a student's Individualized Education Program that independent study is not an appropriate educational setting for that student. CalCA SoCal will also explain whether the student must disenroll after such a determination.
- (ii) CalCA SoCal understands and agrees that it may only seek to change its SELPA membership through a material revision of its charter. A material revision may only be made with District approval. (Ed. Code, §47607, subd. (a)(1).)

2. Measurable Pupil Outcomes. [Ed. Code, § 47605, subd. (b)(5)(B).]

CalCA SoCal will provide annual updates to the District each January (after official CAASPP scores and the California School Dashboard data are released) to address the overall scores from state-mandated tests, including subgroup scores, tools used for accountability, internal assessments used, data from the internal assessments, strategies and or programs implemented, and professional development offered.

3. Governance Structure. [Ed. Code, § 47605, subd. (b)(5)(D).]

- (a) Conflict of Interest. CalCA SoCal has provided the District with a copy of its current Conflict of Interest Code.
- (b) Removal of Directors. The Nonprofit Public Benefit Corporation Law governs the removal of directors and CalOPS will comply with those requirements. (See Corp. Code, §§ 5221-5223 and 5227.)

4. Health and Safety. [Ed. Code, § 47605, subd. (b)(5)(F).]

- (a) Tuberculosis. CalCA SoCal will require its faculty and staff to submit to risk assessments and/or examinations for tuberculosis.
- (b) Required Immunizations, Vision, Hearing and Scoliosis Health Screenings. CalCA SoCal will provide the District with its immunization policy.
- (c) Response to Natural Disasters and Emergencies. CalCA SoCal will provide the District with its policies and procedures for response at the school office facility to natural disasters and emergencies, including fires and earthquakes.

- (d) Preventing Contact with Blood-Borne Pathogens. CalCA SoCal will provide the District with its policies and procedures relating to preventing contact with blood-borne pathogens and providing training to employees on prevention.
- (e) CPR, First Aid and Emergency Response. CalCA SoCal will provide the District with its policies and procedures relating to staff requirements and training in CPR, first aid and emergency response.
- (f) Administration of Prescription Drugs and Other Medicines. CalCA SoCal will provide the District with its policies and procedures relating to the administration of prescription drugs and other medicines.
- (g) Mandatory Training on Child Abuse. CalCA SoCal will provide the District with its policy requiring mandatory annual training on child abuse reporting.

5. Annual Financial Audits. [Ed. Code, § 47605, subd. (b)(5)(I).]

- (a) CalCA SoCal will provide the District with the procedure by which CalCA SoCal will select and retain an independent auditor to conduct the annual, independent financial audits required by Education Code section 47605, subdivision (m).
- (b) CalCA SoCal will revise the Renewal Petition to provide the manner in which audit exceptions and deficiencies shall be resolved to the District's satisfaction and to specify who would have oversight responsibility for facilitating audits and following up on any exceptions if the standing or ad hoc Audit Committee mentioned on page 128 of the Renewal Petition is not in existence.
- (c) CalCA SoCal agrees that its annual, independent financial audits shall be prepared employing generally accepted accounting principles, as required by Education Code section 47605, subdivision (b)(5)(I).

6. Suspension and Expulsion Procedures. [Ed. Code, § 47605, subd. (b)(5)(J).]

CalCA SoCal will revise its Renewal Petition to detail any anticipated involvement by the District in the suspension or expulsion of CalCA SoCal's students, if necessary, and to explain that any students expelled will be referred back to their home district.

7. Retirement Programs. [Ed. Code, § 47605, subd. (b)(5)(K).]

CalCA SoCal understands that any material change to its retirement program will require a material revision of its charter, which must be approved by the District's Board of Trustees. (Ed. Code, §47607, subd. (a)(1).)

8. Closure Procedures. [Ed. Code, § 47605, subd. (b)(5)(O).]

CalCA SoCal will replace the erroneous reference to the Capistrano County Department of Education in the final paragraph above the heading "Other Closure Procedures" on page 129 of the Renewal Petition with the "Orange County Department of Education."

9. Financial Statements. [Ed. Code, § 47605, subd. (g).]

- (a) CalCA SoCal will revise its Renewal Petition to either include an explanation for the significant increase in federal funding for the Individuals with Disabilities Education Act between the 2019-20 school year and the 2020-21 and 2021-22 school years identified on page 1 of Exhibit “H” to its Renewal Petition, or to correct any errors.
- (b) CalCA SoCal will make revisions to its projected operating budget to ensure that it will have a minimum of 3% in reserves for each of the three school years identified in its projections.
- (c) CalCA SoCal will provide the District with an explanation as to why it only projects expenses of \$25,000 for insurance for the 2019-20, 2020-21 and 2021-22 school years on page 2 of Exhibit “H” and make any necessary corrections to the budgeted amount.
- (d) CalCA SoCal will revise its annual operating budget to provide projected expenditures for special education excess costs. This will enable the District to determine whether CalCA SoCal’s projected operating budgets for the 2019-20, 2020-21 and 2021-22 school years are consistent with those costs.
- (e) CalCA SoCal will revise its discussion on page 4 of Exhibit “H” to its Renewal Petition where it explains that in order to protect it from experiencing cash flow problems as a result of delays in state or local funding, arrangements have been made to allow the charter school to pay invoices only if the school has sufficient funds available at that time, to state how it determines when it is low on funds and will need to delay a payment.

10. School Sites. [Ed. Code, § 47605, subd. (g).]

CalCA SoCal agrees that any notifications to the District and the county office of education regarding the locations of its school sites and/or resource centers must be in writing. CalCA SoCal further agrees that the addition of a new resource center or any change in location of its school sites and/or resource centers will require a material revision of its charter, which must be approved by the District’s Board of Trustees. (See Ed. Code, § 47605, subd. (a)(4).)

11. Affirmations and Declarations. [Ed. Code, § 47605, subd. (b)(4).]

- (a) CalCA SoCal agrees that it will comply with the Ralph M. Brown Act without limitation.
- (b) CalCA SoCal agrees that it will comply with Government Code section 1090.

12. The parties agree that CalCA SoCal’s failure, during the term of the charter, to satisfy any condition deemed by the District to be “material” shall be considered a material violation of

the conditions set forth in the charter, and shall therefore constitute a ground for revocation of the charter. (Ed. Code, § 47607, subd. (c)(1)(A).)

13. Neither the District nor CalOPS shall assign its rights, duties or privileges under this Agreement, nor shall either the District or Connections attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party.

14. This represents the full and final agreement between the District and CalOPS and it shall only be modified in writing by the mutual agreement of the parties.

Dated: _____

Kirsten M. Vital, Superintendent
Capistrano Unified School District

Dated: 1/14/19

 *

Richard Savage, Executive Director
California Online Public Schools

* Pending CalOPS Board Approval
on Jan 22, 2019

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 metrics summarized below. These metrics are timely, and align with both the school year cycle and Core Standards for Facilitating Student Learning; a guide of best practices for a Connections Academy school. The Core Standards group teacher and school operational tasks into the more broadly defined categories as follows:

- **Personalize & Monitor Student Learning:** first semester core course passing rates (course completion), cohort summary information, RTI tier status, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** on time and completed welcome calls, curriculum based assessment (CBA) completion, Learning Coach contacts, and during school year withdrawals.
- **Develop & Collaborate Professionally:** teachers completing POBL-offered professional learning sessions.
- **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 two, metrics will not be reported in this category.

Quarter 2 encompasses the time period between October 1, 2018 and December 31, 2018. However, data is pulled from Connexus in two parts (December 14, 2018, and January 2, 2019) to fairly account for school-scheduled vacation time that can negatively impact metrics. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are no truly “comparable schools” but we have grouped them by student start date noted in the tables by “Group”, 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 trends. 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.



Personalize & Monitor Student Learning

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 18/19	88%	83%	67%	89%	76%	67%
CalCA 17/18	85%	82%	66%	86%	74%	64%
Large Avg.	90%	75%	73%	91%	74%	67%
Group 3 Avg.	89%	78%	74%	88%	73%	65%
Connections Avg.	89%	76%	75%	89%	72%	67%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
CalCA 18/19	81%	79%	73%	86%	73%	69%
CalCA 17/18	89%	76%	70%	87%	75%	69%
Large Avg.	88%	77%	77%	89%	72%	77%
Group 3 Avg.	84%	73%	75%	86%	71%	77%
Connections Avg.	87%	75%	77%	87%	73%	79%

- First semester “core” courses on track for successful completion** – This shows the percent of first semester “core” courses with current passing scores of 60% or higher broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and provides a consistent measure of student academic performance that can be used to create and execute school improvement plans. There are many reasons for variations in course completion rates by school and by grades. This year, for example, a new middle school social studies curriculum led to a decrease in passing rates in these courses; similar to the dips we experienced across most Connections Academy schools when using new ELA and Math curriculum in elementary grades during the 17/18 school year. We are cognizant that 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 3.

	Compliant IEP Review	Tier I	Tier II	Tier III
CalCA 18/19	94%	91%	1%	0.3%
CalCA 17/18	95%	92%	1%	0.0%
Large Avg.	97%	90%	3%	0.4%
Group 3 Avg.	97%	85%	6%	0.8%
Connections Avg.	98%	88%	4%	0.5%

- Special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports

on the average of both compliant reviews and re-evaluations across schools and, due to the legal nature of this metric, is expected to stay consistently above 90%.

- **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%. Tier III here does not include students with an active IEP in ELA or Math. Identification of the Tier II and III students continues to be a struggle for our teachers, however, we have continued to move in a positive direction this year compared to last with a 1% and .1% increase in Tier II and III identification from quarter two last year.

	4 HS Cohorts % On track	2019	2020	2021	2022
CalCA 18/19	72%	62%	63%	64%	99%
Connections Avg.	72%	56%	62%	70%	99%

- **Cohort Summary Report – HS Cohorts % On Track** – Average “on track for graduation” rates of 4 cohorts active during the 18/19 school year (Classes of 2019, 2020, 2021, 2022). Rate for each cohort year 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.

Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	CBA “Met” K-8	CBA “Met” 9-12	DSY WD
CalCA 18/19	92%	98%	91%	77%	89%	96%	10%
CalCA 17/18	90%	98%	89%	76%	87%	92%	10%
Large Avg.	91%	99%	89%	73%	87%	85%	15%
Group 3 Avg.	91%	99%	95%	77%	88%	81%	13%
Connections Avg.	93%	99%	88%	77%	89%	83%	15%

- **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 target for this metric is set to 95% because some students who enroll will never engage but cannot be immediately withdrawn due to truancy

and other non-compliance processes. On time Welcome Call completion remains on par with prior years at just under the 95% goal across all schools.

- **Student & Learning Coach Contacts Met** – Although frequent contact happens in many other ways (webmail, LiveLesson recording, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 2 (cumulative) synchronous contacts with the Learning Coach during the second quarter.
- **Students with CBAs Met** – Connections-supported schools use a minimum number of “curriculum-based assessments” (CBAs) as one way to ensure student learning is authentic). CBAs are usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the percent of students meeting this criteria by the end of the second quarter.
- **During School Year Withdrawals** – This shows percent 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 do vary among Connections Academy schools. This metric does not differentiate between parent-initiated withdrawals and school-initiated withdrawals (where possible and for things such as truancy). Much work across several POBL departments is done to better understand reasons for parent-initiated withdrawal and to reduce, or eliminate wherever possible to increase enrollment longevity of students.

Develop & Collaborate Professionally

	September	October	November
CalCA 100s	72%	67%	50%
CalCA 200s	83%	72%	70%
CalCA 300s	76%	56%	61%
CalCA MWGT!	96%	91%	74%
Large Avg.	62%	55%	48%
Group 3 Avg.	73%	66%	55%
Connections Avg.	68%	59%	52%

- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program, an overview of which was shared in the Professional Development Plan designed as an integrated part of the school-specific professional development agenda. Consistent with last year, offerings include 100, 200 and 300 level courses into which teachers are enrolled based on length of employment and school operations. Teachers have the option of not taking a designated course in favor of a specialized math professional development track instead: the Math, We’ve Got This! (MWGT!) Series. The values reported here represent all PL sessions offered from the start of school to present. Connections will continue to work with schools to take full advantage of these resources.

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.



School Handbook General Portion

~~20182019~~—~~20202019~~

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~~_or~~ she needs 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~~-or~~ her 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 Connexus® login page. Your School-Specific Handbook Supplement, found in the Virtual Library in 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 ~~2018–2019~~ 2019–2020 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 check their To Do list on their home page in Connexus every school day. **Be sure to complete the 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 Connexus without receiving your materials first. If you are using your own computer, take time to review the system requirements in Connexus Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our Connexus Help has a lot of the answers! Select the **MORE** tab on your toolbar in Connexus and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Connexus, or accessing the internet.

If you want to get to know your teacher(s), check out the 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 Virtual Library in 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 his-~~er~~/ 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 statement.

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 *Nondiscrimination 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 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 statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Americans with Disabilities Act of 1990, as amended (ADA), 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 [Nondiscrimination Policy](#).

Commented [AP1]: We are in the process of updating the Nondiscrimination Policy.

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 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 his-~~er~~/ 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 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 services and modifications](#) 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.)
- 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 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 Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/ Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coach(es) either *in addition to or in place of* the Caretaker by completing and submitting the Designated Learning Coach Agreement form. Even if the Caretaker designates another adult or adults as Learning Coach(es), the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student’s educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student’s Caretaker. However, Caretakers may designate another adult or adults as the student’s Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student’s school work and school-related activities, by completing the Designated Learning Coach Agreement form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available in a timely manner to the school staff as needed for discussions related to the student’s educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! [P](#)rogram 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! [P](#)rogram, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! [P](#)rogram resources are available under Links on the Learning Coach and Caretaker Home Page.

Under certain circumstances, a student who is 18 years of age or older, or an emancipated minor, may request to be his-/her own Learning Coach. To discuss this option, the student should contact either the Connections Academy Enrollment Team during the enrollment process, or the school leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of his-~~or~~/ 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 ~~what they are eligible for—the area of eligibility~~; for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The school leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your school leader's contact information.

Homeroom Teacher (Elementary Students)

~~Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators (FCC) to families, E~~ach 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 student and his ~~or~~-her Learning Coach 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 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 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, 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 [a-the Family Connections Coordinator role on page 15 below](#), which describes how the FCC, [depending on program implementation, may](#) provides [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 Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our 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 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, though in some states they may also be teachers at the school, and are known 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 Teams

The Student Support Team (SST) ~~consists of~~ is made up of a number of individuals with various roles at the school, with the goal of supporting ~~each and every~~ struggling student's academic and behavioral ~~needs~~ needs academically and behaviorally. ~~While each team that comes together is based on the needs of the individual student being discussed, any decisions regarding interventions for a student should be made as a team~~ 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 of concern brought to the team by school staff or parents. Parents may also be included as needed. Concerns may be related to academic, performance, engagement, or physical and mental health.~~ needs ~~The team may be comprised of several teachers, and/or staff members, and one or more administrators, school counselors, intervention specialists, and others at the school who may have knowledge of student performance and needs.~~ This ~~team~~ Team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). ~~The Student Support Team meets regularly to discuss student progress as well as new concerns for students who have previously been identified as needing interventions, focusing on discussing and students who appear to be struggling in one or more subjects, and meeting to discuss new concerns not previously identified.~~ Students are identified as needing additional support ~~struggling~~ 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 Connexus.

The Student Support Team shares information among its members about a struggling student's academic and/or other challenges, and makes recommendations for implementation of instructional or other interventions ~~that may be implemented~~. 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~~ the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation.

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 ~~2018–2019~~2019–2020 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 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 his/her 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 indicate their intent to have their student continue with Connections by completing the “Tell Us Your Plan” Intent to Return Data View which is made available on the Caretaker’s To Do List each year available beginning March 1st of each year. Please follow the timeline presented to you by the school for submitting your response. The Intent to Return response and updated student information should be submitted prior to the end of the school year. 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 ~~can either~~ should contact the Enrollment department at 800-382-6010 to determine what information is needed to reactivate the student's account. ~~from the Caretaker Home Page in Connexus, or contact the Enrollment department at 800-382-6010.~~

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 ~~that are~~ 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 re-enrollment. 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 ~~will~~ 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~~another K–12 Program*

This 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, he/~~er~~ she should contact the School Leader or Assistant Principal, or his/her Designee to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

- 1) 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 ~~(i.e., Intent to Return)~~. Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.

- 2) Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10, *Educational Materials Provided by the School and Technology*, *-for information concerning the return of school equipment and materials as part of the withdrawal process.*

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker *must* contact the school leader 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.
3. If the ~~school~~School L leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* available in the Enrollment section of the Virtual Library and submit it to the school. The ~~school~~School L 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.**
4. **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.***

5. **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 ~~leader~~ 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 [his/her](#)~~their~~ responsibilities and is able to perform them as required. ~~Therefore, one Learning Coach may not support more than four (4) students without special permission from the school.~~ Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the *Location Transfer Request Form* (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

If a student's IEP designates ~~Students who have an IEP that~~ who have been designated as participating in alternative state testing and alternative curriculum, the student is ~~are~~ exempt from mandatory Pre-testing, Mid-testing, and Post-testing. However, at the Learning Coach's request, the student may still complete the testing and receive scores as these assessments can be a useful diagnostic tool.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3–12, and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains open throughout the semester. After the semester closes, students ~~have to~~ must send WebMail 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 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. 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 mostly multiple choice questions in addition to some 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. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions).

~~**Pretest*:** Pretests 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. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions).~~

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 Assessments (CBAs)** —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).
 - VCBA's are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
 - VCBA's 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.
 - DCBA's 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.****

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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 ~~learned as much as possible from the~~ 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 at date has passed~~, [curriculum placement](#) changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students **may** request an extension allowing them to turn in work **up to two weeks** after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee 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 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 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 Connexus

Learning Coaches are expected to record attendance in 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* ~~hours of~~ attendance in Connexus, he/~~or~~ she is not able to edit the student's attendance. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student's teacher if he/she wishes to have the attendance record changed. 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 his-~~or~~/ 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, he/she may request that the teacher 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 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 his-~~or~~/ 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 Connexus, he/~~or~~-she 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 weeks (meaning that any dates that are 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/local law and regulations. ~~In most states, instructional hours can be distributed differently each day as long as the total required number of instructional hours is met weekly. However,~~ 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 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 his-~~or~~/ 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.

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 Systems

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 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 in "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 ~~hours~~, 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 [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 Connexus Grade Book is available to Learning Coaches and [upper-level](#) ~~these~~ students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Connexus*) and always reflects the student's current status in each course in which ~~she~~ [he/she](#) is 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.

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 ~~Services~~ 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 the student starting his/her 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 his/her high school career. This documentation is used to assist the Academic Placement ~~Services~~-[team](#)~~department~~ and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting ~~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.

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, ~~and~~ 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. ~~r and any r~~ 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-~~or~~/ her 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 [highly qualified 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 [an](#) 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 the 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 student turns eighteen (18) after the school year commences, he/she 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 the 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 ~~parent~~ volunteers. ~~Parent-V~~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 – ~~Parent-v~~Volunteers gather and share information (i.e., school's community message board, Facebook group messages, invitations sent via 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 ~~parent~~ 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 Caretaker assumes responsibility for his/her safety and the safety of his/her student(s). The Caretaker also agrees to supervise his ~~or~~ her student(s) and any other minor children in his/her 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 – ~~Parent-v~~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 ~~parent-volunteer-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 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, he/she 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~~~~counted as a~~ school day upon ~~receiving~~ approval from the school leader or his/her designee. **Please consult your School-Specific Handbook Supplement for more information.** After ~~this~~ approval is granted, Caretakers may record ~~as-attendance~~ 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.

Sanctioned events are posted on the school’s message board as “sticky” threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. 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, employees, 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 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 Connexus suspended or terminated at the discretion of the school leader. Suspension or termination of Connexus access is the equivalent of being suspended or ~~removed~~expelled from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations:

~~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 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 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. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing 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 WebMail message of the impending suspension or ~~The suspension or termination of a Caretaker or Learning Coach's access to Connexus may or may not impact the student's ability to continue to remain enrolled in and learning at his or 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. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing~~ ~~hose~~ ~~Connexus access is suspended or terminated may appoint another adult as the student's Designated Learning Coach by contacting the student's school's Board in writing to request the Designated Learning Coach Agreement form. If the school does not have a board, the Caretaker or Learning Coach should contact the School Leader, Director of Schools, or Authorizer (see the *School Specific Handbook Supplement* for grievance policy). Prior to the termination of the account, the Learning Coach or Caretaker will be notified via 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 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 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-~~or~~/ her 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

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because 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 Connexus Help.

- School Directory
- WebMail messages
- Message Boards
- Virtual Library
- 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 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, 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 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 non-custodial 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 non-custodial 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 Connexus through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos.

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, student WebMail address, state of residence, student telephone number, and student grade level*) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, [s/he/she](#) 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* in Connexus. This 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 the 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 Data View*.

The election on the Media Consent and Release Data View can be changed at any time. From the Connexus Caretaker Home Page, select the student's  and go to the *Media Consent and Release CA-Student Data View*.


~~**Clubs and Activities/Talent Networks:** This *Media Consent and Release Data View* also applies to Connections Media Property pertaining to Clubs and Activities (such as *The Monitor* School Newspaper, *Pens and Lens*, and others) and/or to the Talent Networks (Sports Talent Network, Visual and Performing Arts Talent Network, and Science and Technology Talent Network). An election, (Yes or No), must be made in the *Media Consent and Release Data View* in order to participate in Clubs and Activities and/or the Talent Networks.~~

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 Data View* in Connexus. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

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 Data View*.

The election on the *Media Consent and Release Data View* can be changed at any time. From the Caretaker Connexus home page, 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

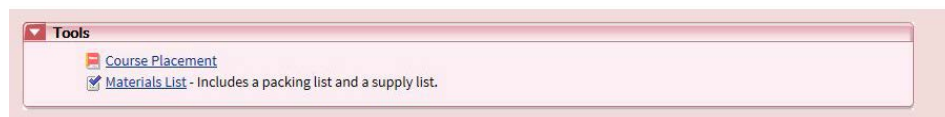
The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a Packing List (in the box of curriculum materials) lists all the items the student should have received. Families should check the contents of the curriculum box against the Packing List and call Connections Academy Support Services at 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 the Packing List, 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 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~~will 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 ~~(contact the school leader for this form)~~found in 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 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 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, 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 his/her 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) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. Note: The school leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from his-~~or~~/ 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 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.

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 will be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](https://www.ups.com/dropoff?loc=en_US) (https://www.ups.com/dropoff?loc=en_US)
- [FedEx](http://www.fedex.com/locate/index.html?locale=en_US#start) (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the School-Specific Handbook Supplement.

Important: Any computer files that need to be kept by the family should be extracted and any 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 CD/DVD materials returned 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 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 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

Regular use of Connexus is required in order to participate in the school. The school provides training on using Connexus, and users are required to complete this training. Anyone using Connexus must also comply with the [Terms of Use Policy](#) (Appendix 3). By using Connexus, users agree that they have read, understood, and will comply with these terms.

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 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 Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping his-~~or~~/ 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 Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the log-in page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Connexus should be sure they have completed all available trainings and accessed the help resources available from their 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 Support Services 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 Packing List. They must notify Connections Academy Support Services within seven (7) school days of receipt of equipment of any discrepancies between the 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 [23.5.7](#), 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 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 Support Services 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 the computer to be opened.

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 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 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 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 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 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 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 Connexus

Internet Service Providers (ISPs)

Contact Support Services 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 Support Services 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-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 Terms of Use

Any use of Connexus, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Connexus Terms of Use, which is included in Appendix 3. Any violation of the 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-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 for repairs for the 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 \$400, plus the cost of shipping a replacement, provided that the following information is 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 message or by calling Support Services) 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 Technical Support for any and all repairs and must follow all instructions for repair as directed by the 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

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 Support Services

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@connexus.com, or by using the WebMail message feature in Connexus and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

The Support Services 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 Support Services at any time.

The Support Services Team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the Packing List.
- A user cannot log in to 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 Support Services via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Support Services 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 Support Services via email, include this information in the email subject line, in the voicemail message, or to the Support Services representative.)
- Level of severity
- Detailed description of the problem, including any steps required to reproduce the problem

The Support Services representatives' response times depend on the severity of the issue. Support Services 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.

APPENDIX 1 – HONOR CODE

Connections Academy ("[Connections](#)"), a virtual school dedicated to student achievement at the highest level, expects academic honesty to be a core value for all its students, Caretakers, and staff. We believe that by making the choice to enroll in an online school program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential. Cheating, plagiarizing, and other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. We therefore require all students to indicate their agreement to abide by Connections' expectations for academic honesty by signing the Honor Code during enrollment. Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code. By making the choice to enroll in an alternative, study-at-home program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

~~Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. Our Honor Code serves to reinforce our students' commitment to academic excellence, and all students in grades six and above must sign this Honor Code as part of the Connections Academy enrollment process.~~

As a Connections ~~Academy~~ student, I know that academic honesty is critical to my own success, as well as to the mission of my School. I also understand that an Honor Code is, by its nature, not limited ~~not only to~~ only those situations spelled out in the code, but includes the overarching spirit of honesty and ethics implied by the written code. I agree that I will uphold not only the letter of this code but also its implied intent of ongoing commitment to full academic honesty.

I agree that I will ...

- never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own.
- never post ~~exam or quiz~~assessment answers on the Internet or in other public places or otherwise share assessment answers, nor use answers from posted ~~exams or quizzes~~assessments.
- never provide a forged document or signature to the School.
- never plagiarize in written, oral, or creative work.
- be well-informed about plagiarism and not use “lack of knowledge” as a reason for engaging in plagiarism.
- take assessments only after I have completed the lessons leading up to that ~~test or quiz~~assessment.
- never give or receive unauthorized assistance on assessments. I understand that all assessments are “closed-book” and that my Learning Coach shall not provide assistance in determining answers on assessments.
- read and understand the contents of both the *Student Handbook: General Portion* and my school's School-Specific Handbook Supplement, or have my Learning Coach read and help me understand these documents if I am too young to do so on my own.
- adhere to all Connections Academy Student Conduct guidelines for proper use of the internet and of all Connections Academy's equipment or materials provided to me.

- accept the consequences, including disciplinary action, of breaking this Honor Code (More information on Discipline and Due Process for Students can be found in the School-Specific Handbook Supplement).

My signature below confirms that I have read, or have had read to me, understand, and agree to abide by, the Connections Academy Honor Code.

Student Signature & Date

Caretaker Signature & Date

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed and Updated: ~~November 21, 2017~~ January 24, 2018

This FERPA Annual Notification and 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 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~~ Unless a school is provided with evidence that there is a court order or State-state law that specifically provides to the contrary. ~~Otherwise~~, both custodial and noncustodial parents have the right to:

1. Access and inspect their children's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes 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~~School must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review 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 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 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 the Connections Education LLC and its affiliated schools:

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

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the [disclosure without consent list](#) or not categorized as Directory Information.

Custody, Dependency and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency, their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents, legal guardians, or Eligible Students who have concerns or questions should e-mail privacy@connectionseducation.com or legalprivacy@pearson.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 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 Connexus.

Last **Reviewed and** Updated: ~~October 23, 2017~~ [January 24, 2018](#)

Applicable To All Users

Acceptance of Terms

By using this Education Management System ("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 Connexus[®] and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Online & Blended Learning K-12 USA ("Connections") and included in, or available through, Connexus[®], ("Connections Content") as well as any content owned or licensed by a [third~~3rd~~](#) party content provider that is included in, or available through Connexus with that [third~~3rd~~](#) party's permission ("[Third~~3rd~~](#) Party Content") (Connections Content and [Third~~3rd~~](#) Party Content collectively, "the Content"). If the User is a minor, he~~/or~~ she shall be the responsibility of his~~/or~~ her parent/guardian, who shall ensure that the User adheres to the Terms.

Any [Third~~3rd~~](#) Party Content uploaded or otherwise made available by a [Third~~3rd~~](#) Party is and remains the sole property of the [Third~~3rd~~](#) Party or the [Third~~3rd~~](#) Party licensors. By uploading or otherwise making available any [Third~~3rd~~](#) 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~~3rd~~](#) Party Content through the channel into which you have uploaded or authorized Connections to upload the [Third~~3rd~~](#) Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the [Third~~3rd~~](#) 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~~3rd~~](#) Party, [Third~~3rd~~](#) Party Content may be removed, obscured, altered or modified by the [Third~~3rd~~](#) Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus[®] log-in page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Connexus.

Permitted Use

Connexus® 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® 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 Connexus®, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus®.

Any use of Connexus® for the following purposes is strictly prohibited. By using Connexus®, you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
- copy or distribute content included in Connexus® (including postings on the Message Boards, WebMail 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 Connexus® (including posting on the Message Boards or in WebMail 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 messages or e-mail
- 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 "Log-in Information") for the purpose of accessing Connexus® and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus® and/or the Content by unauthorized persons using a User's Log-in 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 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 ~~of the~~ information available in Connexus® 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 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 Connexus, school-based disciplinary action, and/or removal from the school, course offering or program of study.

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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 Connexus ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on 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

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 or legalprivacy@pearson.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

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 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 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 Connexus is also subject to the [Privacy Policy](#), which is part of these Terms.

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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 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 Connexus. However, materials available through 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 Connexus or for any defamatory, offensive, infringing, or illegal materials contained on Connexus or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus at its sole discretion and without liability of any kind.

Disclaimer of Warranty

USE OF 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 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 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, 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 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 HIS OR HER USE OF 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, 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 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 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 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 by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of 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 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 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 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 Connexus.

Additional Terms Applicable to the Connections Community of Schools WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail 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 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 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 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 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 to a Message Board or other Communication Services or anything sent via Connections WebMail, 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 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 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.

~~For Users enrolled in schools that are managed by Connections, only, by providing this information, Users within the Connections community of schools grant to Connections and to their school, a license to edit, use, reproduce, publish, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.~~

Users may also have the opportunity to participate in a LiveLesson® ~~session or view a previously recorded lesson.~~ 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 Connexus.

Last updated: ~~November 21, 2017~~ January 24, 2018

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the global learning company, Pearson, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our Education Management Systems, Connexus or ~~ROADS®~~ (collectively, the "Websites"), or contact us by phone or other means. This Privacy Policy applies to the Websites where this Privacy Policy is posted and 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 Privacy Policy on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. **By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.**

Information We Collect

We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.

Non-U.S. Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide to us is being provided to us in the United States and will be hosted on United States servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

Non-Personally Identifiable Information

Each time you visit a Website, information is automatically gathered such as your IP address, domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline cookies, you may not be able to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

We may use third-party cookies as part of remarketing activities we conduct with Google and/or other third-party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third-party cookies may record your visits to our Websites and web sites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. You may choose to be exempt from the use of Google remarketing cookies at the [Google advertising privacy page](#). Alternatively, you may opt-out of remarketing on the Google network and similar networks at the [Network Advertising Initiative opt out page](#). Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Personally Identifiable Information

We may collect personally identifiable information you provide voluntarily when requesting information, catalogs, enrollment, or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Connections uses personally identifiable information voluntarily supplied by you to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested. For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in 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.

Similarly, if you participate in a virtual learning program through your school and the school has contracted with Connections to utilize ROADS® in connection with the school's virtual learning program, personally identifiable information about you will be input into ROADS® by you and/or your school to facilitate the provision of virtual learning services to you.

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 and ROADS® 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 ROADS® 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.

If you do not want to receive information unrelated to your enrollment in the school via email from Connections, you can email us at unsubscribe@connectionseducation.com to be excluded from receiving emails from Connections. If you do not want to receive any further information from Connections you can also call us at 877-550-1115 and ask to be removed from all of Connections' contact lists.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use; to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our employees, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally identifying information with third parties, except with your prior approval and in compliance with federal and state law.

Message Boards/Discussion Threads

We may offer message boards, or discussion threads through Connexus® or other education management platform. We may also offer LiveLesson sessions; the Connections virtual classroom environment. Please remember that anyone may read your postings on a message board or discussion thread, or view LiveLesson session content. Furthermore, any information that you submit to a message board, or discussion thread, or comments (verbal or in chat pod) included in a LiveLesson session, will then be disclosed and available to all users of that message board, discussion thread or LiveLesson session and is therefore no longer private or protected. We do not guarantee the security of such information that you disclose or communicate online in public areas such as message boards, discussion threads and in LiveLesson sessions. Therefore, all postings or discussions threads made by you are with which you participate are at your own risk.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA).

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at celegalprivacy@pearson.com or privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com or celegalprivacy@pearson.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/~~or~~ her participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC/[POBL](#)

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

Email: privacy@connectionseducation.com legalprivacy@pearson.com

Security

Connections takes reasonable steps to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

California Privacy Policy

California's "Shine the Light" Law

California residents have the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may send an email to

privacy@connectionseducation.com legalprivacy@pearson.com with "Request for California Privacy" in the subject line write to Connections Education LLC 10960 Grantchester Way, Columbia, MD 21044 Attn: Legal.

California Do Not Track Disclosures

1. Online Tracking and Advertising

We and certain service providers operating on our behalf collect information about your activity on our websites and applications using tracking technologies such as cookies, Flash cookies and Web beacons. Definitions for these tracking technologies, as well as information regarding how to disable them, are available below. This tracking data is used for many purposes including, for example, to:

- Provide useful features to simplify your experience when you return to our sites and applications
- Deliver relevant content based on your preferences, usage patterns and location
- Monitor and evaluate the use and operation of our sites and applications, including technical information about the device or browser you use to access our sites such as your device's IP address, cookie string data and (in the case of mobile devices) your device type and mobile device's unique identifier such as the Apple IDFA or Android Advertising ID
- Analyze traffic on our websites, including your browsing activity on our sites, which pages you visited and when
- Track the online ads we have served (or attempted to serve) to you, including how many times an ad has been served to you, what page the ad appeared on, and whether you clicked on or otherwise interacted with the ad

Tracking data collected by us and our service providers generally does not identify you personally and is not associated with your registration account. Should we associate this tracking data with your registration account, we will treat it as personal information.

2. Online Tracking Technologies

Examples of online tracking technologies include:

Cookies. Cookies are pieces of information that a website places on the hard drive of your computer when you visit the website. Cookies may involve the transmission of information from us to you and from you directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use cookies to bring together information we collect about you. You can choose to have your computer warn you each time a cookie is being sent, or you can choose to turn off all cookies. You do this through your browser settings. Each

- browser is a little different, so look at your browser Help menu to learn the correct way to modify your cookies. If you turn cookies off, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Flash cookies. We may use local shared objects, sometimes known as Flash cookies, to store your preferences or display content based upon what you view on our site to personalize your visit. Our third-party service providers also may use Flash cookies to collect and store information. Flash cookies are different from browser cookies because of the amount of, type of, and how data is stored. Cookie management tools provided by your browser will not remove Flash cookies. Learn how to [manage privacy and storage settings for Flash cookies](#). If you disable Flash cookies, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Web beacons. Web beacons are small pieces of data that are embedded in images on the pages of sites. Web beacons may involve the transmission of information directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use web beacons to bring together information we collect about your browsing behavior.

3. Do Not Track

You can opt-out of our tracking your online activity for targeted advertising purposes

(Do Not Track): We respond to "do not track" or "DNT" signals sent from your browser. If our websites receive a DNT signal during a visit, we will not link data we collect to your browser identifier so that new data collected about you will not be used by us for targeted advertising purposes, but older data collected about you may still be used. You may [choose not to receive targeted advertising from us and our service providers](#). To opt-out of tracking by us you should select "AdRoll" and follow the directions on this site. If you opt-out we may still collect some data about your online activity for operational purposes.

Currently, there are various browsers (such as Internet Explorer, Firefox and Safari) that offer a DNT option that allows you to set the DNT signal on your browser so that third-party sites know you do not want to be tracked. For more information on DNT or information on how to set the DNT setting in your browser, go to the Do Not Track website: <http://donottrack.us/>.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com ~~celegalprivacy@pearson.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 takes 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 Support Services team. The Support Services 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: ~~May 19, 2013~~ 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 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-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, within 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 message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific "Academic Placement Advisor" option (located under "Placement" in the WebMail 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 courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a WebMail message to "Technical Support" for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3,, or send a WebMail message to "General Information" (located under Parent and Student Services in the WebMail 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 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.



California Connections Academy School Handbook Supplement

~~2018~~2019-~~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

~~The mission of California Connections Academy is to leverage 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 California Connections Academy 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.~~

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.

- [California Connections Academy Schools \(CalCA\) Title I Parent and Family Engagement Policy and Compact](#)

***The 2019-2020 CalCA Title I Parent and Family Engagement Policy and Compact will be added once it is approved. ***

3.3 School Information

School Information	School Contact
CalCA SoCalapoCA (Capistrano) Phone	(949) 461 - 1667
Fax	(949) 240 - 7895
Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCAenCA (Central Valley) Phone	(559) 713 - 1324
Fax	(559) 746 - 0497
Mailing Address	Mailing Address Only: 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCAN (North Bay) Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	Mailing Address Only: 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCAR (Ripon) Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	580 N Wilma Ave Suite G Ripon CA 95366
<u>CalCA Central Coast</u>	<u>Need to add contact info here for 19-20</u>
School Leader <u>School Leadership</u>	Richard Savage, Executive Director Kara Mannix, High School Principal and Ripon Site Administrator Heather Tamayo, Middle School Principal and Capistrano Site Administrator Marcus White, Elementary School Principal and Central Site Administrator Leslie Dombek, High School Assistant Principal and North Bay Site Administrator Scott Ervin, High School Assistant Principal

	Lauren Cunningham, 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 Tanya Gustin, Director of Student Services
Board of Directors	California Connections Academy Schools Board of Directors is California Online Public Schools (CalOPS)
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 ~~five~~^{four} 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, Santa Clara, 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 Capistrano Connections Academy <u>Southern California*</u>	California Connections Academy @ Capistrano <u>SoCal</u>	CalCA <u>SoCal</u> @ Capistrano	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy @ Central** (formerly Central California Connections Academy)	California Connections Academy @ Central <u>Valley</u>	CalCA @Central <u>Valley</u>	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
<u>California Connections Academy Central Coast</u>	<u>California Connections Academy Central Coast</u>	<u>CalCA Central Coast</u>	<u>Cuyama Joint Unified School District</u>	<u>Santa Barbara, San Luis Obispo, Ventura</u>

*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.

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

CalCA_North Bay – Connections Academy @ North Bay

CalCA_Ripon – Connections Academy @ Ripon

CalenCA Central Valley – Connections Academy @ Central Valley

CalCA Central Coast—to be published in February of 2020

Printed copies are available upon request from the School Leader principal.

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.

CalpeCA-CalCA Southern California – (formerly known as Capistrano Connections Academy)

CalCA_North Bay – Connections Academy @ North Bay

CalCA_Ripon – Connections Academy @ Ripon

CalenCA-CalCA Central Valley – Connections Academy @ Central Valley

CalCA Central Coast—coming soon

Accreditation

The All four (4) CalCA schools which have operated in the past are accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC).
CalCA Central Coast expects to receive initial accreditation from WASC during its first year of operation in 2019-20

3.4 School Schedule

3.4.1 The 20182019-2019-2020 CalCA School Year Calendar

The school calendar will be updated once approved

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 or NA 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 3, 2018
First Day of School	School in Session	September 4, 2018
Veterans' Day	No School in Session	November 12, 2018
Thanksgiving Break	No School in Session	November 19-21, 2018
	School Closed	November 22-23, 2018
Winter Break	School Closed	December 24, 2018-January 1, 2019
	No School in Session	January 2-4, 2019
Martin Luther King, Jr. Day	School Closed	January 21, 2019
First Semester End Date	NA	January 30, 2019
Teacher work day	Staff Work Day	January 31, 2019
Teacher Holiday	No School in Session	February 1, 2019
Second Semester Start Date	NA	February 4, 2019
Presidents' Day	No School in Session	February 18, 2019
Spring Break	No School in Session	April 15-19, 2019
Memorial Day	School Closed	May 27, 2019
Last Day of School	School in Session	June 18, 2019
School Closed - Additional Administrator/12 Month Employee Days: July 9-13, 2018		

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 week students should be engaged in school-approved educational activity.

Grade Level	Recommended Average Hours per Week	Required Annual Hours
Kindergarten	17 hours	600 hours
Grades 1 – 3	24 hours	840 hours
Grades 4 – 8	25 hours	900 hours
Grades 9 – 12	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.

3.5 Enrollment, Withdrawal, and Transfers

*No student will be involuntarily removed¹ 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.

¹ Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

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 [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 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 (e.g., science labs), 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, such as in-person science labs, must provide proof of all state-required vaccines or a proper exemption, such as a medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in these activities. California Connections Academy considers its optional in-person science wet labs as the only in-person "classroom instruction" currently provided by the educational program.*

See Section 8 - Definition of Classroom Instruction for additional information. Caretakers should contact the School with any questions.

School Meals for Students

Since California Connections Academy Schools are virtual charter schools, and no classroom instruction is held in facilities operated by the school, no meals are required to be offered to students 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.](#)

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.

Enrollment Following a Change of Residence

If a family undergoes a "Permanent In-Area Location Change" as defined in the School Handbook: General Portion, but maintains residency in a county served by the 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 the 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, all students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all of the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state standardized testing is available on the [state website](http://www.cde.ca.gov/ta/tg/ca) (<http://www.cde.ca.gov/ta/tg/ca>).

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

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Education Management System (Connexus) and the school verifies that the attendance records are accurate. 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 week:

Grade Level	Recommended Average Hours per Week
Kindergarten	17 hours
Grade 1-3	24 hours
Grade 4-8	25 hours
Grade 9-12	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 weekly totals listed above to ensure compliance with state regulations. 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.

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 contact the school's designated Attendance Manager for further assistance.
- **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.

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 also 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. The CalCA Schools offer a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work.

Due to this flexibility, 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 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 if he/she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

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 may 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 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. Unexcused absences on a student’s attendance record may result from lack of sufficient work completed.

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.

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 each school is listed below.

[Mathematics Placement Policy - California State Connections Academy So Cal](#)

[Mathematics Placement Policy - Connections Academy @ Central](#)

[Mathematics Placement Policy - Connections Academy @ Ripon](#)

[Mathematics Placement Policy - Connections Academy @ North Bay](#)

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 is completed, students will be able to complete their overdue assignments.

**Note: If students are following the planner each day, they will be current with lessons, so they will not have to worry about the Mid-Semester Deadline.*

Graduation and Diploma Requirements

To be eligible to receive a diploma from California Connections Academy, 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 ~~5~~2.5 of the credits (or ~~10~~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
<p>Language Arts – 4 credits</p> <ul style="list-style-type: none"> • 4 years of approved English courses, usually following this pattern: • English 9 • English 10 • English 11 • English 12 	<p>Language Arts – 4 years</p> <p>4 years of college-prep English that include frequent writing, and reading of classic and modern literature</p>	<p>Language Arts – 4 years</p> <p>4 years of college prep English composition and literature</p>
<p>Mathematics – 2 credits</p> <ul style="list-style-type: none"> • Algebra I (or higher)* • Other Mathematics <p>*If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Algebra <p>*4 years recommended</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II or higher <p>*4 years recommended</p>

Science – 3 credits <ul style="list-style-type: none"> • Biological Science • Physical Science • Other Science 	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biology • Chemistry <p><i>Note: Physics may be substituted for either Bio or Chem</i></p> <p>*3 years recommended</p>	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biological Science • Physical Science
Social Studies 3 credits <ul style="list-style-type: none"> • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit) 	Social Studies 2 years <ul style="list-style-type: none"> • World History • U.S. History • *can take US History (.5 year) and American Government (.5 yr) OR • Economics (.5 year) 	Social Studies 2 years <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Health (.5 credit) • PE (2 credits) 	Physical Education 0 years	Physical Education 0 years
Technology 1 credit <ul style="list-style-type: none"> • Any Technology 	Technology 0 years	Technology 0 years
Foreign Language ,Art, OR CTE (Career and Technical Education) 1 credit	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended	Foreign Language 2 years <i>Must be in the same language</i> *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. “a-g” approved courses for Connections Academy appear on the [University of California Doorways Home website](http://www.universityofcalifornia.edu/doorways). (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.

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](http://www.universityofcalifornia.edu/admissions) (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 California Connections Academy 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 and Adjudicated Youth Graduation Requirements

A student identified as foster, homeless or adjudicated and enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless 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, may be granted exceptions to CalCA coursework and/or other requirements on a case by case basis. The school will make a determination on any exceptions based on school policy and state law. 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.

See the California Department of Education website at

<http://www.cde.ca.gov/ci/gs/hs/hsgtable.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.

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. The class is given for credit for high school students.

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 and Transferability of High School Credits

The All four (4) 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 will be seeking WASC accreditation during its first year of operation, and expects to receive initial accreditation prior to the end of the 2019-20 school year.

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.

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. Exceptions to the graduation date policy may only be made by the Executive Director upon recommendation by the High School Principal or Director of Counseling Services.

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 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 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. 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.

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. 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 and processing time will be needed through the end of September. Contact the student's Counselor for more information on the process and timeline. Students must be in good standing at 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.

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>

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>.

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 regarding Location Transfers.

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.

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.

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 in person science wet labs, educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, only in person science wet labs are considered “classroom instruction” by school policy. While these wet labs exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under California’s AB 1871.

9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION

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 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:

CapoCA – [Capistrano Connections Academy Uniform Complaint Procedure](#)

CalCAN – [Connections Academy @ North Bay Uniform Complaint Procedure](#)

CalCAR – [Connections Academy @ Ripon Uniform Complaint Procedure](#)

CenCA – [Connections Academy @ Central 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 removed² 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 Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide written notice to the Caretaker of the student of its determination and 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.

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 missing materials may be provided to you.

10.2.2 Technology Provided by California Connections Academy

Consult the [Hardware and Connectivity](#) section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below.

The School typically provides one computer per household upon request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may take action against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

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

APPROVED BY:

Capistrano Connections Academy

Alpaugh Academies

Friends of California Virtual Education

BACKGROUND and INTENTION:

The Governing Boards of California Connections Academy Schools recognize 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 adopt a policy on pupil suicide prevention, intervention, and postvention. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment in order to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, (administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or Designee will ensure that the policies and procedures are reviewed periodically 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
 3. Responding After a Suicide Death (Postvention)
 4. Which include training for all appropriate employees.
 5. 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.
 6. 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.
 7. 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 reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors.

Consequently, California Connections Academy 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.

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 and 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.

APPENDIX III: HOMELESS POLICY

Homeless Education, Title X: McKinney-Vento Policy

California Connections Academy Schools

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 it does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

Training

The local liaison(s) will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an

opportunity to succeed academically. The liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED as REVISED by the Board of Directors on: August 28, 2018



From: Amy Pymm
To: California Online Public Schools Board of Directors
Re: School-Specific Handbook Supplement for 2018-2019

Attached for board approval are multiple updates to the 2018-2019 School-Specific Handbook Supplement. Once board-approved, the revised Supplement will be posted on the Virtual Library, and the updates will be reflected in the 2018-2019 handbook and future school year handbooks, including 2019-2020.

For your convenience, a summary of the changes to your School-Specific Handbook Supplement is provided below.

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 [Principal-School Leader](#) or one of the [Principals or Assistant Principals](#) at any time.

- [California Online Public Schools \(CalOPs\) Title I Parent and Family Engagement Policy and Compact](#)
[California Connections Academy Schools \(CalCA\) Title I Parent and Family Engagement Policy and Compact](#)

3.3 School Information

School Information	School Contact
CapoCA (Capistrano) Phone	(949) 461 - 1667

Fax	(949) 240 - 7895
Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CenCA (Central) Phone	(559) 713 - 1324
Fax	(559) 746 - 0497
Mailing Address	Mailing Address Only: 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCAN (North Bay) Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	Mailing Address Only: 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCAR (Ripon) Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	580 N Wilma Ave Suite G Ripon CA 95366
School Leadership	Richard Savage, Executive Director Kara Mannix, High School Principal <u>and Ripon Site Administrator</u> Amy Hunt, High School Assistant Principal and Ripon Site Administrator Heather Tamayo, Middle School Principal and Capistrano Site Administrator Marcus White, Elementary School Principal and Central Site Administrator Leslie Dombek, High School Assistant Principal and North Bay Site Administrator

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	<p>Scott Ervin, High School Assistant Principal</p> <p><u>Lauren Cunningham, High School Assistant Principal</u></p> <p>Tracy Pinckney, Middle School Assistant Principal</p> <p>Marissa Carter, Elementary Assistant Principal</p> <p>Mia Hardy, Director of Counseling Services</p> <p>Franci Sassin, Director of Business Services</p> <p>Tanya Gustin, Director of Student Services</p>
Board of Directors	<p><u>CapeCA (Capistrano) board website</u></p> <p><u>CalCAN (North Bay) board website</u></p> <p><u>CalCAR (Ripon) board website</u></p> <p><u>GenCA (Central) board website</u></p> <p><u>California Connections Academy Schools Board of Directors is California Online Public Schools (CalOPS)</u></p>
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 four 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~~^{partner} 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.

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 (e.g., science labs), as defined by school policy, if they do not have all required vaccinations.

~~Caretakers should contact the School with any questions.~~

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, such as in-person science labs, must provide proof of all state-required vaccines or a proper exemption, such as a medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in these activities. California Connections Academy considers its optional in-person science wet labs as the only in-person "classroom instruction" currently provided by the educational program. 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 in person science wet labs, educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, only in person science wet labs are considered "classroom instruction" by school policy. While these wet labs 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.

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 principal-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."

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.

Enrollment Following a Change of Residence

If a family undergoes a "Permanent In-Area Location Change" as defined in the School Handbook: General Portion, but maintains residency in a county served by the 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 the school, ~~he~~^{or} 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, **all** 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.

4.2 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 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)

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 weekly totals listed above to ensure compliance with state regulations. 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.

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/~~or~~ she may place the student in an “alarm” status, and contact the school's designated Attendance Manager for further assistance.
- **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 ~~and for the student's cumulative file~~ is held in a state approved attendance system used by the school to report attendance to the state and is part of the student's cumulative file. Requests for the student's official attendance record can be made to the State Attendance Manager.

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. The CalCA Schools offer a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work.

Due to this flexibility, 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 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 if he/~~or~~ she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

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 may 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/~~or~~ 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. Unexcused absences on a student's attendance record may result from lack of sufficient work completed.

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.

CalCA Grading Policy

~~California Connections Academy follows the Grading Policy as described below:~~

The grades given for any course (or for any subject area for elementary students) ~~is~~be 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~~te~~ 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

practiceable, 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 theyour school for more details.

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.

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~~/-or~~ 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 [principal-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 ~~various 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 will not be applicable.*

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Algebra I (or higher)* • Other Mathematics <p>*If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.</p>	Mathematics – 3 years <ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Algebra <p>*4 years recommended</p>	Mathematics – 3 years <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II or higher <p>*4 years recommended</p>

Science – 3 credits <ul style="list-style-type: none"> • Biological Science • Physical Science • Other Science 	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biology • Chemistry <p><i>Note: Physics may be substituted for either <u>Biology</u> or <u>Chemistry</u></i></p> <p>*3 years recommended</p>	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biological Science • Physical Science
Social Studies 3 credits <ul style="list-style-type: none"> • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit) 	Social Studies 2 years <ul style="list-style-type: none"> • World History • U.S. History • *can take <u>U.S.</u> History (.5 year) and American Government (.5 yr) OR • Economics (.5 year) 	Social Studies 2 years <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Health (.5 credit) • PE (2 credits) 	Physical Education 0 years	Physical Education 0 years
Technology 1 credit <ul style="list-style-type: none"> • Any Technology 	Technology 0 years	Technology 0 years

Foreign Language ,Art, OR CTE (Career and Technical Education) 1 credit	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended	Foreign Language 2 years <i>Must be in the same language</i> *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 State Testing Graduation Requirements: The California High School Exit Exam has been temporarily suspended, and students graduating in 2017 will not be required to pass this.—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/>.

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 ~~California Connections Academy~~ 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, ~~and~~ Homeless ~~and~~ Adjudicated Youth Graduation Requirements

A student identified as foster, ~~or~~ homeless, ~~or~~ adjudicated ~~and~~ ~~who~~ enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless 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, may be granted exceptions to CalCA coursework and/or other requirements on a case by case basis. The school will make a determination on any exceptions based on school policy and state law. 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.

See the California Department of Education website at <http://www.cde.ca.gov/ci/gs/hs/hsgtable.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.

Early Graduation ~~and~~ Graduation Date

At the close of the second semester, the grade level School ~~Principal~~ Leader, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The ~~Principal~~ High School Principal or designee ~~School Leader~~ will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all 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 ~~School Principal~~~~Leader~~High School Principal. The ~~Principal~~High School Principal ~~School Leader~~ and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the ~~Principal~~High School Principal~~School Leader~~ 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. Exceptions to the graduation date policy may only be made by the Executive Director upon recommendation by the High School Principal or Director of Counseling Services.

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 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~~~~advisory teacher~~ or the school records department with any questions regarding transcript requests.

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.

~~Courses may not be dropped within the last 30 calendar days of each semester, the withdrawal deadline.~~ 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 the 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 therefore be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the course withdrawal deadline, ~~prior to 30 calendar days before the last day of the semester,~~ 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.

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. 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.**

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Credit for College Courses

Families must consult with the School Counselor/~~Advisory Teacher~~ 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~~/~~Advisory Teacher~~ 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/~~Advisory Teacher~~ 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 or her~~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.

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. ~~Contact your high school Counselor to discuss exceptions.~~

~~Course Credit for Independent Project~~

~~The CalCA course titled "Independent Study" is a School-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an independent project must complete an application and have the approval of both the teacher and School Counselor in advance.~~

Suicide Prevention Policies

The Governing Boards ~~of each~~ of the California Connections Academy schools s have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found ~~on the Virtual Library~~ 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>.

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 California English Language Development Proficiency Assessments for California ~~Test~~ or ELPACCELD ~~T~~) at a previous school, test results should be provided to the School during the enrollment process. If the student has not previously been tested, California Connections Academy ~~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 ELPACCELD ~~T~~ 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 ~~CELDT or~~ 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

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. ~~Please review the school's non-discrimination statement on the Virtual Library and~~ It can also be found 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.

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.

~~The Non-Discrimination Policy for the California Connections Academy Schools can be found [here](#).~~

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, disputing the materials and equipment policy such as invoices for computer damage.~~

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. ~~For example, in addition to textbooks and course guides, students may receive such items as yoga DVDs, art supplies, a science kit, or a jump rope, depending on grade level and course enrollments.~~ 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 missing materials may be provided to you.

APPENDIX 2: YOUTH SUICIDE PREVENTION POLICY

CALIFORNIA CONNECTIONS ACADEMY

Schools

Youth Suicide Prevention Policy

Approved by the Boards of Directors on August 22, 2017

APPROVED BY:

Capistrano Connections Academy

Alpaugh Academies

Friends of California Virtual Education

BACKGROUND and INTENTION:

The Governing Boards of California Connections Academy Schools recognize 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 adopt a policy on pupil suicide prevention, intervention, and postvention. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment in order to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, (administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or Designee will ensure that the policies and procedures are reviewed periodically 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 reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors.

Consequently, California Connections Academy 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.

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 and 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.

APPENDIX 3: HOMELESS POLICY

Homeless Education, Title X: McKinney-Vento Policy

California Connections Academy Schools

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 it does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

Training

The local liaison(s) will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- o The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- o Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315
- o The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- o Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- o 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

Please let us know if we can aid in the review process in any way or if you require further information on this policy.



From: Amy Pymm
To: California Online Public Schools Board of Directors
Re: School-Specific Handbook Supplement for 2019-20

Attached for board approval is a redlined version of your School-Specific Handbook Supplement for SY 2019-20. This document has been provided to and reviewed by your Board's handbook designee, and carefully reviewed by your school's leadership team and key Connections Academy staff. Once board-approved, the Supplement will be posted on the Virtual Library in early March, 2019 for the opening of enrollment for the 2019-20 school year. Just as a reminder, the Supplement 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 your School-Specific Handbook Supplement is provided below.

General Information

- *The school year 2018-2019/18-19 was updated to 2019-2020/19-20.*
- *School names, acronyms and links were updated throughout and placeholders were added for CalCA Central Coast information. The '@' will be removed from each schools name. Links to such items as the School Accountability Reports and Local Control Accountability Plans will be updated.*

2.1 Mission Statement

Mission Statement was updated for the 2019-2020 School Year.

3.1 Roles and Responsibilities

The link to the CalCA School Title I Parent and Family Engagement Policy and Compact was removed, and will be added for 2019-2020 school year once it is approved.

3.4.1 2018-2019 School-Year Calendar

Dates in the heading were changed and the 2018-2019 calendar was removed until the 2019-2020 calendar is approved. Upon approval, the 19-20 SY calendar will be added to the handbook.

3.5 Enrollment, Withdrawal and Transfers

Information was added for military families who are moving outside of one of the CalCA service areas.

6 High School Programs and Policies

- *Information was added regarding High School Peer Monitoring.*
- *Additional information was added regarding California Connections Academy Central Coast accreditation.*
- *Additional information was added regarding work permits issued to high school students.*

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.



From: Amy Pymm
To: California Online Public Schools Board of Directors
Re: School Handbook: General Portion for 2019-2020

Attached for board approval is a redlined version of the School Handbook: General Portion for SY 2019-20. This document has been provided to and reviewed by your Board's handbook designee, and carefully 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 by early March, 2019 for the opening of enrollment for the 2019-20 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 2018-2019/18-19 was updated to 2019-2020/19-20.

"Principal" was updated to "School Leader".

"He or She" and "His or Her" was updated to "He/She" and "His/Her".

3.1 Roles and Responsibilities

Language was updated to more clearly explain the process for Caretakers to add or replace additional adults as Learning Coach(es).

Additional language was added to clarify that either a Homeroom Teacher, Advisory Teacher or Family Connections Coordinator will be assigned to each student, depending on program implementation at each school.

Additional language was added to clarify that some schools do not have Community Coordinator roles, and that events at those schools are planned by school staff referred to as School Event Representatives.

Additional language was added to more clearly explain the various roles of the Student Support Team.

3.5.1 Returning Students

Language was updated to more clearly explain the process for Caretakers to input their intent for returning students in Connexus.

3.6 Assessments

Language was updated to more clearly explain different types of assessments that may be administered.

5.1 Placement, Promotion, and Retention (Elementary and Middle School)* and 6 High School Program and Policies*

Language was updated to reflect the change of the name to the Academic Placement Team.

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students*

Language was updated to further clarify continued eligibility of special education and related services.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Language was updated to clarify that existing plans from previous schools will either be implemented as is by the Section 504 team, or they will propose revisions due to the nature of a virtual setting. Plans will also be reviewed periodically through 504 team meetings.

9 Conduct, Due Process, and Communication*

Language was updated to clarify the various factors each school will evaluate for students whose Caretaker or Learning Coach has been suspended or terminated in Connexus, and how suspension or termination may impact the student's ability to remain enrolled.

9.7.4 School or Connections Use of Student Images, Recordings, and School Work

Language was removed; a disclaimer is now available on the Clubs and Activities sign up Data View for use of Student Submissions.

10.1 Use of School Educational Materials

Language was updated to clarify where the Location Transfer Request Form can be found, in the Enrollment Section of the Virtual Library.

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.

CALIFORNIA ONLINE PUBLIC SCHOOLS INDEPENDENT STUDY POLICY

Submitted for review on December 4, 2018
To become effective immediately upon approval

California Online Public Schools ~~is the Governing Board for~~, a California non-profit public benefit corporation, operates the following charter schools:

Capistrano Connections Academy
California Connections Academy @ Central
California Connections Academy @ North Bay
California Connections Academy @ Ripon

These schools, plus any others ~~authorized and overseen by the non-profit corporation operated by~~ California Online Public Schools, are collectively known and referred to as "California Connections Academy Schools."

The Independent Study Program

The ~~California Connections Academy Schools'~~ Board of Directors ("Board"), ~~of~~ California Online Public Schools, ("Board") has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Independent Study Program is an optional alternative instructional strategy by which students in grades K- 12 may reach curriculum objectives and fulfill promotion requirements. Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.

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

California Connections Academy Schools' Independent Study Program option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in Independent Study to complete their school's adopted course of study within the customary time frame.

Students enrolling in Independent Study Program must be residents of an eligible county served. Eligible counties are counties in which the authorizer of each charter school are located, plus all counties geographically contiguous to those. Enrollment eligibility shall not be based on the address of parent/guardian employment. The school will not claim apportionment funding for any student who lives outside of these geographical boundaries unless otherwise permitted by law.

Students in California Connections Academy Schools' Independent Study Program shall have access to the same services and resources as are available to all other students in California Connections Academy Schools.

The Executive Director or designee(s) shall determine that the prospective Independent Study student understands and is prepared to meet the school's requirements for Independent Study.

The Executive Director or designee(s) shall ensure that a written Independent Study Master Agreement ("Master Agreement"), as prescribed by law, exists for each participating student. This agreement cannot be valid for longer than one (1) school year. (Education Code ~~51747.5~~ § 51747.)

The Independent Study Program entails a commitment by the parent/guardian, the Learning Coach (either the parent/guardian or a Designated Learning Coach—see also the school's Learning Coach Agreements) and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved.

Each student's Independent Study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code ~~51747.5~~ § 51747.5.)

The school shall not provide Independent Study students and parents/guardians with funds or items of value that ~~are not provided for other students and parents/guardians~~ a school district could not legally provide to a similarly situated student of the district or to his or her parent or guardian. (Education Code §§ 46300.6, 51747.3.)

The Executive Director or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law.

Evaluation of Effectiveness of Independent Study for Students

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

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

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

Because the California Connections Academy Schools programs are virtual schools using the Independent Study model, it is crucial that teachers know that a student is completing adequate work under their Independent Study Agreement to make educational progress at a rate similar to a classroom based program. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the Independent Study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747 (b)) for the California Connections Academy Schools program:

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

The following constitutes the definition of a “missed assignment” (as per Education Code 51747 (b)) for the California Connections Academy program:

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

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

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

The evaluation triggered by the missed assignments will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student’s school record. (Education Code [§ 51747 \(b\)](#)). If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian, the school may withdraw the student ~~for~~ as a result of the student’s non-compliance with the Master Agreement. If the student transfers to another California public school, the record shall be forwarded to that school.

Eligibility

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

No individual with exceptional needs, as defined in Education Code [§ 56026](#), may participate in Independent Study unless his/her Individualized Education Program (IEP) specifically provides for such participation. (Education Code ~~51745~~ [§ 51745](#).)

No student shall be required to participate in an Independent Study Program. (Education Code ~~51747~~ [§ 51747](#).)

No temporarily disabled student may receive individual instruction pursuant to Education Code [§ 48206.3](#) by means of Independent Study. (Education Code ~~51745~~ [§ 51745](#).)

No student that is expelled pursuant to Education Code [§ 48915](#) or a suspended expulsion student pursuant to Education Code [§ 48917](#), may be provided with instruction through Independent Study unless they are offered the alternative of classroom instruction and they choose Independent Study.

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

Criteria for Participation

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

1. Evidence that the student will work independently to complete the Program with monitoring from the Parent/Learning Coach.
2. The Parent /Learning Coach will sign the Parent/ Legal Guardian (Caretaker) Acknowledgement
3. Completion of a Master Agreement for the ~~S~~student per school year. A Master Agreement must be completed and verified each school year in order for a student to be enrolled.

Written Agreements and Assignments

A written Master Agreement shall be executed for each participating student. The curriculum and methods of study specified in the Master Agreement shall be consistent with the Board's policies and procedures for curriculum and instruction. (Code of Regulations, Title 5, ~~Section S~~ 11702.)

The Master Agreement shall include, but not be limited to, all of the following: (Education Code S51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her/their progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student.
4. A copy of the section of the school's Independent Study policy which describes the maximum length of time allowed between an assignment and its completion and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue Independent Study.
5. The duration of the ~~Independent Study~~ Master Agreement, including the beginning and ending dates for the student's participation in Independent Study under the Master Agreement. No Master Agreement ~~for individualized alternative education~~ shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement that Independent Study is an optional educational alternative in which no student may be required to participate.
8. In the case of a student who is expelled pursuant to Education Code S48915 or a suspended expulsion student pursuant to Education Code S48917, the ~~agreement~~ Master Agreement shall include the statement that instruction for these students may be provided through Independent Study only if the student is offered the alternative of classroom instruction. The statement may be inclusive of all students in the school, not just limited to suspended or expelled applicants.

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

Before beginning the Independent Study, each Master Agreement shall be signed and dated by the student, the parent/legal guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of Independent Study, and all persons who have direct responsibility for providing assistance to the student. (Education Code ~~51747~~ S51747.)

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

Student Rights and Responsibilities

Students participating in Independent Study shall have the right continuously to return to the regular classroom mode of instruction in their district of residence, unless otherwise documented by the Executive Director or designee(s).

Supportive Strategies

The Executive Director or designee(s) shall promptly and directly address any failure by student to meet the terms of his/her Master Agreement and one or more of the following shall result:

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

When the student has missed the number of assignments or appointments specified in Board policy as precipitating an evaluation, the Executive Director or designee(s) shall conduct an evaluation, which may result ~~in~~ [after prior written notice to the parent/legal guardian](#), in termination of the Master Agreement, with the student's return to a regular classroom in a school in their district of residence or an alternative instructional program. The school will notify the student's district of residence of any withdrawal that results from the termination of the Independent Study and the Master Agreement.

Supervising Teachers

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

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

Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (Education Code ~~51748~~ [51748](#).)

Records shall be maintained for audit purposes and shall include the following (Code of Regulations, Title 5, ~~Section~~ § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to Independent Study
2. A separate listing of the students, by grade level- program and school who have participated in Independent Study identifying units of the curriculum ~~attempted~~ undertaken (also known as the “course of study”) and units of the curriculum completed by students in grades K-12~~8~~, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.
3. A file of all agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.

Parents’ Right to ~~a~~Appeal

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

2019-20 INDEPENDENT STUDY MASTER AGREEMENT

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her-[/their](#) grade-specific studies.
2. Enable the student to successfully complete his/her-[/their](#) assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Connexus), and the Personalized Learning Plan (PLP).

The student's work will be evaluated regularly by his/her-[/their](#) teacher using the methods specified in this Master Agreement, Connexus, and the PLP. All parties agree to report to the teacher regularly, in accordance with the frequency, time, date, method, and location specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is a companion document to [and incorporated by reference in](#) this Master Agreement and is also included as part of each Monthly Assignment and Work Record.

II. Studies

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

III. Regular Reports

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

IV. Methods of Evaluation

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

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in the PLP, Connexus, and lesson manuals.)

VI. Resources

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

VII. Conditions of Independent Study

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

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

5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code 51745(c)) Questions about a student’s IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance.
7. Parents/guardians of all high school students under the age of 18 have reviewed, understand, and agree to the course of study and possible course credits found in Connexus and which is [incorporated by reference in and](#) considered part of this Master Agreement.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
 - a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
 - b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
 - c. English language testing (the ELPAC) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
 - d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Learning Coach Agreement and the School Handbook in order to be enrolled in this Independent Study School. Any breach may result in a review of this Master Agreement and the student’s placement in this

Independent Study School. The signature, including a digital signature, of the parent/guardian grants permission for the specified student to participate in Independent Study as outlined in this Master Agreement.

Student Information

Legal Last Name	Legal First Name	Legal Middle Name
<input type="checkbox"/> Male <input type="checkbox"/> Female / /	2019-20	
Gender (Optional or write in alternative)	Date of Birth	Grade for 2019-20 School Year School Year
Street Address	County	
City	State	ZIP Code
Home Phone	Work Phone	Mobile Phone

Agreement to Terms

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

(NOTE: All signatures must be obtained, including the student signature, regardless of the student's age. Electronic signatures are only acceptable if obtained through the school's secure online platform using a unique username and password. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

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

Internal Use Only:		Date Agreement Begins: _____		Date Agreement Ends: _____	
California Connections Academy School:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising Teacher Name (Last, First Middle)		Signature		Date	

Agreement to Terms

CALIFORNIA ONLINE PUBLIC SCHOOLS INDEPENDENT STUDY POLICY

Submitted for review on January 22, 2019
To become effective immediately upon approval

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

Capistrano Connections Academy/California Connections Academy Southern California*
California Connections Academy @ Central
California Connections Academy @ North Bay*
California Connections Academy @ Ripon
California Connections Academy Central Coast (to begin operations in 2019-20)

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

*School name changes are in process. CalCA North Bay will have the @ sign removed.

The Independent Study Program

The Board of Directors ("Board") of California Online Public Schools ("Board") has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Independent Study Program is an optional alternative instructional strategy by which students in grades K- 12 may reach curriculum objectives and fulfill promotion requirements. Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.

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

California Connections Academy Schools' Independent Study Program option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in Independent Study to complete their school's adopted course of study within the customary time frame.

Students enrolling in Independent Study Program must be residents of an eligible county served. Eligible counties are counties in which the authorizer of each charter school are located, plus all counties geographically contiguous to those. Enrollment eligibility shall not be based on the address of parent/guardian employment. The school will not claim apportionment funding for any student who lives outside of these geographical boundaries unless otherwise permitted by law.

Students in California Connections Academy Schools' Independent Study Program shall have equal access to existing the same services and resources as the are available to all other students enrolled in the same school and grade level California Connections Academy Schools.

Commented [A1]: This change was recommended subsequent to the changes in the companion document and is recommended for approval.

The Executive Director or designee(s) shall determine that the prospective Independent Study student understands and is prepared to meet the school's requirements for Independent Study.

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

The Independent Study Program entails a commitment by the parent/guardian, the Learning Coach (either the parent/guardian or a Designated Learning Coach—see also the school's Learning Coach Agreements) and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved.

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

The school shall not provide Independent Study students and parents/guardians with funds or items of value that a school district could not legally provide to a similarly situated student of the district or to his or her parent or guardian. (Education Code §§ 46300.6, 51747.3.)

The Executive Director or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law.

Evaluation of Effectiveness of Independent Study for Students

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

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

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

Because the California Connections Academy Schools programs are virtual schools using the Independent Study model, it is crucial that teachers know that a student is completing adequate work under their Independent Study Agreement to make educational progress at a rate similar to a classroom based program. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the Independent Study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747 (b)) for the California Connections Academy Schools program:

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

The following constitutes the definition of a “missed assignment” (as per Education Code 51747 (b)) for the California Connections Academy program:

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

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

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

The evaluation triggered by the missed assignments will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student’s school record. (Education Code § 51747 (b)). If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian, the school may withdraw the student as a result of the student’s non-compliance with the Master Agreement. If the student transfers to another California public school, the record shall be forwarded to that school.

Eligibility

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

No student shall be required to participate in an Independent Study Program. (Education Code § 51747.)

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

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

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

Criteria for Participation

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

1. Evidence that the student will work independently to complete the Program with monitoring from the Parent/Learning Coach.
2. The Parent /Learning Coach will sign the Parent/ Legal Guardian (Caretaker) Acknowledgement
3. Completion of a Master Agreement for the student per school year. A Master Agreement must be completed and verified each school year in order for a student to be enrolled.

Written Agreements and Assignments

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

The Master Agreement shall include, but not be limited to, all of the following: (Education Code § 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her/their progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student.
4. A copy of the section of the school's Independent Study policy which describes the maximum length of time allowed between an assignment and its completion and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue Independent Study.
5. The duration of the Master Agreement, including the beginning and ending dates for the student's participation in Independent Study under the Master Agreement. No Master Agreement shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement that Independent Study is an optional educational alternative in which no student may be required to participate.
8. In the case of a student who is expelled pursuant to Education Code § 48915 or a suspended expulsion student pursuant to Education Code § 48917, the Master Agreement shall include the statement that instruction for these students may be provided through Independent Study only if the student is offered the alternative of classroom instruction. The statement may be inclusive of all students in the school, not just limited to suspended or expelled applicants.

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

Before beginning the Independent Study, each Master Agreement shall be signed and dated by the student, the parent/legal guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of Independent Study, and all persons who have direct responsibility for providing assistance to the student. (Education Code § 51747.)

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

Student Rights and Responsibilities

Students participating in Independent Study shall have the right continuously to return to the regular classroom mode of instruction in their district of residence, unless otherwise documented by the Executive Director or designee(s).

Supportive Strategies

The Executive Director or designee(s) shall promptly and directly address any failure by student to meet the terms of his/her Master Agreement and one or more of the following shall result:

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

When the student has missed the number of assignments or appointments specified in Board policy as precipitating an evaluation, the Executive Director or designee(s) shall conduct an evaluation, which may result, after prior written notice to the parent/legal guardian, in termination of the Master Agreement, with the student's return to a regular classroom in a school in their district of residence or an alternative instructional program. The school will notify the student's district of residence of any withdrawal that results from the termination of the Independent Study and the Master Agreement.

Supervising Teachers

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

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

Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (Education Code § 51748.)

Records shall be maintained for audit purposes and shall include the following (Code of Regulations, Title 5, § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to Independent Study
2. A separate listing of the students, by grade level, program and school who have participated in Independent Study identifying units of the curriculum undertaken (also known as the "course of study") and units of the curriculum completed by students in grades K-18, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.
3. A file of all agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.

Parents' Right to Appeal

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



From: Amy Pymm
To: California Online Public Schools Board of Directors
Re: School Handbook: General Portion for 2019-2020

Attached for board approval is a redlined version of the School Handbook: General Portion for SY 2019-20. This document has been provided to and reviewed by your Board's handbook designee, and carefully 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 by early March, 2019 for the opening of enrollment for the 2019-20 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 2018-2019/18-19 was updated to 2019-2020/19-20.

"Principal" was updated to "School Leader".

"He or She" and "His or Her" was updated to "He/She" and "His/Her".

3.1 Roles and Responsibilities

Language was updated to more clearly explain the process for Caretakers to add or replace additional adults as Learning Coach(es).

Additional language was added to clarify that either a Homeroom Teacher, Advisory Teacher or Family Connections Coordinator will be assigned to each student, depending on program implementation at each school.

Additional language was added to clarify that some schools do not have Community Coordinator roles, and that events at those schools are planned by school staff referred to as School Event Representatives.

Additional language was added to more clearly explain the various roles of the Student Support Team.

3.5.1 Returning Students

Language was updated to more clearly explain the process for Caretakers to input their intent for returning students in Connexus.

3.6 Assessments

Language was updated to more clearly explain different types of assessments that may be administered.

5.1 Placement, Promotion, and Retention (Elementary and Middle School)* and 6 High School Program and Policies*

Language was updated to reflect the change of the name to the Academic Placement Team.

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students*

Language was updated to further clarify continued eligibility of special education and related services.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Language was updated to clarify that existing plans from previous schools will either be implemented as is by the Section 504 team, or they will propose revisions due to the nature of a virtual setting. Plans will also be reviewed periodically through 504 team meetings.

9 Conduct, Due Process, and Communication*

Language was updated to clarify the various factors each school will evaluate for students whose Caretaker or Learning Coach has been suspended or terminated in Connexus, and how suspension or termination may impact the student's ability to remain enrolled.

9.7.4 School or Connections Use of Student Images, Recordings, and School Work

Language was removed; a disclaimer is now available on the Clubs and Activities sign up Data View for use of Student Submissions.

10.1 Use of School Educational Materials

Language was updated to clarify where the Location Transfer Request Form can be found, in the Enrollment Section of the Virtual Library.

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

~~2018~~2019–2020~~2019~~

This handbook is board/district partner approved. Revisions may occur as needed. The latest version of the handbook, including additional state-specific policy supplements, is posted online in the school's Virtual Library.

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} needs 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} 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 Connexus® login page. Your School-Specific Handbook Supplement, found in the Virtual Library in 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 ~~2018-2019~~ 2019-2020 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 check their To Do list on their home page in Connexus every school day. **Be sure to complete the 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 Connexus without receiving your materials first. If you are using your own computer, take time to review the system requirements in Connexus Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our Connexus Help has a lot of the answers! Select the **MORE** tab on your toolbar in Connexus and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Connexus, or accessing the internet.

If you want to get to know your teacher(s), check out the 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 Virtual Library in 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 his-~~or~~/ 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 statement.

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 *Nondiscrimination 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,

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**See the School-Specific Handbook Supplement for additional information.*

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 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 statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Americans with Disabilities Act of 1990, as amended (ADA), 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 [Nondiscrimination Policy](#).

Commented [AP1]: We are in the process of updating the Nondiscrimination Policy.

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 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 his-~~or~~/ 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 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.

*See the School-Specific Handbook Supplement for additional information.

- 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 services and modifications](#) 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.)
- 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 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 Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/ Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coach(es) either *in addition to or in place of* the Caretaker by completing and submitting the Designated Learning Coach Agreement form. Even if the Caretaker designates another adult or adults as Learning Coach(es), the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student’s educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student’s Caretaker. However, Caretakers may designate another adult or adults as the student’s Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student’s school work and school-related activities, by completing the Designated Learning Coach Agreement form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available in a timely manner to the school staff as needed for discussions related to the student’s educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! Program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! Program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! Program resources are available under Links on the Learning Coach and Caretaker Home Page.

Under certain circumstances, a student who is 18 years of age or older, or an emancipated minor, may request to be his-/her own Learning Coach. To discuss this option, the student should contact either the Connections Academy Enrollment Team during the enrollment process, or the school leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of 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 ~~what they are eligible for—the area of eligibility~~; for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The school leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your school leader's contact information.

Homeroom Teacher (Elementary Students)

~~Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators (FCC) to families, 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 student and his ~~or~~ her Learning Coach 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 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 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, 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 [a-the Family Connections Coordinator role on page 15 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 Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our 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 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. ~~though in some states they may also be teachers at the school, and are known 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 Teams

The Student Support Team (SST) ~~consists of~~ ~~is made up of~~ a number of individuals with various ~~roles at the school, with the goal of supporting each and every~~struggling student's' academic and behavioral ~~needs~~. ~~needs academically and behaviorally. While each team that comes together is based on the needs of the individual student being discussed, any decisions regarding interventions for a student should be made as a team~~ 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 of concern brought to the team by school staff or parents. Parents may also be included as needed. Concerns may be related to academic, performance, engagement, or physical and mental health, needs~~ The team may ~~be comprised of several teachers, and/or staff members, and one or more administrators, school counselors, intervention specialists, and others at the school who may have knowledge of student performance and needs.~~ This ~~team~~ Team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). ~~The Student Support Team meets regularly to discuss student progress as well as new concerns for students who have previously been identified as needing interventions, focusing on discussing and students who appear to be struggling in one or more subjects, and meeting to discuss new concerns not previously identified.~~ Students are identified as ~~needing additional support~~struggling 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 Connexus.

The Student Support Team shares information among its members about a ~~struggling~~ student's' academic and/or other challenges, and makes recommendations for ~~implementation of instructional or other interventions that may be implemented.~~ 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.

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**See the School-Specific Handbook Supplement for additional information.*

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 ~~2018–2019~~2019–2020 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 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 his/her 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 indicate their intent to have their student continue with Connections by completing the “Tell Us Your Plan” Intent to Return Data View which is made available on the Caretaker’s To Do List each year available beginning March 1st of each year. Please follow the timeline presented to you by the school for submitting your response. The Intent to Return response and updated student information should be submitted prior to the end of the school year. 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 ~~can either~~ should contact the Enrollment department at 800-382-6010 to determine what information is needed to reactivate the student's account, from the Caretaker Home Page in Connexus, or contact the Enrollment department at 800-382-6010.

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 that are 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 re-enrollment. 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 ~~will~~ 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~~another K–12 Program*

~~This~~ 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, ~~he~~^{or} she should contact the School Leader or Assistant Principal, [or his/her Designee](#) to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

- 1) 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 (i.e., ~~Intent to Return~~). Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.

- 2) Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10, *Educational Materials Provided by the School and Technology*, for information concerning the return of school equipment and materials as part of the withdrawal process.

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker *must* contact the school leader 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.

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**See the School-Specific Handbook Supplement for additional information.*

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.](#)

3. If the ~~school~~School Leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* available in the [Enrollment section of the Virtual Library](#) and submit it to the school. The ~~school~~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.**

4. **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.***

5. **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 [leader](#) 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 [his/her/their](#) responsibilities and is able to perform them as required. ~~Therefore, one Learning Coach may not support more than four (4) students without special permission from the school.~~ Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the *Location Transfer Request Form* (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

If a student's IEP designates Students who have an IEP that who have been designated as participating in alternative state testing and alternative curriculum, the student is~~are~~ exempt from mandatory Pre-testing, Mid-testing, and Post-testing. However, at the Learning Coach's request, the student may still complete the testing and receive scores as these assessments can be a useful diagnostic tool.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3–12, and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains open throughout the semester. After the semester closes, students ~~have to~~must send WebMail 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 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. 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 mostly multiple choice questions in addition to some 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. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions).

~~**Pretest***: Pretests 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. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions).~~

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 Assessments (CBAs)** —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).
 - VCBA's are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
 - VCBA's 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.
 - DCBA's 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.

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**See the School-Specific Handbook Supplement for additional information.*

****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.****

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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 ~~learned as much as possible from the~~ 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.

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**See the School-Specific Handbook Supplement for additional information.*

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 at date has passed~~, curriculum placement changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students **may** request an extension allowing them to turn in work **up to two weeks** after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee 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 teams.

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 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 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 Connexus

Learning Coaches are expected to record attendance in 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* ~~hours of~~ attendance in Connexus, he/~~or~~-she is not able to edit the student’s attendance. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student’s teacher if he/she wishes to have the attendance record changed. 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

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**See the School-Specific Handbook Supplement for additional information.*

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 his-~~or~~/ 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, he/she may request that the teacher 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 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 his-~~or~~^{er} 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 Connexus, he-~~or~~^{er} she 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 weeks (meaning that any dates that are 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~~local~~ law and regulations. ~~In most states, instructional hours can be distributed differently each day as long as the total required number of instructional hours is met weekly. However,~~ 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 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 his ~~or~~ 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.

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 Systems

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 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 in "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 [hours](#), 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 [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 Connexus Grade Book is available to Learning Coaches and [upper-level](#) ~~these~~ students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Connexus*) and always reflects the student's current status in each course in which ~~she~~ [he/she](#) is 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.

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 ~~Services~~ 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 the student starting his/her 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

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**See the School-Specific Handbook Supplement for additional information.*

Generally, ~~f~~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 his/her high school career. This documentation is used to assist the Academic Placement ~~Services team~~ department and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting ~~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.

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

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**See the School-Specific Handbook Supplement for additional information.*

IDEA, developing and revising Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, and 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, and any 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-~~er~~/ her 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

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**See the School-Specific Handbook Supplement for additional information.*

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 **highly qualified 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 **an** 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 the 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 student turns eighteen (18) after the school year commences, he/she 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 the 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 ~~parent~~ volunteers. ~~Parent~~ 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 – ~~Parent~~ volunteers gather and share information (i.e., school's community message board, Facebook group messages, invitations sent via 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 ~~parent~~ 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 Caretaker assumes responsibility for his/her safety and the safety of his/her student(s). The Caretaker also agrees to supervise his ~~or~~ her student(s) and any other minor children in his/her 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 – ~~Parent~~ 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 ~~parent volunteer~~ 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 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, he/she 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~~counted as a~~ school day upon receiving approval from the school leader or his/her designee. **Please consult your School-Specific Handbook Supplement for more information.** After ~~this~~ approval is granted, Caretakers may record ~~as attendance~~ 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.

Sanctioned events are posted on the school's message board as “sticky” threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. 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, employees, 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 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 Connexus suspended or terminated at the discretion of the school leader. Suspension or termination of Connexus access is the equivalent of being suspended or ~~removed~~[expelled](#) from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or [other locations](#).

**See the School-Specific Handbook Supplement for additional information.*

~~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 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 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. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing 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 WebMail message of the impending suspension or
~~The suspension or termination of a Caretaker or Learning Coach's access to Connexus may or may not impact the student's ability to continue to remain enrolled in and learning at his or 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. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing hose Connexus access is suspended or terminated may appoint another adult as the student's Designated Learning Coach by contacting the student's school's Board in writing to request the Designated Learning Coach Agreement form. If the school does not have a board, the Caretaker or Learning Coach should contact the School Leader, Director of Schools, or Authorizer (see the School-Specific Handbook Supplement for grievance policy). Prior to the termination of the account, the Learning Coach or Caretaker will be notified via 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 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.

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**See the School-Specific Handbook Supplement for additional information.*

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.

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**See the School-Specific Handbook Supplement for additional information.*

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 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 to 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.

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**See the School-Specific Handbook Supplement for additional information.*

- 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-~~or~~_{er} her 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

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because 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

**See the School-Specific Handbook Supplement for additional information.*

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 Connexus Help.

- School Directory
- WebMail messages
- Message Boards
- Virtual Library
- 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 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, 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 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.

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**See the School-Specific Handbook Supplement for additional information.*

FERPA rights are extended to both the Caretaker and non-custodial 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 non-custodial 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 Connexus through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos.

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, student WebMail address, state of residence, student telephone number, and student grade level*) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, *s/he/she* 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 in Connexus. This 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 the Data View.

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**See the School-Specific Handbook Supplement for additional information.*

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 Data View*.

The election on the Media Consent and Release Data View can be changed at any time. From the Connexus Caretaker Home Page, select the student's ☐ and go to the *Media Consent and Release CA-Student Data View*.

~~**Clubs and Activities/Talent Networks:** This *Media Consent and Release Data View* also applies to Connections Media Property pertaining to Clubs and Activities (such as *The Monitor* School Newspaper, *Pens and Lens*, and others) and /or to the Talent Networks (Sports Talent Network, Visual and Performing Arts Talent Network, and Science and Technology Talent Network). An election (Yes or No), must be made in the *Media Consent and Release Data View* in order to participate in Clubs and Activities and/or the Talent Networks.~~

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 Data View* in Connexus. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

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 Data View*.

The election on the *Media Consent and Release Data View* can be changed at any time. From the Caretaker Connexus home page, 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

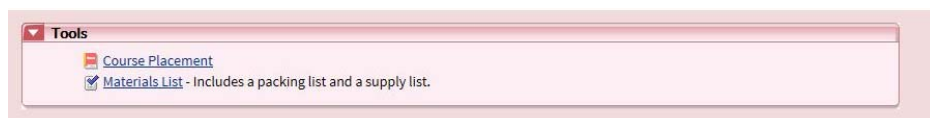
The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a Packing List (in the box of curriculum materials) lists all the items the student should have received. Families should check the contents of the curriculum box against the Packing List and call Connections Academy Support Services at 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 the Packing List, 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 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~~^{will} 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 ~~(contact the school leader for this form)~~^{found in 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 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 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, 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 his/her 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) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. Note: The school leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from his-~~or~~/ 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 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.

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 will be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](https://www.ups.com/dropoff?loc=en_US) (https://www.ups.com/dropoff?loc=en_US)
- [FedEx](http://www.fedex.com/locate/index.html?locale=en_US#start) (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the School-Specific Handbook Supplement.

Important: Any computer files that need to be kept by the family should be extracted and any 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 CD/DVD materials returned 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 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 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

Regular use of Connexus is required in order to participate in the school. The school provides training on using Connexus, and users are required to complete this training. Anyone using Connexus must also comply with the [Terms of Use Policy](#) (Appendix 3). By using Connexus, users agree that they have read, understood, and will comply with these terms.

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 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 Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping his or 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 Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the log in page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Connexus should be sure they have completed all available trainings and accessed the help resources available from their 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 Support Services 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 Packing List. They must notify Connections Academy Support Services within seven (7) school days of receipt of equipment of any discrepancies between the 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 [23.5.7, 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 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 Support Services 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 the computer to be opened.

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 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 Connexus:

- Google Chrome
- Mozilla Firefox
- Internet Explorer 11 or newer

**See the School-Specific Handbook Supplement for additional information.*

- 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 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 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 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 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 Connexus

**See the School-Specific Handbook Supplement for additional information.*

Internet Service Providers (ISPs)

Contact Support Services 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 Support Services 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-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 Terms of Use

Any use of Connexus, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Connexus [Terms of Use](#), which is included in Appendix 3. Any violation of the 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,

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**See the School-Specific Handbook Supplement for additional information.*

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-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 for repairs for the 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 \$400, plus the cost of shipping a replacement, provided that the following information is 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 message or by calling Support Services) 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 Technical Support for any and all repairs and must follow all instructions for repair as directed by the 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

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 Support Services

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@connexus.com, or by using the WebMail message feature in Connexus and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

The Support Services 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 Support Services at any time.

The Support Services Team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the Packing List.
- A user cannot log in to 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 Support Services via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Support Services 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 Support Services via email, include this information in the email subject line, in the voicemail message, or to the Support Services representative.)
- Level of severity
- Detailed description of the problem, including any steps required to reproduce the problem

The Support Services representatives' response times depend on the severity of the issue. Support Services 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.

APPENDIX 1 – HONOR CODE

Connections Academy ("[Connections](#)"), a virtual school dedicated to student achievement at the highest level, expects academic honesty to be a core value for all its students, Caretakers, and staff. We believe that by making the choice to enroll in an online school program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential. Cheating, plagiarizing, and other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. We therefore require all students to indicate their agreement to abide by Connections' expectations for academic honesty by signing the Honor Code during enrollment. Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code. By making the choice to enroll in an alternative, study-at-home program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

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**See the School-Specific Handbook Supplement for additional information.*

~~Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. Our Honor Code serves to reinforce our students' commitment to academic excellence, and all students in grades six and above must sign this Honor Code as part of the Connections Academy enrollment process.~~

As a Connections Academy student, I know that academic honesty is critical to my own success, as well as to the mission of my School. I also understand that an Honor Code is, by its nature, not limited not only to only those situations spelled out in the code, but includes the overarching spirit of honesty and ethics implied by the written code. I agree that I will uphold not only the letter of this code but also its implied intent of ongoing commitment to full academic honesty.

I agree that I will ...

- never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own.
- never post ~~exam or quiz~~assessment answers on the Internet or in other public places or otherwise share assessment answers, nor use answers from posted ~~exams or quizzes~~assessments.
- never provide a forged document or signature to the School.
- never plagiarize in written, oral, or creative work.
- be well-informed about plagiarism and not use “lack of knowledge” as a reason for engaging in plagiarism.
- take assessments only after I have completed the lessons leading up to that ~~test or quiz~~assessment.
- never give or receive unauthorized assistance on assessments. I understand that all assessments are “closed-book” and that my Learning Coach shall not provide assistance in determining answers on assessments.
- read and understand the contents of both the *Student Handbook: General Portion* and my school's School-Specific Handbook Supplement, or have my Learning Coach read and help me understand these documents if I am too young to do so on my own.
- adhere to all Connections Academy Student Conduct guidelines for proper use of the internet and of all Connections Academy's equipment or materials provided to me.

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**See the School-Specific Handbook Supplement for additional information.*

- accept the consequences, including disciplinary action, of breaking this Honor Code (More information on Discipline and Due Process for Students can be found in the School-Specific Handbook Supplement).

My signature below confirms that I have read, or have had read to me, understand, and agree to abide by, the Connections Academy Honor Code.

Student Signature & Date

Caretaker Signature & Date

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed and Updated: ~~November 21, 2017~~ January 24, 2018

This FERPA Annual Notification and 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 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~~ Unless a school is provided with evidence that there is a court order or State-state law that specifically provides to the contrary. ~~Otherwise~~, both custodial and noncustodial parents have the right to:

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**See the School-Specific Handbook Supplement for additional information.*

1. Access and inspect their children's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes 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~~ School must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review 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 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 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 the Connections Education LLC and its affiliated schools:

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

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the *Disclosure without consent* list or not categorized as Directory Information.

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**See the School-Specific Handbook Supplement for additional 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-mail to privacy@connectionseducation.com or legalprivacy@pearson.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 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 Connexus.

Last **Reviewed and Updated:** ~~October 23, 2017~~ [January 24, 2018](#)

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**See the School-Specific Handbook Supplement for additional information.*

Applicable To All Users

Acceptance of Terms

By using this Education Management System (“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 Connexus[®] and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Online & Blended Learning K-12 USA (“Connections”) and included in, or available through, Connexus[®], (“Connections Content”) as well as any content owned or licensed by a third~~3rd~~ party content provider that is included in, or available through Connexus with that third~~3rd~~ party’s permission (“Third~~3rd~~ Party Content”) (Connections Content and Third~~3rd~~ Party Content collectively, “the Content”). If the User is a minor, he/~~or~~ she shall be the responsibility of his/~~or~~ her parent/guardian, who shall ensure that the User adheres to the Terms.

Any Third~~3rd~~ Party Content uploaded or otherwise made available by a Third~~3rd~~ Party is and remains the sole property of the Third~~3rd~~ Party or the Third~~3rd~~ Party licensors. By uploading or otherwise making available any Third~~3rd~~ 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~~3rd~~ Party Content through the channel into which you have uploaded or authorized Connections to upload the Third~~3rd~~ Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the Third~~3rd~~ 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~~3rd~~ Party, Third~~3rd~~ Party Content may be removed, obscured, altered or modified by the Third~~3rd~~ Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus[®] log-in page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Connexus.

Permitted Use

Connexus® 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® 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 Connexus®, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus®.

Any use of Connexus® for the following purposes is strictly prohibited. By using Connexus®, you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
- copy or distribute content included in Connexus® (including postings on the Message Boards, WebMail 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 Connexus[®] (including posting on the Message Boards or in WebMail 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 messages or e-mail
- 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 “Log-in Information”) for the purpose of accessing Connexus® and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus® and/or the Content by unauthorized persons using a User’s Log-in 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 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 ~~of the~~ information available in Connexus® 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 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 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 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 or celegalprivacy@pearson.com.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Connexus ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on 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

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 or legalprivacy@pearson.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

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 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 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 Connexus is also subject to the [Privacy Policy](#), which is part of these Terms.

Export Control

Connections controls and operates Connexus 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 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 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 Connexus. However, materials available through 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 Connexus or for any defamatory, offensive, infringing, or illegal materials contained on Connexus or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus at its sole discretion and without liability of any kind.

Disclaimer of Warranty

USE OF 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 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 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, 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 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 HIS OR HER USE OF 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, 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 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 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 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 by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of 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 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 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 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 Connexus.

Additional Terms Applicable to the Connections Community of Schools WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail 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 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 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 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 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 to a Message Board or other Communication Services or anything sent via Connections WebMail, 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 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 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.

~~For Users enrolled in schools that are managed by Connections, only, by providing this information, Users within the Connections community of schools grant to Connections and to their school, a license to edit, use, reproduce, publish, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.~~

Users may also have the opportunity to participate in a LiveLesson® ~~session or view a previously recorded lesson~~. 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 Connexus.

Last updated: ~~November 24, 2017~~ January 24, 2018

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the global learning company, Pearson, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our Education Management Systems, Connexus or ~~ROADS®~~ (collectively, the "Websites"), or contact us by phone or other means. This Privacy Policy applies to the Websites where this Privacy Policy is posted and 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 Privacy Policy on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. **By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.**

Information We Collect

We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.

Non-U.S. Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide to us is being provided to us in the United States and will be hosted on United States servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

Non-Personally Identifiable Information

Each time you visit a Website, information is automatically gathered such as your IP address, domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline cookies, you may not be able to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

We may use third-party cookies as part of remarketing activities we conduct with Google and/or other third-party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third-party cookies may record your visits to our Websites and web sites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. You may choose to be exempt from the use of Google remarketing cookies at the [Google advertising privacy page](#). Alternatively, you may opt-out of remarketing on the Google network and similar networks at the [Network Advertising Initiative opt out page](#). Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Personally Identifiable Information

We may collect personally identifiable information you provide voluntarily when requesting information, catalogs, enrollment, or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Connections uses personally identifiable information voluntarily supplied by you to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested. For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in 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.

~~Similarly, if you participate in a virtual learning program through your school and the school has contracted with Connections to utilize ROADS® in connection with the school's virtual learning program, personally identifiable information about you will be input into ROADS® by you and/or your school to facilitate the provision of virtual learning services to you.~~

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 ~~and ROADS®~~ 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 ~~ROADS®~~ 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.

If you do not want to receive information unrelated to your enrollment in the school via email from Connections, you can email us at unsubscribe@connectionseducation.com to be excluded from receiving emails from Connections. If you do not want to receive any further information from Connections you can also call us at 877-550-1115 and ask to be removed from all of Connections' contact lists.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use; to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our employees, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally identifying information with third parties, except with your prior approval and in compliance with federal and state law.

Message Boards/Discussion Threads

We may offer message boards, or discussion threads through Connexus® or other education management platform. We may also offer LiveLesson sessions; the Connections virtual classroom environment. Please remember that anyone may read your postings on a message board or discussion thread, or view LiveLesson session content. Furthermore, any information that you submit to a message board, or discussion thread, or comments (verbal or in chat pod) included in a LiveLesson session, will then be disclosed and available to all users of that message board, discussion thread or LiveLesson session and is therefore no longer private or protected. We do not guarantee the security of such information that you disclose or communicate online in public areas such as message boards, discussion threads and in LiveLesson sessions. Therefore, all postings or discussions threads made by you are with which you participate are at your own risk.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA).

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at celegalprivacy@pearson.com or privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com or celegalprivacy@pearson.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 ~~or~~ her 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

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**See the School-Specific Handbook Supplement for additional information.*

Email: privacy@connectionseducation.com legalprivacy@pearson.com

Security

Connections takes reasonable steps to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

California Privacy Policy

California's "Shine the Light" Law

California residents have the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may send an email to

privacy@connectionseducation.com legalprivacy@pearson.com with "Request for California Privacy" in the subject line write to Connections Education LLC 10960 Grantchester Way, Columbia, MD 21044 Attn: Legal.

California Do Not Track Disclosures

1. Online Tracking and Advertising

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**See the School-Specific Handbook Supplement for additional information.*

We and certain service providers operating on our behalf collect information about your activity on our websites and applications using tracking technologies such as cookies, Flash cookies and Web beacons. Definitions for these tracking technologies, as well as information regarding how to disable them, are available below. This tracking data is used for many purposes including, for example, to:

- Provide useful features to simplify your experience when you return to our sites and applications
- Deliver relevant content based on your preferences, usage patterns and location
- Monitor and evaluate the use and operation of our sites and applications, including technical information about the device or browser you use to access our sites such as your device's IP address, cookie string data and (in the case of mobile devices) your device type and mobile device's unique identifier such as the Apple IDFA or Android Advertising ID
- Analyze traffic on our websites, including your browsing activity on our sites, which pages you visited and when
- Track the online ads we have served (or attempted to serve) to you, including how many times an ad has been served to you, what page the ad appeared on, and whether you clicked on or otherwise interacted with the ad

Tracking data collected by us and our service providers generally does not identify you personally and is not associated with your registration account. Should we associate this tracking data with your registration account, we will treat it as personal information.

2. Online Tracking Technologies

Examples of online tracking technologies include:

Cookies. Cookies are pieces of information that a website places on the hard drive of your computer when you visit the website. Cookies may involve the transmission of information from us to you and from you directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use cookies to bring together information we collect about you. You can choose to have your computer warn you each time a cookie is being sent, or you can choose to turn off all cookies. You do this through your browser settings. Each

- browser is a little different, so look at your browser Help menu to learn the correct way to modify your cookies. If you turn cookies off, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Flash cookies. We may use local shared objects, sometimes known as Flash cookies, to store your preferences or display content based upon what you view on our site to personalize your visit. Our third-party service providers also may use Flash cookies to collect and store information. Flash cookies are different from browser cookies because of the amount of, type of, and how data is stored. Cookie management tools provided by your browser will not remove Flash cookies. Learn how to [manage privacy and storage settings for Flash cookies](#). If you disable Flash cookies, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Web beacons. Web beacons are small pieces of data that are embedded in images on the pages of sites. Web beacons may involve the transmission of information directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use web beacons to bring together information we collect about your browsing behavior.

3. Do Not Track

You can opt-out of our tracking your online activity for targeted advertising purposes

(Do Not Track): We respond to "do not track" or "DNT" signals sent from your browser. If our websites receive a DNT signal during a visit, we will not link data we collect to your browser identifier so that new data collected about you will not be used by us for targeted advertising purposes, but older data collected about you may still be used. You may [choose not to receive targeted advertising from us and our service providers](#). To opt-out of tracking by us you should select "AdRoll" and follow the directions on this site. If you opt-out we may still collect some data about your online activity for operational purposes.

Currently, there are various browsers (such as Internet Explorer, Firefox and Safari) that offer a DNT option that allows you to set the DNT signal on your browser so that third-party sites know you do not want to be tracked. For more information on DNT or information on how to set the DNT setting in your browser, go to the Do Not Track website: <http://donottrack.us/>.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com or celegalprivacy@pearson.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.

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**See the School-Specific Handbook Supplement for additional information.*

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat offenders takes 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 Support Services team. The Support Services 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: ~~May 19, 2013~~ 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 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

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**See the School-Specific Handbook Supplement for additional information.*

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-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:

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**See the School-Specific Handbook Supplement for additional information.*

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, within 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 message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific "Academic Placement Advisor" option (located under "Placement" in the WebMail 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 courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a WebMail message to "Technical Support" for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3, or send a WebMail message to "General Information" (located under Parent and Student Services in the WebMail 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.

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**See the School-Specific Handbook Supplement for additional information.*

Parent and Student Services

The WebMail 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.



From: Amy Pymm
To: California Online Public Schools Board of Directors
Re: School-Specific Handbook Supplement for 2019-20

Attached for board approval is a redlined version of your School-Specific Handbook Supplement for SY 2019-20. This document has been provided to and reviewed by your Board's handbook designee, and carefully reviewed by your school's leadership team and key Connections Academy staff. Once board-approved, the Supplement will be posted on the Virtual Library in early March, 2019 for the opening of enrollment for the 2019-20 school year. Just as a reminder, the Supplement 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 your School-Specific Handbook Supplement is provided below.

General Information

- *The school year 2018-2019/18-19 was updated to 2019-2020/19-20.*
- *School names, acronyms and links were updated throughout and placeholders were added for CalCA Central Coast information. The '@' will be removed from each schools name. Links to such items as the School Accountability Reports and Local Control Accountability Plans will be updated.*

2.1 Mission Statement

Mission Statement was updated for the 2019-2020 School Year.

3.1 Roles and Responsibilities

The link to the CalCA School Title I Parent and Family Engagement Policy and Compact was removed, and will be added for 2019-2020 school year once it is approved.

3.4.1 2018-2019 School-Year Calendar

Dates in the heading were changed and the 2018-2019 calendar was removed until the 2019-2020 calendar is approved. Upon approval, the 19-20 SY calendar will be added to the handbook.

3.5 Enrollment, Withdrawal and Transfers

Information was added for military families who are moving outside of one of the CalCA service areas.

6 High School Programs and Policies

- *Information was added regarding High School Peer Monitoring.*
- *Additional information was added regarding California Connections Academy Central Coast accreditation.*
- *Additional information was added regarding work permits issued to high school students.*

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.



California Connections Academy School Handbook Supplement

20182019-~~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

~~The mission of California Connections Academy is to leverage 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 California Connections Academy 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.~~

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.

- [California Connections Academy Schools \(CalCA\) Title I Parent and Family Engagement Policy and Compact](#)

***The 2019-2020 CalCA Title I Parent and Family Engagement Policy and Compact will be added once it is approved. ***

3.3 School Information

School Information	School Contact
CalCA SoCalapoCA (Capistrano) Phone	(949) 461 - 1667
Fax	(949) 240 - 7895
Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCAenCA (Central Valley) Phone	(559) 713 - 1324
Fax	(559) 746 - 0497
Mailing Address	Mailing Address Only: 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCAN (North Bay) Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	Mailing Address Only: 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCAR (Ripon) Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	580 N Wilma Ave Suite G Ripon CA 95366
CalCA Central Coast	Need to add contact info here for 19-20
School Leader <u>School Leadership</u>	Richard Savage, Executive Director Kara Mannix, High School Principal and Ripon Site Administrator Heather Tamayo, Middle School Principal and Capistrano Site Administrator Marcus White, Elementary School Principal and Central Site Administrator Leslie Dombek, High School Assistant Principal and North Bay Site Administrator Scott Ervin, High School Assistant Principal

	Lauren Cunningham, 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 Tanya Gustin, Director of Student Services
Board of Directors	California Connections Academy Schools Board of Directors is California Online Public Schools (CalOPS)
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 ~~five~~^{four} 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, Santa Clara, 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
Californiapistrano Connections Academy Southern California*	California Connections Academy @ Capistrano SoCal	CalCA SoCal @ Capistrano	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy @ Central** (formerly Central California Connections Academy)	California Connections Academy @ Central Valley	CalCA @Central Valley	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

[*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.

[CalpeCA Southern California – \(formerly known as Capistrano Connections Academy\)](#)

[CalCA_North Bay – Connections Academy @ North Bay](#)

[CalCA_Ripon – Connections Academy @ Ripon](#)

[CalenCA Central Valley – Connections Academy @ Central Valley](#)

[CalCA Central Coast—to be published in February of 2020](#)

Printed copies are available upon request from the [Sschool Leaderprincipal](#).

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.

[CalpeCA-CalCA Southern California – \(formerly known as Capistrano Connections Academy\)](#)

[CalCA_North Bay – Connections Academy @ North Bay](#)

[CalCA_Ripon – Connections Academy @ Ripon](#)

[CalenCA-CalCA Central Valley – Connections Academy @ Central Valley](#)

[CalCA Central Coast—coming soon](#)

Accreditation

[TheAll ffour \(4\) CalCA schools which have operated in the past are accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges \(WASC\).](#)
[CalCA Central Coast expects to receive initial accreditation from WASC during its first year of operation in 2019-20](#)

3.4 School Schedule

3.4.1 The ~~2018~~2019-2019-2020 CalCA School Year Calendar

The school calendar will be updated once approved

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 or NA 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 3, 2018
First Day of School	School in Session	September 4, 2018
Veterans' Day	No School in Session	November 12, 2018
Thanksgiving Break	No School in Session	November 19-21, 2018
	School Closed	November 22-23, 2018
Winter Break	School Closed	December 24, 2018-January 1, 2019
	No School in Session	January 2-4, 2019
Martin Luther King, Jr. Day	School Closed	January 21, 2019
First Semester End Date	NA	January 30, 2019
Teacher work day	Staff Work Day	January 31, 2019
Teacher Holiday	No School in Session	February 1, 2019
Second Semester Start Date	NA	February 4, 2019
Presidents' Day	No School in Session	February 18, 2019
Spring Break	No School in Session	April 15-19, 2019
Memorial Day	School Closed	May 27, 2019
Last Day of School	School in Session	June 18, 2019
School Closed - Additional Administrator/12 Month Employee Days: July 9-13, 2018		

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 week students should be engaged in school-approved educational activity.

Grade Level	Recommended Average Hours per Week	Required Annual Hours
Kindergarten	17 hours	600 hours
Grades 1 – 3	24 hours	840 hours
Grades 4 – 8	25 hours	900 hours
Grades 9 – 12	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.

3.5 Enrollment, Withdrawal, and Transfers

*No student will be involuntarily removed¹ 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.

¹ Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

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 [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 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 (e.g., science labs), 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, such as in-person science labs, must provide proof of all state-required vaccines or a proper exemption, such as a medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in these activities. California Connections Academy considers its optional in-person science wet labs as the only in-person "classroom instruction" currently provided by the educational program.*

See Section 8 - Definition of Classroom Instruction for additional information. Caretakers should contact the School with any questions.

School Meals for Students

Since California Connections Academy Schools are virtual charter schools, and no classroom instruction is held in facilities operated by the school, no meals are required to be offered to students under state law.

Military & Family eEligibility

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.

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.

Enrollment Following a Change of Residence

If a family undergoes a "Permanent In-Area Location Change" as defined in the School Handbook: General Portion, but maintains residency in a county served by the 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 the 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, all students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all of the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state standardized testing is available on the [state website](http://www.cde.ca.gov/ta/tg/ca) (<http://www.cde.ca.gov/ta/tg/ca>).

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

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Education Management System (Connexus) and the school verifies that the attendance records are accurate. 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 week:

Grade Level	Recommended Average Hours per Week
Kindergarten	17 hours
Grade 1-3	24 hours
Grade 4-8	25 hours
Grade 9-12	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 weekly totals listed above to ensure compliance with state regulations. 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.

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 contact the school’s designated Attendance Manager for further assistance.
- **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.

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 also 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. The CalCA Schools offer a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work.

Due to this flexibility, 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 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 if he/she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

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 may 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 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. Unexcused absences on a student’s attendance record may result from lack of sufficient work completed.

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.

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 each school is listed below.

[Mathematics Placement Policy - California State Connections Academy So Cal](#)

[Mathematics Placement Policy - Connections Academy @ Central](#)

[Mathematics Placement Policy - Connections Academy @ Ripon](#)

[Mathematics Placement Policy - Connections Academy @ North Bay](#)

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 is completed, students will be able to complete their overdue assignments.

**Note: If students are following the planner each day, they will be current with lessons, so they will not have to worry about the Mid-Semester Deadline.*

Graduation and Diploma Requirements

To be eligible to receive a diploma from California Connections Academy, 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 ~~5~~2.5 of the credits (or ~~10~~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
<p>Language Arts – 4 credits</p> <ul style="list-style-type: none"> • 4 years of approved English courses, usually following this pattern: • English 9 • English 10 • English 11 • English 12 	<p>Language Arts – 4 years</p> <p>4 years of college-prep English that include frequent writing, and reading of classic and modern literature</p>	<p>Language Arts – 4 years</p> <p>4 years of college prep English composition and literature</p>
<p>Mathematics – 2 credits</p> <ul style="list-style-type: none"> • Algebra I (or higher)* • Other Mathematics <p>*If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Algebra <p>*4 years recommended</p>	<p>Mathematics – 3 years</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II or higher <p>*4 years recommended</p>

Science – 3 credits <ul style="list-style-type: none"> • Biological Science • Physical Science • Other Science 	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biology • Chemistry <p><i>Note: Physics may be substituted for either Bio or Chem</i></p> <p>*3 years recommended</p>	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biological Science • Physical Science
Social Studies 3 credits <ul style="list-style-type: none"> • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit) 	Social Studies 2 years <ul style="list-style-type: none"> • World History • U.S. History • *can take US History (.5 year) and American Government (.5 yr) OR • Economics (.5 year) 	Social Studies 2 years <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Health (.5 credit) • PE (2 credits) 	Physical Education 0 years	Physical Education 0 years
Technology 1 credit <ul style="list-style-type: none"> • Any Technology 	Technology 0 years	Technology 0 years
Foreign Language ,Art, OR CTE (Career and Technical Education) 1 credit	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended	Foreign Language 2 years <i>Must be in the same language</i> *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. “a-g” approved courses for Connections Academy appear on the [University of California Doorways Home website](http://www.universityofcalifornia.edu/doorways). (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.

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](http://www.universityofcalifornia.edu/admissions) (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 California Connections Academy 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 and Adjudicated Youth Graduation Requirements

A student identified as foster, homeless or adjudicated and enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless 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, may be granted exceptions to CalCA coursework and/or other requirements on a case by case basis. The school will make a determination on any exceptions based on school policy and state law. 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.

See the California Department of Education website at

<http://www.cde.ca.gov/ci/gs/hs/hsgtable.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.

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. The class is given for credit for high school students.

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 and Transferability of High School Credits

TheAll four (4) 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 will be seeking WASC accreditation during its first year of operation, and expects to receive initial accreditation prior to the end of the 2019-20 school year.

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.

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. Exceptions to the graduation date policy may only be made by the Executive Director upon recommendation by the High School Principal or Director of Counseling Services.

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 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 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. 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.

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. 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 and processing time will be needed through the end of September. Contact the student's Counselor for more information on the process and timeline. Students must be in good standing at 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.

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>

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>.

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 regarding Location Transfers.

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.

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.

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 in person science wet labs, educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, only in person science wet labs are considered “classroom instruction” by school policy. While these wet labs exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under California’s AB 1871.

9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION

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 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:

CapoCA – [Capistrano Connections Academy Uniform Complaint Procedure](#)

CalCAN – [Connections Academy @ North Bay Uniform Complaint Procedure](#)

CalCAR – [Connections Academy @ Ripon Uniform Complaint Procedure](#)

CenCA – [Connections Academy @ Central 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 removed² 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 Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide written notice to the Caretaker of the student of its determination and 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.

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 missing materials may be provided to you.

10.2.2 Technology Provided by California Connections Academy

Consult the [Hardware and Connectivity](#) section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below.

The School typically provides one computer per household upon request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may take action against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

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

APPROVED BY:

Capistrano Connections Academy

Alpaugh Academies

Friends of California Virtual Education

BACKGROUND and INTENTION:

The Governing Boards of California Connections Academy Schools recognize 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 adopt a policy on pupil suicide prevention, intervention, and postvention. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment in order to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, (administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or Designee will ensure that the policies and procedures are reviewed periodically 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
 3. Responding After a Suicide Death (Postvention)
 4. Which include training for all appropriate employees.
 5. 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.
 6. 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.
 7. 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 reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors.

Consequently, California Connections Academy 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.

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 and 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.

APPENDIX III: HOMELESS POLICY

Homeless Education, Title X: McKinney-Vento Policy

California Connections Academy Schools

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 it does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

Training

The local liaison(s) will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an

opportunity to succeed academically. The liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED as REVISED by the Board of Directors on: August 28, 2018

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

FINANCIAL REPORT

Submitted for January, 2019

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written financial report for CalCA schools

DATE: January 21, 2019

BACKGROUND

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.

AUDIT and TAX INFORMATION:

The final audit reports were submitted to all authorizers, county offices and the state prior to the December 15 deadline. The audit of federal expenditures (referred to as a "single audit") was submitted via the federal online portal in January. A letter was received from CDE regarding the audit finding related to interest earned on Title funds with a request for repayment of any interest earned in excess of the allowable limit. A response is due back by the end of the month, and CUSD will be cc'd on the response.

Due to filing of the usual extension, the tax returns covering the period from July 1, 2017 through June 30, 2018 are due May 15 for the three non profit corporations. In addition, final close out tax returns are needed for the Capistrano and FoCVE boards covering the period from July 1, 2018 through August 27,

2018. We are currently finalizing some information needed, and then staff will review the draft tax returns. Board review is required prior to submission. We will send the tax returns for board review via email. Expect to receive the drafts in the next month and provide any feedback within a week of receipt.

We still have not received any updates regarding the IRS audit of the FoCVE tax returns.

COMPLIANCE AND POLICY ITEMS:

P1 attendance reports:

The schools reported attendance for the first period (P1), which is not the final report but which does cause a modification to the state's disbursement of cash to schools. The reports were submitted during winter break to each authorizer and county office. On occasion, we get inquiries as to why the reported attendance is higher than the year before, which is explained based on growth of enrollment each year. Note that the ADA is expected to increase slightly by the P2 reporting period, since enrollment continues through the end of February. The table below shows the actual ADA reported:

School	P1 ADA	% in Grades 9-12	Percent who live within district boundaries
Capistrano	3,567.06	51%	4.2%
Ripon	1,200.65	50%	1.5%
Central	447.68	46%	0%
North Bay	176.90	56%	3.6%

Other compliance items:

The first interim reports were submitted prior to the December 15 deadline, and the final versions, as submitted to the authorizers and county offices, are included in the board packet for ratification. The second interim reports will be prepared after the January fiscal info is finalized. We do not expect a budget revision to be needed at this time, especially since the board approved a budget revision in December, but if there are significant additional changes seen, we may bring a revised budget back to the boards at the February meeting so that the budgetary information reported for the second interim is the most up to date possible.

The annual "Fall 1" reporting to the state via CALPADS was completed by the state deadline. The report is a census for the first Wednesday in October; this year that was October 3. The Fall 1 reports are primarily enrollment counts, including the population of students referred to as "unduplicated" which includes low income students, English language learners and foster youth. These counts are one of the main factors affecting the school's funding under LCFF. We are now in an amendment window to "clean up" the data which was extended until Jan 28. Typically our enrollment and unduplicated pupil counts go down slightly during the amendment, due to removal of students from the count who are dual enrolled elsewhere or who are coded as "no shows".

The School Accountability Report Cards (SARC) are required of all public schools annually and report on wide variety of subjects, including finances, staffing, test results, facilities, materials, etc. The schools will post the report through the CDE's online SARC reporting interface with a link posted to the CDE website by February 1 each year, reporting on the prior school year. The reports were completed early this year, using a new service that assists with pre-populating data as well as with formatting and process. This service is provided from Document Tracking Services and is used by many districts and charter schools to assist with various reports.

Some additional mid-year changes to the State Handbook Supplement are being presented to the boards for approval. These are needed due to some new requirements which went into effect on January 1 as well as some clarification and additional language on some school policies and programs in effect this year. The Connections compliance team assisted with the updates, which carry over into the 2019-20 handbooks. Because there were so many new laws affecting charter schools this year, additional changes to the 19-20 handbook may take place in the coming months.

California legal counsel provided additional input and recommendations for the Independent Study policy and Master Agreement, so those items are on the agenda for consideration. The policy will go into effect immediately and the Master Agreement will be used for the 2019-20 enrollment process. Research is still being done on how to collect digital signatures from parents and students. Collecting digital signatures from teachers is working well this year.

CORPORATION MERGER

The transition for paying all CalCA employees directly from the CalOPS bank accounts under the CalOPS tax ID number took much effort by many, but the first payroll on January 15 was successfully paid. The schools will need to monitor cash flow more carefully as sufficient funds will need to be maintained in the account designated for payroll expenditures. Orange County Department of Ed, which processes the payments to the CalSTRS retirement system, will also be taking those payments directly from the Capistrano school account in the OCDE county treasury. Each school will need to pay its share of payroll costs, including taxes and retirement, back to the Capistrano school. Costs for other benefits, such as health benefits and 401K will continue to be billed from Connections and paid via the monthly invoices.

The four remaining accounts that were under the old corporations will be closed out soon with any funds transferred to new accounts that have been opened. All new accounts are non interest bearing but due to low interest rates and the cost of bank fees, this will provide the greatest costs savings.

CHARTER RENEWAL and APPROVAL ACTIVITIES

The annual oversight visit for the Ripon school will be scheduled soon.

The charter renewal for the North Bay school was formally submitted on January 16, and the school expects to attend the public hearing on February 13, with a vote in March.

The MOU with CUSD to finalize the charter renewal has been negotiated between our legal counsel and CUSD's and is slated for approval on January 24 by the CUSD Board. Further information about the agreements in that document will be presented at the Board meeting. Additional follow up per the MOU will be needed, including negotiation of an operational MOU for the upcoming school year. CUSD requested that the school name change be approved in a separate document and board action, so that information has been provided for ratification by the CalOPS board.

The documents to establish California Connections Academy Central Coast were submitted to CDE and it is expected that the State Board of Education will assign the charter number at its March meeting.

Submission of a new charter application to the Scotts Valley Unified School District may take place in February, following additional meetings with school district leadership. A school authorized in Santa Cruz county would add four new counties and would have one overlapping counties with the Ripon school.

BUDGET DEVELOPMENT PROCESS

Each year the school leadership provides an update to the Board on the budget development process. The enrollment estimates for 2019-20 are the first step in the budgeting process. The state has recently released the Governor's proposed budget for 19-20, which includes public school revenue estimates. Revenues are calculated based on the projected enrollment counts, demographics, state per pupil funding, and any additional funding sources available, such as federal funds. State funding usually changes after income taxes are collected, so revenues are usually adjusted in the draft budget in late May. For expenditures, the first and most important item is the staffing forecasts, which are created to be sure the school is adequately staffed, the students' needs will be met, and the compliance tests will be adhered to. The fee schedule for the Connections services is applied, and any changes to the fee schedule are incorporated. Finally, other expenses are evaluated, including both continuing expenses as well as any new expenses due to new supplements to the school program, or changing circumstances. Most expenses are projected based on what was spent the previous year, and increases are estimated. Whenever any new project or program is considered, the impact on the entire budget must be considered. In addition, with the many shared expenses, the way the expenditures are allocated is also taken into consideration. The last steps include analyzing budgetary expenses related to the LCAP priorities, goals, actions and services as well as adjusting the revenues based on the updated state fiscal info received in May each year. If there are budgetary restrictions imposed by any of the authorizers, those are also taken into consideration during the budget development process.

MONTHLY FINANCIAL REPORTS

Highlights of the monthly financial information is reviewed below. Note that this includes two months: November and December.

All CalCA

There are several trends which are common across all the schools which are described below. Variations between schools are also noted below this month.

- ❖ Enrollment projections are below the revised budget for Capistrano and Ripon, while Central is projected to be slightly above budget and North Bay has not changed much. An enrollment “bump” often takes place in February at the start of the second semester, so this will be revisited in the next few months.
- ❖ The cost for short term substitutes continues to be high and is expected to be even higher as the year progresses. This is primarily due to a number of teachers on leave, but also is impacted when open positions are not able to be filled by CalCA new hires. The Capistrano and North Bay schools are projected to be above budget on this line item while the other two schools will be below budget.
- ❖ The College and Career Grant should be spent by the end of this school year. Capistrano should not have an issue spending all the grant funds, but North Bay, Central and Ripon might. An overnight college tour is being planned for the spring which will be primarily focused on students in those schools.
- ❖ The student technology assistance costs for school laptops is projected to be higher than budgeted for all schools.
- ❖ Science lab costs will likely shift as the cost of instructors has been completely moved to compensation costs effective in January.
- ❖ Professional development and travel costs are projected to be below budget for all schools.

Ending Balances for the year

- Capistrano is still expected to end the year slightly in the positive although the projected positive balance is likely to be lower than the revised budget unless additional expenditures are reduced or enrollment increased above projections.
- Central, North Bay and Ripon are all currently expected to end the year lower than what was budgeted, with Central still having a positive ending balance for the year, but North Bay may be negative. It is still early however to fully predict what expenditures may change by year end.
- Service credit may be needed for Ripon, but so far none of the other schools should need one. We will revisit this next month to see if a partial service credit should be applied in January.

Balance Sheets:

As of the end of December, outstanding invoices (not including those being approved by the board in January) for all schools were as follows:

- Central owes for the October invoices.
- North Bay owes for the September and October invoices
- Capistrano owes for September and October invoices, plus a small balance for August.
- Ripon owes for part of the June invoice plus all invoices for this school year.

2019-20 INDEPENDENT STUDY MASTER AGREEMENT

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her-[/their](#) grade-specific studies.
2. Enable the student to successfully complete his/her-[/their](#) assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Connexus), and the Personalized Learning Plan (PLP).

The student's work will be evaluated regularly by his/her-[/their](#) teacher using the methods specified in this Master Agreement, Connexus, and the PLP. All parties agree to report to the teacher regularly, in accordance with the frequency, time, date, method, and location specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is a companion document to [and incorporated by reference in](#) this Master Agreement and is also included as part of each Monthly Assignment and Work Record.

II. Studies

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

III. Regular Reports

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

IV. Methods of Evaluation

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

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in the PLP, Connexus, and lesson manuals.)

VI. Resources

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

VII. Conditions of Independent Study

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

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

5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code 51745(c)) Questions about a student’s IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance.
7. Parents/guardians of all high school students under the age of 18 have reviewed, understand, and agree to the course of study and possible course credits found in Connexus and which is [incorporated by reference in and](#) considered part of this Master Agreement.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
 - a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
 - b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
 - c. English language testing (the ELPAC) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
 - d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Learning Coach Agreement and the School Handbook in order to be enrolled in this Independent Study School. Any breach may result in a review of this Master Agreement and the student’s placement in this

Independent Study School. The signature, including a digital signature, of the parent/guardian grants permission for the specified student to participate in Independent Study as outlined in this Master Agreement.

2019-20 INDEPENDENT STUDY MASTER AGREEMENT

2019-20 INDEPENDENT STUDY MASTER AGREEMENT

Student Information

Legal Last Name	Legal First Name	Legal Middle Name
<input type="checkbox"/> Male <input type="checkbox"/> Female / /	2019-20	
Gender (Optional or write in alternative)	Date of Birth	Grade for 2019-20 School Year School Year
Street Address	County	
City	State	ZIP Code
Home Phone	Work Phone	Mobile Phone

Agreement to Terms

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

(NOTE: All signatures must be obtained, including the student signature, regardless of the student's age. Electronic signatures are only acceptable if obtained through the school's secure online platform using an unique username and password. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

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

Internal Use Only:		Date Agreement Begins: _____		Date Agreement Ends: _____	
California Connections Academy School:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising Teacher Name (Last, First Middle)		Signature		Date	

Agreement to Terms

CALIFORNIA ONLINE PUBLIC SCHOOLS INDEPENDENT STUDY POLICY

Submitted for review on January 22, 2019
To become effective immediately upon approval

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

Capistrano Connections Academy/California Connections Academy Southern California*
California Connections Academy @ Central
California Connections Academy @ North Bay*
California Connections Academy @ Ripon
California Connections Academy Central Coast (to begin operations in 2019-20)

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

*School name changes are in process. CalCA North Bay will have the @ sign removed.

The Independent Study Program

The Board of Directors ("Board") of California Online Public Schools ("Board") has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Independent Study Program is an optional alternative instructional strategy by which students in grades K- 12 may reach curriculum objectives and fulfill promotion requirements. Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.

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

California Connections Academy Schools' Independent Study Program option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in Independent Study to complete their school's adopted course of study within the customary time frame.

Students enrolling in Independent Study Program must be residents of an eligible county served. Eligible counties are counties in which the authorizer of each charter school are located, plus all counties geographically contiguous to those. Enrollment eligibility shall not be based on the address of parent/guardian employment. The school will not claim apportionment funding for any student who lives outside of these geographical boundaries unless otherwise permitted by law.

Students in California Connections Academy Schools' Independent Study Program shall have equal access to existing the same services and resources as the are available to all other students enrolled in the same school and grade level California Connections Academy Schools.

Commented [A1]: This change was recommended subsequent to the changes in the companion document and is recommended for approval.

The Executive Director or designee(s) shall determine that the prospective Independent Study student understands and is prepared to meet the school's requirements for Independent Study.

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

The Independent Study Program entails a commitment by the parent/guardian, the Learning Coach (either the parent/guardian or a Designated Learning Coach—see also the school's Learning Coach Agreements) and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved.

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

The school shall not provide Independent Study students and parents/guardians with funds or items of value that a school district could not legally provide to a similarly situated student of the district or to his or her parent or guardian. (Education Code §§ 46300.6, 51747.3.)

The Executive Director or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law.

Evaluation of Effectiveness of Independent Study for Students

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

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

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

Because the California Connections Academy Schools programs are virtual schools using the Independent Study model, it is crucial that teachers know that a student is completing adequate work under their Independent Study Agreement to make educational progress at a rate similar to a classroom based program. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the Independent Study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747 (b)) for the California Connections Academy Schools program:

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

The following constitutes the definition of a “missed assignment” (as per Education Code 51747 (b)) for the California Connections Academy program:

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

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

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

The evaluation triggered by the missed assignments will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student’s school record. (Education Code § 51747 (b)). If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian, the school may withdraw the student as a result of the student’s non-compliance with the Master Agreement. If the student transfers to another California public school, the record shall be forwarded to that school.

Eligibility

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

No student shall be required to participate in an Independent Study Program. (Education Code § 51747.)

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

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

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

Criteria for Participation

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

1. Evidence that the student will work independently to complete the Program with monitoring from the Parent/Learning Coach.
2. The Parent /Learning Coach will sign the Parent/ Legal Guardian (Caretaker) Acknowledgement
3. Completion of a Master Agreement for the student per school year. A Master Agreement must be completed and verified each school year in order for a student to be enrolled.

Written Agreements and Assignments

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

The Master Agreement shall include, but not be limited to, all of the following: (Education Code § 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her/their progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student.
4. A copy of the section of the school's Independent Study policy which describes the maximum length of time allowed between an assignment and its completion and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue Independent Study.
5. The duration of the Master Agreement, including the beginning and ending dates for the student's participation in Independent Study under the Master Agreement. No Master Agreement shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement that Independent Study is an optional educational alternative in which no student may be required to participate.
8. In the case of a student who is expelled pursuant to Education Code § 48915 or a suspended expulsion student pursuant to Education Code § 48917, the Master Agreement shall include the statement that instruction for these students may be provided through Independent Study only if the student is offered the alternative of classroom instruction. The statement may be inclusive of all students in the school, not just limited to suspended or expelled applicants.

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

Before beginning the Independent Study, each Master Agreement shall be signed and dated by the student, the parent/legal guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of Independent Study, and all persons who have direct responsibility for providing assistance to the student. (Education Code § 51747.)

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

Student Rights and Responsibilities

Students participating in Independent Study shall have the right continuously to return to the regular classroom mode of instruction in their district of residence, unless otherwise documented by the Executive Director or designee(s).

Supportive Strategies

The Executive Director or designee(s) shall promptly and directly address any failure by student to meet the terms of his/her Master Agreement and one or more of the following shall result:

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

When the student has missed the number of assignments or appointments specified in Board policy as precipitating an evaluation, the Executive Director or designee(s) shall conduct an evaluation, which may result, after prior written notice to the parent/legal guardian, in termination of the Master Agreement, with the student's return to a regular classroom in a school in their district of residence or an alternative instructional program. The school will notify the student's district of residence of any withdrawal that results from the termination of the Independent Study and the Master Agreement.

Supervising Teachers

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

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

Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (Education Code § 51748.)

Records shall be maintained for audit purposes and shall include the following (Code of Regulations, Title 5, § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to Independent Study
2. A separate listing of the students, by grade level, program and school who have participated in Independent Study identifying units of the curriculum undertaken (also known as the "course of study") and units of the curriculum completed by students in grades K-18, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.
3. A file of all agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.

Parents' Right to Appeal

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

CALIFORNIA ONLINE PUBLIC SCHOOLS INDEPENDENT STUDY POLICY

Submitted for review on December 4, 2018
To become effective immediately upon approval

California Online Public Schools ~~is the Governing Board for~~, a California non-profit public benefit corporation, operates the following charter schools:

Capistrano Connections Academy
California Connections Academy @ Central
California Connections Academy @ North Bay
California Connections Academy @ Ripon

These schools, plus any others ~~authorized and overseen by the non-profit corporation operated by~~ California Online Public Schools, are collectively known and referred to as "California Connections Academy Schools."

The Independent Study Program

The ~~California Connections Academy Schools'~~ Board of Directors ("Board"), ~~of~~ California Online Public Schools, ("Board") has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Independent Study Program is an optional alternative instructional strategy by which students in grades K- 12 may reach curriculum objectives and fulfill promotion requirements. Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.

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

California Connections Academy Schools' Independent Study Program option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in Independent Study to complete their school's adopted course of study within the customary time frame.

Students enrolling in Independent Study Program must be residents of an eligible county served. Eligible counties are counties in which the authorizer of each charter school are located, plus all counties geographically contiguous to those. Enrollment eligibility shall not be based on the address of parent/guardian employment. The school will not claim apportionment funding for any student who lives outside of these geographical boundaries unless otherwise permitted by law.

Students in California Connections Academy Schools' Independent Study Program shall have access to the same services and resources as are available to all other students in California Connections Academy Schools.

The Executive Director or designee(s) shall determine that the prospective Independent Study student understands and is prepared to meet the school's requirements for Independent Study.

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

The Independent Study Program entails a commitment by the parent/guardian, the Learning Coach (either the parent/guardian or a Designated Learning Coach—see also the school's Learning Coach Agreements) and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved.

Each student's Independent Study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code ~~51747.5~~[§ 51747.5](#).)

The school shall not provide Independent Study students and parents/guardians with funds or items of value that ~~are not provided for other students and parents/guardians~~[a school district could not legally provide to a similarly situated student of the district or to his or her parent or guardian](#). (Education Code [§§](#) 46300.6, 51747.3.)

The Executive Director or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law.

Evaluation of Effectiveness of Independent Study for Students

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

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

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

Because the California Connections Academy Schools programs are virtual schools using the Independent Study model, it is crucial that teachers know that a student is completing adequate work under their Independent Study Agreement to make educational progress at a rate similar to a classroom based program. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the Independent Study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code [§](#) 51747 (b)) for the California Connections Academy Schools program:

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

The following constitutes the definition of a “missed assignment” (as per Education Code 51747 (b)) for the California Connections Academy program:

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

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

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

The evaluation triggered by the missed assignments will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student’s school record. (Education Code [§ 51747](#) (b)). If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian, the school may withdraw the student ~~for~~ as a result of the student’s non-compliance with the Master Agreement. If the student transfers to another California public school, the record shall be forwarded to that school.

Eligibility

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

No individual with exceptional needs, as defined in Education Code [§ 56026](#), may participate in Independent Study unless his/her Individualized Education Program (IEP) specifically provides for such participation. (Education Code ~~51745~~ [§ 51745](#).)

No student shall be required to participate in an Independent Study Program. (Education Code ~~51747~~ [§ 51747](#).)

No temporarily disabled student may receive individual instruction pursuant to Education Code [§ 48206.3](#) by means of Independent Study. (Education Code ~~51745~~ [§ 51745](#).)

No student that is expelled pursuant to Education Code [§ 48915](#) or a suspended expulsion student pursuant to Education Code [§ 48917](#), may be provided with instruction through Independent Study unless they are offered the alternative of classroom instruction and they choose Independent Study.

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

Criteria for Participation

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

1. Evidence that the student will work independently to complete the Program with monitoring from the Parent/Learning Coach.
2. The Parent /Learning Coach will sign the Parent/ Legal Guardian (Caretaker) Acknowledgement
3. Completion of a Master Agreement for the ~~S~~student per school year. A Master Agreement must be completed and verified each school year in order for a student to be enrolled.

Written Agreements and Assignments

A written Master Agreement shall be executed for each participating student. The curriculum and methods of study specified in the Master Agreement shall be consistent with the Board's policies and procedures for curriculum and instruction. (Code of Regulations, Title 5, ~~Section S~~ 11702.)

The Master Agreement shall include, but not be limited to, all of the following: (Education Code ~~S~~ 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her/their progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student.
4. A copy of the section of the school's Independent Study policy which describes the maximum length of time allowed between an assignment and its completion and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue Independent Study.
5. The duration of the ~~Independent Study~~ Master Agreement, including the beginning and ending dates for the student's participation in Independent Study under the Master Agreement. No Master Agreement ~~for individualized alternative education~~ shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement that Independent Study is an optional educational alternative in which no student may be required to participate.
8. In the case of a student who is expelled pursuant to Education Code ~~S~~ 48915 or a suspended expulsion student pursuant to Education Code ~~S~~ 48917, the ~~agreement~~ Master Agreement shall include the statement that instruction for these students may be provided through Independent Study only if the student is offered the alternative of classroom instruction. The statement may be inclusive of all students in the school, not just limited to suspended or expelled applicants.

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

Before beginning the Independent Study, each Master Agreement shall be signed and dated by the student, the parent/~~legal~~ guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of Independent Study, and all persons who have direct responsibility for providing assistance to the student. (Education Code ~~51747~~ S 51747.)

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

Student Rights and Responsibilities

Students participating in Independent Study shall have the right continuously to return to the regular classroom mode of instruction in their district of residence, unless otherwise documented by the Executive Director or designee(s).

Supportive Strategies

The Executive Director or designee(s) shall promptly and directly address any failure by student to meet the terms of his/her Master Agreement and one or more of the following shall result:

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

When the student has missed the number of assignments or appointments specified in Board policy as precipitating an evaluation, the Executive Director or designee(s) shall conduct an evaluation, which may result ~~in~~ [after prior written notice to the parent/legal guardian](#), in termination of the Master Agreement, with the student's return to a regular classroom in a school in their district of residence or an alternative instructional program. The school will notify the student's district of residence of any withdrawal that results from the termination of the Independent Study and the Master Agreement.

Supervising Teachers

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

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

Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (Education Code ~~51748~~ [51748](#).)

Records shall be maintained for audit purposes and shall include the following (Code of Regulations, Title 5, ~~Section~~ § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to Independent Study
2. A separate listing of the students, by grade level- program and school who have participated in Independent Study identifying units of the curriculum ~~attempted-undertaken~~ (also known as the “course of study”) and units of the curriculum completed by students in grades K-12~~8~~, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.
3. A file of all agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.

Parents’ Right to ~~a~~Appel

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



From: Amy Pymm
To: California Online Public Schools Board of Directors
Re: School-Specific Handbook Supplement for 2018-2019

Attached for board approval are multiple updates to the 2018-2019 School-Specific Handbook Supplement. Once board-approved, the revised Supplement will be posted on the Virtual Library, and the updates will be reflected in the 2018-2019 handbook and future school year handbooks, including 2019-2020.

For your convenience, a summary of the changes to your School-Specific Handbook Supplement is provided below.

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 [Principal-School Leader](#) or one of the [Principals or Assistant Principals](#) at any time.

- [California Online Public Schools \(CalOPs\) Title I Parent and Family Engagement Policy and Compact](#)
[California Connections Academy Schools \(CalCA\) Title I Parent and Family Engagement Policy and Compact](#)

3.3 School Information

School Information	School Contact
CapoCA (Capistrano) Phone	(949) 461 - 1667

Fax	(949) 240 - 7895
Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CenCA (Central) Phone	(559) 713 - 1324
Fax	(559) 746 - 0497
Mailing Address	Mailing Address Only: 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCAN (North Bay) Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	Mailing Address Only: 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCAR (Ripon) Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	580 N Wilma Ave Suite G Ripon CA 95366
School Leadership	Richard Savage, Executive Director Kara Mannix, High School Principal and Ripon Site Administrator Amy Hunt, High School Assistant Principal and Ripon Site Administrator Heather Tamayo, Middle School Principal and Capistrano Site Administrator Marcus White, Elementary School Principal and Central Site Administrator Leslie Dombek, High School Assistant Principal and North Bay Site Administrator

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	<p>Scott Ervin, High School Assistant Principal</p> <p>Lauren Cunningham, High School Assistant Principal</p> <p>Tracy Pinckney, Middle School Assistant Principal</p> <p>Marissa Carter, Elementary Assistant Principal</p> <p>Mia Hardy, Director of Counseling Services</p> <p>Franci Sassin, Director of Business Services</p> <p>Tanya Gustin, Director of Student Services</p>
Board of Directors	<p>CapoCA (Capistrano) board website</p> <p>CalCAN (North Bay) board website</p> <p>CalCAR (Ripon) board website</p> <p>CenCA (Central) board website</p> <p>California Connections Academy Schools Board of Directors is California Online Public Schools (CalOPS)</p>
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 four 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~~^{partner} 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.

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 (e.g., science labs), as defined by school policy, if they do not have all required vaccinations. ~~Caretakers should contact the School with any questions.~~

[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, such as in-person science labs, must provide proof of all state-required vaccines or a proper exemption, such as a medical exemption or another type of valid exemption on file prior to January 1, 2016, in order to participate in these activities. California Connections Academy considers its optional in-person science wet labs as the only in-person "classroom instruction" currently provided by the educational program. 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 in person science wet labs, educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, only in person science wet labs are considered "classroom instruction" by school policy. While these wet labs 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.

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 principal-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."

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.

Enrollment Following a Change of Residence

If a family undergoes a "Permanent In-Area Location Change" as defined in the School Handbook: General Portion, but maintains residency in a county served by the 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 the school, ~~he~~^{or} 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, **all** students enrolled in a CalCA school [may be required](#) to take at least one academic proctored test at least once a year, as per the [policy in the General Handbook, as well as the](#) PLCA and Master Agreement. The state tests may be used to meet some or all of the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state standardized testing is available on the [state website](http://www.cde.ca.gov/ta/tg/ca) (<http://www.cde.ca.gov/ta/tg/ca>).

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

4.2 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 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)

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 weekly totals listed above to ensure compliance with state regulations. 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.

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/~~or~~ she may place the student in an “alarm” status, and contact the school's designated Attendance Manager for further assistance.
- **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 ~~and for the student's cumulative file~~ is held in a state approved attendance system used by the school to report attendance to the state and is part of the student's cumulative file. Requests for the student's official attendance record can be made to the State Attendance Manager.

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. The CalCA Schools offer a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work.

Due to this flexibility, 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 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 if he/~~or~~ she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

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 may 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/~~or~~ 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. [Unexcused absences on a student's attendance record may result from lack of sufficient work completed.](#)

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.

CalCA Grading Policy

~~California Connections Academy follows the Grading Policy as described below:~~

The grades given for any course (or for any subject area for elementary students) ~~is~~^{be} 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^s 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

practiceable, 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 [theyour](#) school for more details.

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.](#)

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~~/-or~~ 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 [principal-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 ~~various 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 will not be applicable.](#)

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Algebra I (or higher)* • Other Mathematics <p>*If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.</p>	Mathematics – 3 years <ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Algebra <p>*4 years recommended</p>	Mathematics – 3 years <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II or higher <p>*4 years recommended</p>

Science – 3 credits <ul style="list-style-type: none"> • Biological Science • Physical Science • Other Science 	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biology • Chemistry <p><i>Note: Physics may be substituted for either <u>Biology</u> or <u>Chemistry</u></i></p> <p>*3 years recommended</p>	Laboratory Science – 2 years <ul style="list-style-type: none"> • Biological Science • Physical Science
Social Studies 3 credits <ul style="list-style-type: none"> • World History • U.S. History • American Government (.5 credit) • Economics (.5 credit) 	Social Studies 2 years <ul style="list-style-type: none"> • World History • U.S. History • *can take <u>U.S.</u> History (.5 year) and American Government (.5 yr) OR • Economics (.5 year) 	Social Studies 2 years <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Health (.5 credit) • PE (2 credits) 	Physical Education 0 years	Physical Education 0 years
Technology 1 credit <ul style="list-style-type: none"> • Any Technology 	Technology 0 years	Technology 0 years

Foreign Language ,Art, OR CTE (Career and Technical Education) 1 credit	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended	Foreign Language 2 years <i>Must be in the same language</i> *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 State Testing Graduation Requirements: The California High School Exit Exam has been temporarily suspended, and students graduating in 2017 will not be required to pass this. 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/>.

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 ~~California Connections Academy~~ 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, ~~and~~ Homeless and Adjudicated Youth Graduation Requirements

A student identified as foster, ~~or~~ homeless, or adjudicated and who enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless 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, may be granted exceptions to CalCA coursework and/or other requirements on a case by case basis. The school will make a determination on any exceptions based on school policy and state law. 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.

See the California Department of Education website at <http://www.cde.ca.gov/ci/gq/hs/hsgtable.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.

Early Graduation and Graduation Date

At the close of the second semester, the grade level School ~~Principal~~ Leader, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The Principal ~~High School Principal or designee~~ School Leader will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all 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 [School Principal](#)~~Principal~~[High School Principal](#). The [Principal](#)~~High School Principal~~[School Leader](#) and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the [Principal](#)~~High School Principal~~[School Leader](#) 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. Exceptions to the graduation date policy may only be made by the Executive Director upon recommendation by the High School Principal or Director of Counseling Services.

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 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](#)~~advisory teacher~~ or the school records department with any questions regarding transcript requests.

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.

~~Courses may not be dropped within the last 30 calendar days of each semester, the withdrawal deadline.~~ 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 ~~the~~ 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 therefore be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the course withdraw~~al~~ deadline, ~~prior to 30 calendar days before the last day of the semester,~~ 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 withdraw~~al~~. Courses shown in this manner do not count in the student's GPA calculation.

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. 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 College Courses

Families must consult with the School Counselor/[Advisory Teacher](#) 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/Advisory Teacher](#) 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/[Advisory Teacher](#) 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 or her~~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.

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. ~~Contact your high school Counselor to discuss exceptions.~~

~~Course Credit for Independent Project~~

~~The CalCA course titled "Independent Study" is a School-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an independent project must complete an application and have the approval of both the teacher and School Counselor in advance.~~

Suicide Prevention Policies

The Governing Boards ~~of each of the~~ of the California Connections Academy schools have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found ~~on the Virtual Library 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>.

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 [California English Language Development Proficiency Assessments for California](#) or [ELPACCELD](#)) at a previous school, test results should be provided to the School during the enrollment process. If the student has not previously been tested, [California Connections Academy 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 [ELPACCELD](#) 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 [CELDT](#) or 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

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.](#) ~~Please review the school's non-discrimination statement on the Virtual Library and~~ [It can also be found](#) 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.

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.](#)

~~The Non-Discrimination Policy for the California Connections Academy Schools can be found [here](#).~~

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, disputing the materials and equipment policy such as invoices for computer damage.~~

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. ~~For example, in addition to textbooks and course guides, students may receive such items as yoga DVDs, art supplies, a science kit, or a jump rope, depending on grade level and course enrollments.~~ 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 missing materials may be provided to you.

APPENDIX 2: YOUTH SUICIDE PREVENTION POLICY

CALIFORNIA CONNECTIONS ACADEMY

Schools

Youth Suicide Prevention Policy

Approved by the Boards of Directors on August 22, 2017

APPROVED BY:

Capistrano Connections Academy

Alpaugh Academies

Friends of California Virtual Education

BACKGROUND and INTENTION:

The Governing Boards of California Connections Academy Schools recognize 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 adopt a policy on pupil suicide prevention, intervention, and postvention. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment in order to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, (administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or Designee will ensure that the policies and procedures are reviewed periodically 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 reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors.

Consequently, California Connections Academy 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.

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 and 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.

APPENDIX 3: HOMELESS POLICY

Homeless Education, Title X: McKinney-Vento Policy

California Connections Academy Schools

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 it does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services.

Training

The local liaison(s) will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

A local liaison(s) will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate local liaison immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED as REVISED by the Board of Directors on: August 28, 2018

Please let us know if we can aid in the review process in any way or if you require further information on this policy.