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

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

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, April 23, 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
2142 E. Yosemite, Merced, CA 95340
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. 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

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

V. Oral Reports
- a. Executive Director's Report – R. Savage
  - i. Graduation Plans and End of Year Activities Update
  - ii. State Testing Update
  - iii. Potential New Charter School Update
  - iv. Conferences 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
    1. Oversite Visit
  - iv. CapoCA (MSR attached) – H. Tamayo
- c. CalCA Financial Report (to follow) – F. Sassin
  - i. P2 Submission Update
  - ii. Form 990 Update
  - iii. Consolidated Financial Report (attached)
  - iv. CalCAN Financial Report (attached)
  - v. CenCA Financial Report (attached)
  - vi. CalCAR Financial Report (attached)
  - vii. CapoCA Financial Report (attached)
- d. POBL Products, Services and Initiatives Update (attached) – B. Rosta

VI. Consent Agenda
- a. Approval of Minutes from the February 26, 2019 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. Ratification of Second Interim Reports (attached)
- f. Approval of Staff Compensation Plan for the 2019-2020 School Year (to follow)
- g. Approval of the School Calendar for the 2019-2020 School Year (attached)
- h. Approval of the Administrative Calendar for the 2019-2020 School Year (attached)
- i. Approval of Board President as Board Designee to Approve Summer Staffing Decisions for the 2019-2020 School Year
- j. Approval of Revision(s) to 2018-2019 School Year State Specific Handbook: Student and Employee Communications (attached)

k. Ratification of CalCA North Bay (CalCAN) Charter Renewal (attached)
l. Approval of School-Funded Summer School Budget (to follow)

VII. Action Items
a. Approval of CalCA Monterey Bay Memorandum of Understanding (attached) – R. Savage/ F. Sassin
b. Approval of Statement of Agreement (SOA) with Pearson Online & Blended Learning (to follow) – J. Ragley
c. Approval of Resolution and Participation in CalSTRS for CalCA Central Coast and CalCA Monterey Bay (attached) – F. Sassin
d. Approval of Tulare County Special Education Local Plan Area (SELPA) Documentation for CalCA Central Coast and CalCA Monterey Bay (attached) – F. Sassin
e. Approval of Application to El Dorado Charter Special Education Local Plan Area (SELPA) and Associated Documentation (attached) – F. Sassin
f. Approval of Resolution of the Board of Directors to Authorize Bank Accounts (attached) – F. Sassin
g. Approval of Resolutions for Banking Transfers (attached) – F. Sassin

VIII. Information Items
a. State & Strategic Client Relations Update – J. Ragley
b. Partner School Leadership Team (PSLT) Update – B. Rosta
    i. School Operations Metrics (attached)
c. Sponsoring District(s) Update – E. Pavlich
d. Outreach Plan for the 2019-2020 School Year (attached) – J. Colombero
e. CCSA and NSBA Conference Updates – D. Rivas
f. CUSD Annual Oversite Report (attached) – F. Sassin
g. Local Control Accountability Plan (LCAP) Update – R. Romero

IX. Adjournment and Confirmation of Next Meeting on Tuesday, May 28, 2019 at 3:30 p.m. PT

Agenda publicly posted:

On: Friday, April 19, 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
2142 E. Yosemite, Merced, CA 95340
25858 Tanforan Drive, Madera, CA 93638
1081 W. Manning Avenue, Reedley, CA 93654
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8422 Madison Avenue, Fair Oaks, CA 95628
44304 Copper Moon Lane, Lancaster, CA 93536

Site Administrator Report
California Connections Academy Schools
2018-19

Month for Report: April

Enrollment Update

DATA as of April 8, 2019							
	SoCal	**Ripon**	**Central**	**North Bay**	**Central Coast**	**Monterey Bay**	**All CalCA**
Enrolled	4277	1479	534	218	-	-	6508
Approved	34	11	8	6	0	1	60
Pre-Approved	217	95	32	11	4	15	375
Applicant	318	125	67	25	8	31	574

Field Trip Update

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

Southern California

- 2/15: Port of Los Angeles Boat Tour: 17
- 2/21: Mid-Year Picnic at Irvine Lanes: 515
- 2/21: Mid-Year Picnic at San Bernardino: 315
- 2/22: Orange County Museum of Art: 17
- 2/22: Pomona College Tour: 6

- 2/22: Santa Monica Beach Clean Up: 6
- 2/23: Dickens Festival in Riverside: 8
- 2/28: Ducks First Flight in Anaheim: 30
- 3/6: San Diego History Center: 5
- 3/7: Flying Leathernecks Aviation Museum: 17
- 3/8: Saddleback College: 6
- 3/12: Sherman Library and Gardens in Corona del Mar: 14
- 3/14: Big Bear Solar Observatory: 16
- 3/14: Ryan Air Attack Base: 4
- 3/14: Santa Ana Zoo: 44
- 3/20: RAFMA - Cal State San Bernardino: 5
- 3/22: Irvine Regional Park: 40
- 3/22: College Tour in LA County (USC): 41
- 3/25: Getty Villa: 18
- 3/27: Temecula Valley Museum: 7
- 3/29: Los Angeles Museum of the Holocaust (LAMOTH): 49
- 4/4: Amazon Fulfillment Center Tour: 19

Central

- 2/22: Mid-Year Picnic at Bowlero: 158
- 2/27: Hanford Carnegie Museum Tour: 16
- 3/11: Imagine U Children's Museum: 31
- 3/12: College Tour San Joaquin: 1
- 3/15: Wind in the Wolves Preserve: 1
- 3/18: Fresno State tour: 1
- 3/28: Buena Vista Museum: 37
- 4/5: UC Merced Tour: 4

Ripon

- 2/20: Mid-Year Picnic at Granada Bowl: 310
- 2/22: California Automobile Museum: 23
- 3/1: Tilden Park Animal Farm: 12
- 3/8: Sacramento History Museum: 20
- 3/21: UC Davis Raptor Center: 20
- 3/28: Sacramento City College Tour: 9
- 3/29: Folsom Historic Museum: 6

North Bay

- 2/19: Mid-Year Picnic: 58
- 3/8: Walk Across Golden Gate Bridge: 8

Upcoming Field Trips

Southern California

- 4/10: Corona Heritage Museum
- 4/9: Tessmann Planetarium at Santa Ana College
- 4/11: Fullerton Arboretum Botany Tour
- 4/12: Renaissance Faire School Day
- 4/12: Whale Watching out of Dana Point Harbor
- 4/12: STEM at OC Fair
- 4/24: Paul Mitchell The School Costa Mesa
- 4/24: Riverside City College
- 4/24: Top of the World Hike
- 4/24: Flying Leathernecks Museum
- 4/25: LAMOTH (2nd date)
- 4/25: Riverside Art Museum

Central

- 4/10: Art gallery tour and sack lunch
- 4/12: CA Living Museum (CALM)
- 4/12: University of Bakersfield
- 4/25: Clovis Botanical Gardens

Ripon

- 4/8: WOW Science Museum
- 4/12: CA State Capitol Museum Tour

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North Bay

- 4/12: Hallberg Butterfly Gardens

Outreach Update

March 2019

California outreach team hosted two virtual information sessions attended by a total of 32 prospective parents in March.

In the news and social media:

- **OUTSTANDING!** Our very own chapter of the National Junior Honor Society has earned the prestigious honor of winning the 2019 Outstanding Service Project Award for its “Duffels of Love” project! Only five schools in the country earned this honor! IN THE

COUNTRY! Enormous kudos to the NJHS kids who participated and who were led by the illustrious team of **Amber Cambria, Sean Van Bussel, Ryan Counts and Beth Probeus!** “California Connections Academy NJHS members raised $1,750 to provide 70 duffel bags—each filled with a teddy bear, blanket, hygiene kit, crayons, coloring book, and an encouraging letter—to donate to the children in the CASA of Orange County child welfare program with the collaborative support from Together We Rise.”

- CENTRAL: Central’s mid-year bowling fun on ABC 30 in Fresno! Thank you to our resident TV star, middle school math teacher and cherished marketing team member, **Zig Elizondo**, for representing us in fine fashion!

- CENTRAL: Our very own high school English teacher, **Teresa Chacon** mentioned in this story published in the HANFORD SENTINEL about the Carnegie Museum field trip along with parent Andrea Kemp!

- SOCAL: Let’s hear it for high school student, Chloe Firmin, who builds robots which speak for her during bouts of selective mutism. Very moving story. Featured in the ORANGE COUNTY REGISTER. Thank you to all who work with her. Story here.

- Ripon freshman YAHVIN GALI won big in the San Joaquin County Science and Engineering Fair recently! He will represent San Joaquin County with six other student residents in next month’s California Science and Engineering Fair. His project "**Rethinking Braille with Pi Reader - Raspberry Pi based Optical Reader for the Blind and Visually Impaired using OCR and TTS**" won first place in the High School Engineering Category.

- SOOOOO thrilled to announce our FIRST Monterey Bay story in the MONTEREY HERALD with an interview with our very own, **DR. RICHARD SAVAGE**!

- Oh, but wait! Not to be outdone is an article about our other brand new Central Coast school, courtesy of the OJAI VALLEY NEWS! Once again, Richard sings the praises of our program. Dr. Savage was also quoted in McGraw Hill’s national “Principal News!”

- Good ol’ Central is featured in the TAFT MIDWAY DRILLER as well as the MOJAVE DESERT NEWS where MARCUS WHITE and senior SARAH RANDOLPH are quoted. Thank you, Principal White!

- **ACCOMPLISHED DANCER:** “Erin Blair, a ballet performer and senior at the Capistrano Connections Academy, has been named as a semifinalist in the Music Center’s annual Spotlight program, which awards arts-based scholarships to Southern California teens. “ A resident of Laguna Niguel, Blair is one of 110 high school students in the region to be recognized for their talents in music and arts. She will be competing in the ballet

category for a chance to win a $5,000 scholarship grand prize." Learn more in the CAPISTRANO DISPATCH

- **ALUMNUS NEWS**: Capistrano Connections Academy graduate Colin Apel of La Cañada Flintridge, a member of the Colgate Class of 2021 and a biology major, earned the fall 2018 Dean's Award for Academic Excellence. To earn the award, students must have a term grade point average of 3.3 or higher while completing at least three courses for a conventional letter grade.

- **CHECK US OUT!** Ripon's open enrollment announcement for the 19/20 appears in THE PRESS

- **FACEBOOK UPDATE:** Happy to share we have consolidated our four school public Facebook pages into one. Please visit CALIFORNIA CONNECTIONS ACADEMY SCHOOLs page to see more! Also, special thanks to **Michele Rushing** who created a simply amazing video in order of Pi Day! There are numerous field trip photos such as California Automobile Museum, Riverside Dicken's Festival, recent college tours and more! We host closed Facebook pages for California parents and have recently shared recent videos and other images there in honor of Pi Day and more.

- SKATER: Skater and high school junior, Samir Mallya shines as revealed by the CULVER CITY NEWS.

- ANAHEIM DUCKS: High school hockey players, Junior Jacob Posner and Senior John Crafoord are hockey champions! Their team, the Capistrano Coyotes is profiled in the CAPISTRANO DISPATCH as they defeated Pacific Ridge of Carlsbad, 5-0, for the Anaheim Ducks High School Hockey League Division 2 championship on March 9 at Great Park Ice in Irvine!

- GO, CENTRAL! Happy that Visalia's VALLEY VOICE announces enrollment opening!

SITE REPORTS

Capistrano: Heather Tamayo, Site Administrator

The Capistrano office is in full swing with testing season. We have worked our way through the Physical Fitness Test (PFT), the English Language Proficiency Assessments for California (ELPAC), and now we get ready for the grand finale- California Assessment of Student Performance and Progress, better known as CAASPP! We are about to enter one of the absolute busiest, most hectic times of the year, yet the staff that we have in place always handles it with such grace. Testing will span four weeks of time, taking us right up to the remaining weeks of the school year.

The other focus of this time of year is graduation. We have definitely arrived at graduation season, and all of the many detail-oriented tasks that come along with it. The incredible Events Team is hard at work crossing all of the t's and dotting all of the i's, in an effort to create yet another memorable event. I look forward to updating the Board on the highlights of graduation.

Central: Marcus White, Site Administrator

We are about at the halfway point of the semester. Everyone is working diligently to ensure our students learn and grow. We are also looking forward to a fun and restful Spring Break. Additionally, we are working hard to ensure that our students are prepared to do their very best on the state test. We are continually brainstorming ways to help our students deal with test-related anxiety and stress. Our goal is that everyone has fun and gives their very best effort on the test. Finally, more excitement is in the air as we start to look toward our end of the year picnic. This year we will be roller skating in Bakersfield. WOOOOO-HOOOOO!

Ripon: Kara Mannix, Site Administrator

We had a successful site visit with Superintendent Robeson in the Ripon office on 4/10. Franci and I met with Dr. Robeson and shared some updates from the year and goals moving forward. We are appreciative of her time and support of our program!

We also have a lot of fun student news to share- as noted above, Ripon student Yahvin placed in the Solano County Science fair, but we also just got word that he won awards at the state level as well, including 2nd place in the Applied Engineering category as well as the Naval Research award. We are very proud!

Also, Doreen Stringer recently took several of her US History students to see “Hamilton the Musical” in San Francisco! Working with the Gilder Lehrman Hamilton Project, she was able to secure tickets to a special matinee showing for students. In order to attend, students were required to attend a special series of LiveLessons and submit a performance piece they created. All performance pieces were reviewed by Gilder Lehrman and one of our students was selected to perform her piece on stage! The trip was a great success and the 30 students who attended had a great time. Doreen has already applied to participate in the program again next year!

North Bay: Leslie Dombek, Site Administrator

The highlight of this update is without a doubt the North Bay Charter Renewal!!! We had to fight a tough fight, but on Wednesday, April 10, the Middletown Board voted to renew our charter, and we could not be happier. Our school rallied together starting at a Middletown Board meeting in February where staff, students, and parents talked to the Board about our wonderful school and shared detailed school data and highlights. In March, Richard, Franci, Richie and I attended a Board meeting again in good faith and to ensure our voices could be heard if called on. But it was not until this past meeting a few days ago that the Middletown Board voted for our renewal unanimously! Again Richard, Franci, Richie and I were in attendance. However it was the voices of our students, families and staff that made a lasting impression on them. They received countless emails sharing personal experiences and heartfelt messages that explained why our school and our California Connections Academy North Bay family was so important to all of us. A huge thank you to everyone involved but most importantly, Richard, Franci, and Richie for all they do for our school and for the care they show to every single student and family enrolled!

To switch gears a bit, North Bay is also gearing up for a great testing season with staff and families heading out in a few weeks. Before that, however, they all get to enjoy a well-deserved Spring Break. When they return, we will hit the ground running as we inch closer to the end of the school year that will be here before we know it!

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay

Report Date

March 31, 2019

Currently Enrolled

219

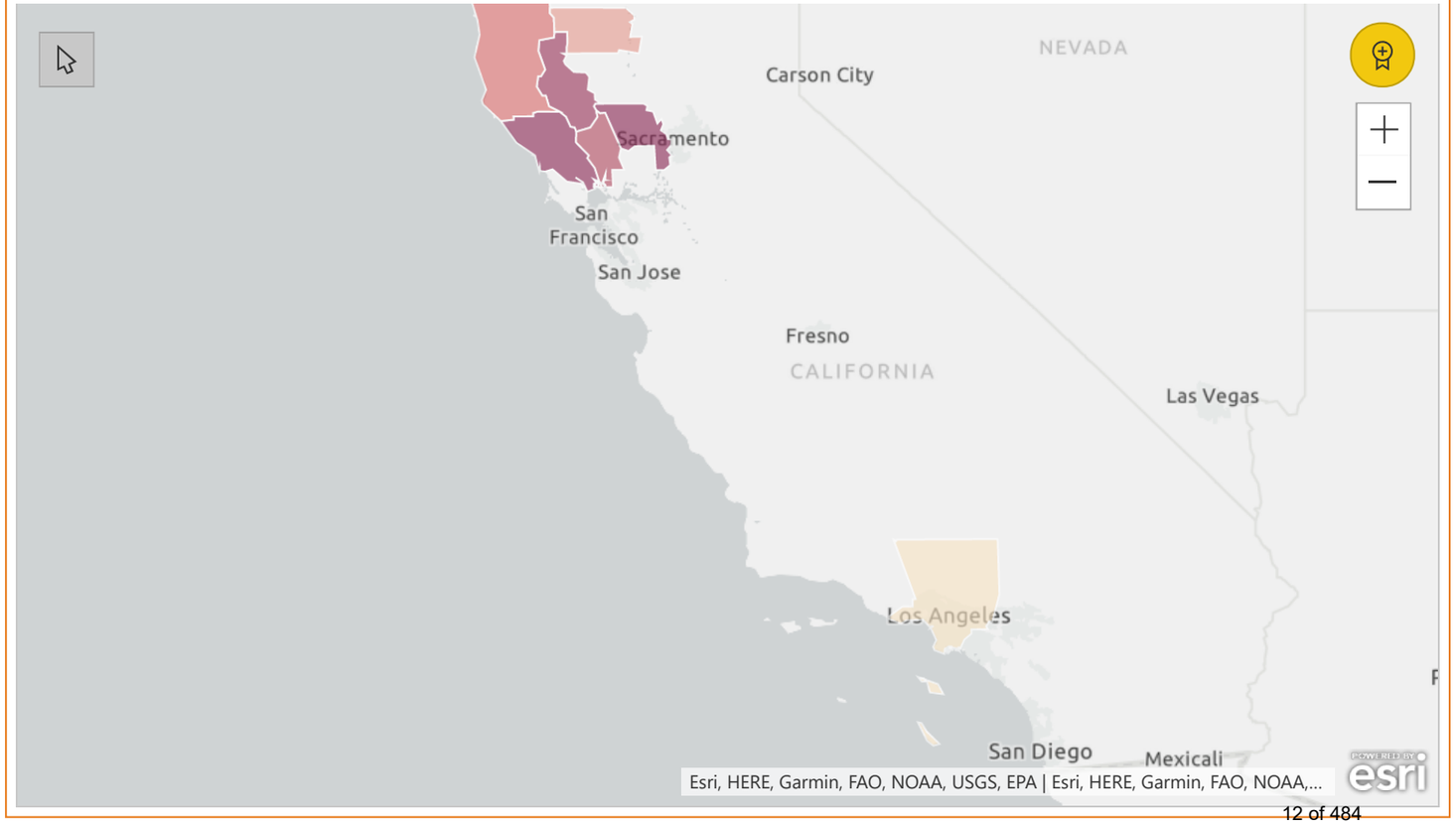
Total YTD Enrolled

294

Enrollment Services Complete (Stage 4)

301

Enrolled Students by County



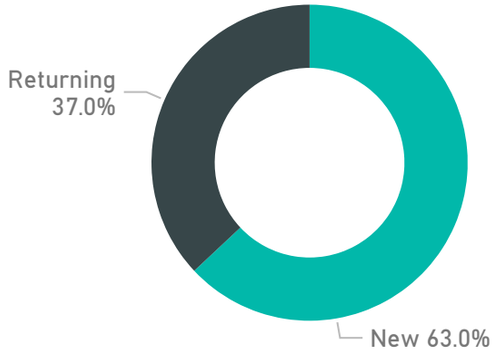
California Connections Academy at North Bay

March 31, 2019

Current Enrollment Month-Over-Month Change
-3%

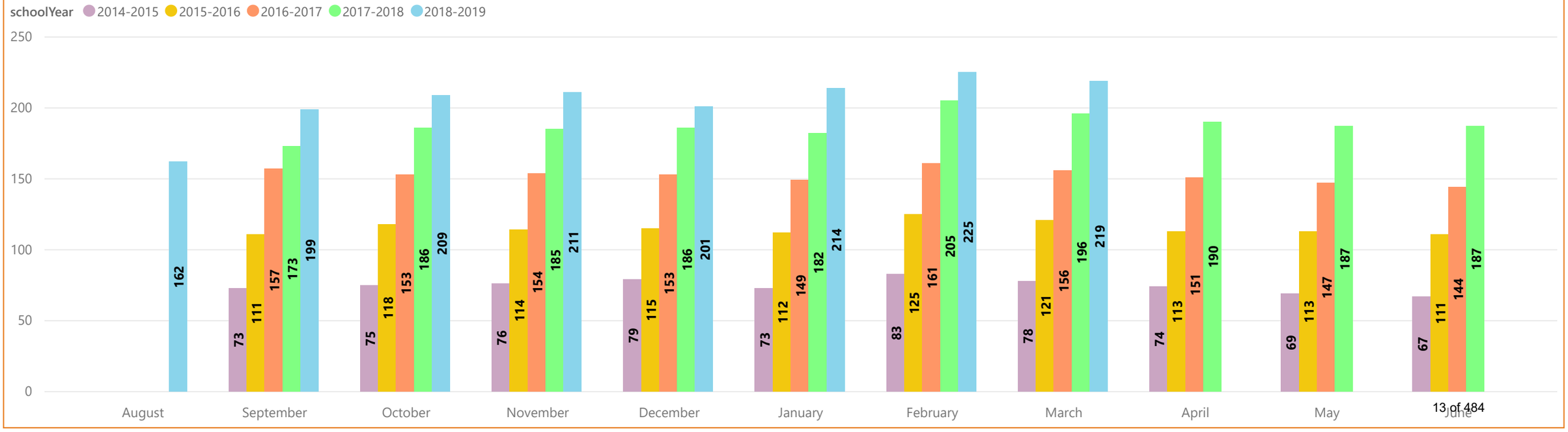
Current Enrollment Year-Over-Year Change
12%

New and Returning



New and Returning Prior Year

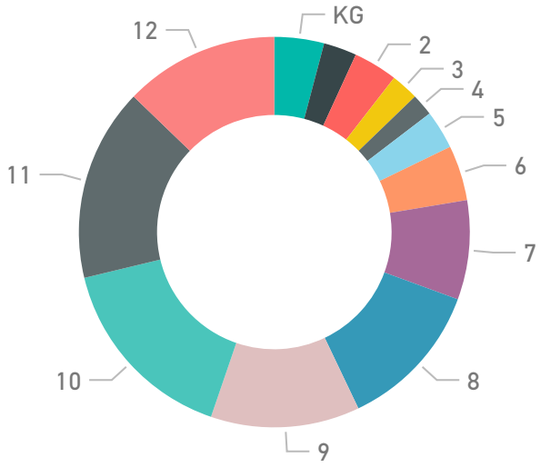
Monthly Student Current Enrollment Comparison



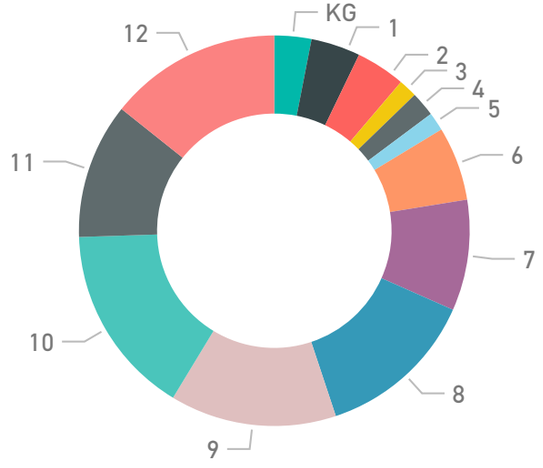
California Connections Academy at North Bay

March 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



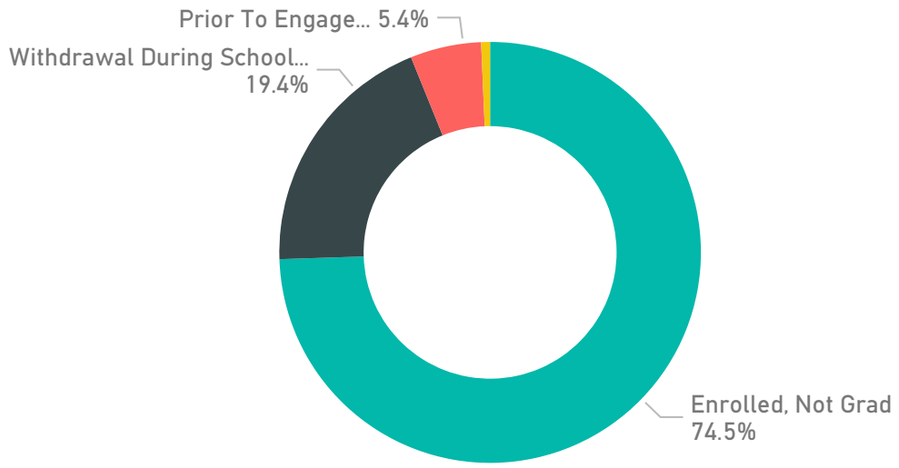
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**22**	**11%**	**21**	**11%**	**23**	**10%**	**23**	**11%**
KG	6	3%	5	3%	9	4%	9	4%
1	8	4%	8	4%	6	3%	6	3%
2	8	4%	8	4%	8	4%	8	4%
3-5	**10**	**5%**	**11**	**6%**	**16**	**7%**	**16**	**7%**
3	3	2%	3	2%	5	2%	5	2%
4	4	2%	4	2%	4	2%	4	2%
5	3	2%	4	2%	7	3%	7	3%
6-8	**56**	**29%**	**54**	**29%**	**56**	**25%**	**55**	**25%**
6	12	6%	11	6%	10	4%	10	5%
7	18	9%	17	9%	19	8%	18	8%
8	26	13%	26	14%	27	12%	27	12%
9-12	**108**	**55%**	**101**	**54%**	**130**	**58%**	**125**	**57%**
9	27	14%	23	12%	28	12%	27	12%
10	31	16%	30	16%	38	17%	35	16%
11	22	11%	21	11%	36	16%	35	16%
12	28	14%	27	14%	28	12%	28	13%
Total	**196**	**100%**	**187**	**100%**	**225**	**100%**	**219**	**100%**

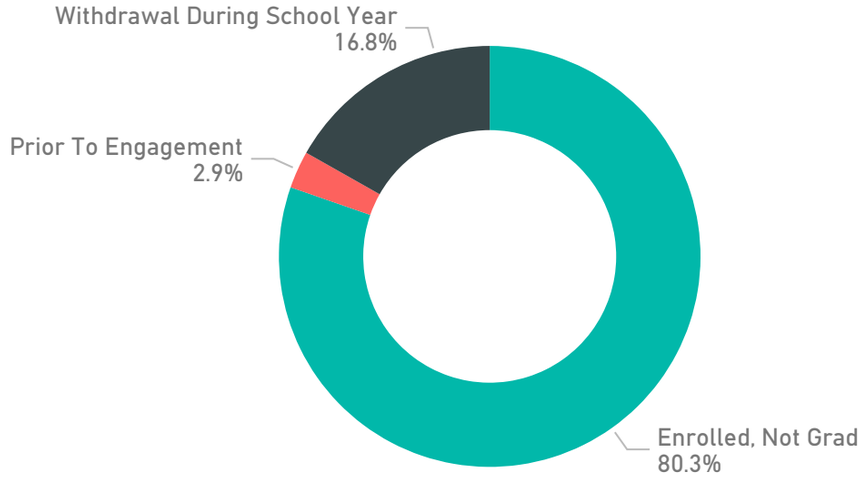
California Connections Academy at North Bay

March 31, 2019

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	196	80%	187	76%	225	77%	219	74%
Graduated					2	1%	2	1%
Prior To Engagement	7	3%	8	3%	16	5%	16	5%
Withdrawal During School Year	41	17%	51	21%	50	17%	57	19%
Total	**244**	**100%**	**246**	**100%**	**293**	**100%**	**294**	**100%**

Enrollment Services Complete (Stage 4)

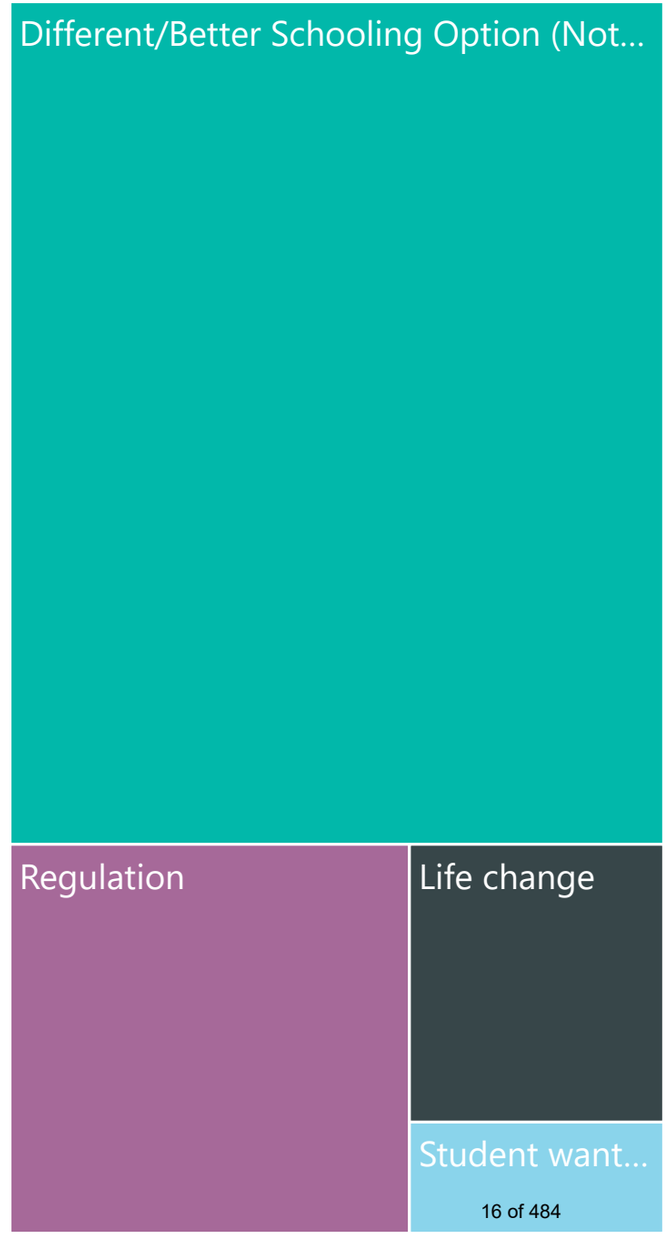
301

California Connections Academy at North Bay

March 31, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	20	25	37	39
Life change	3	5	3	5
Mismatch Academic	5	5		
Regulation	10	13	8	11
Student wants more socialization	3	3	2	2



California Connections Academy at North Bay

March 31, 2019

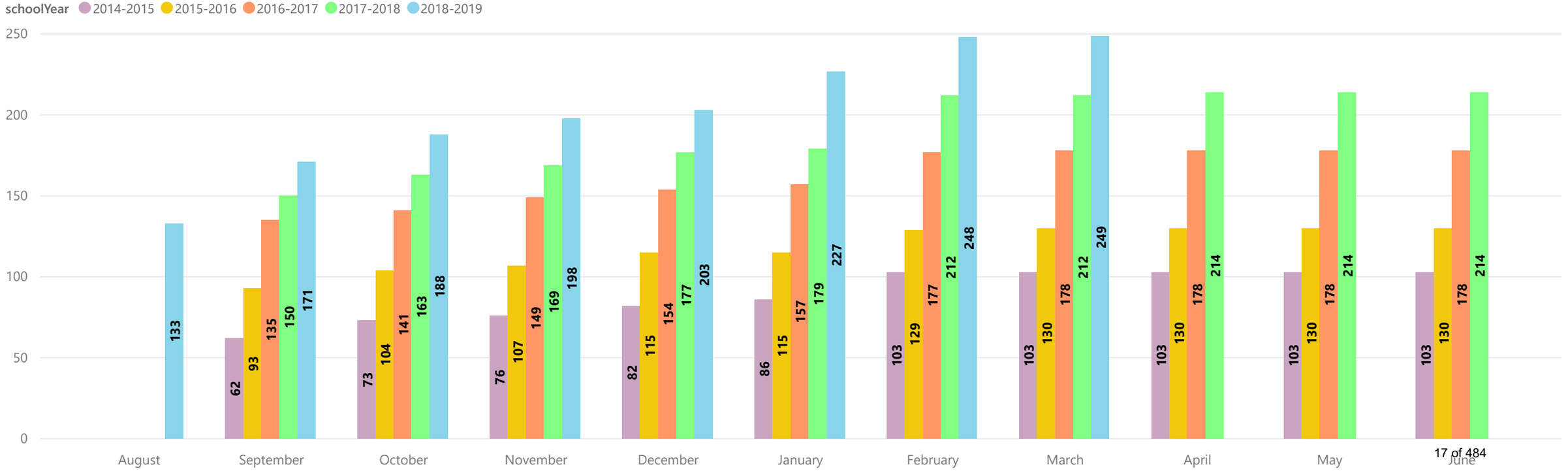
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	165	159	193	189
Graduated			2	2
WD During School Year	42	50	45	48
WD Prior To Engagement	7	8	16	16

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.19	1.18	1.17	1.16

Monthly Total Households



California Connections Academy at North Bay

March 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	46	44	63	57
Not Hispanic or Latino	150	143	162	162

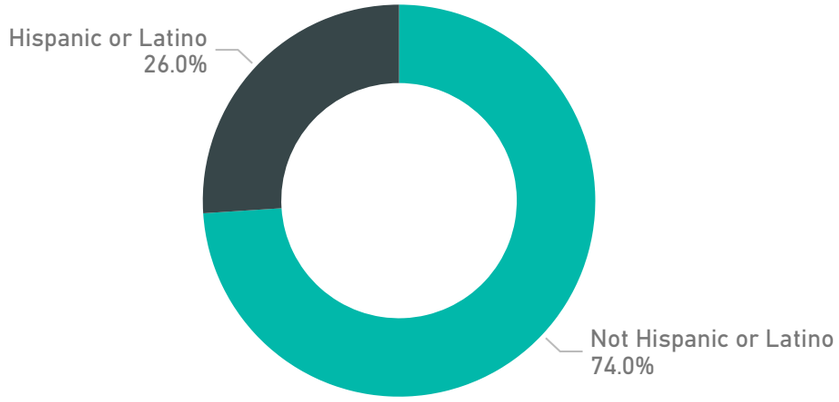
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	17	16	22	22
Asian	12	12	19	18
Black/African American	16	15	21	21
Native Hawaiian or Other Pacific Islander	3	3	6	6
White	167	159	192	187

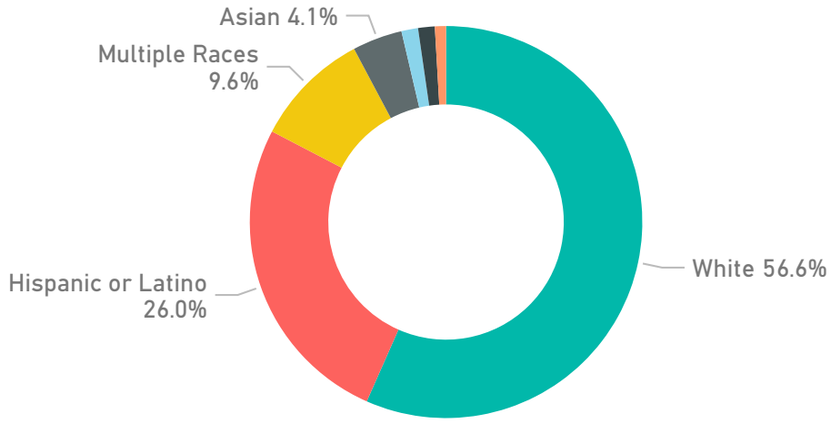
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1	3	3
Asian	9	9	10	9
Black/African American	6	6	3	3
Hispanic or Latino	46	44	63	57
Multiple Races	13	12	21	21
Native Hawaiian or Other Pacific Islander	1	1	2	2
White	120	114	123	124

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

March 31, 2019

Gender

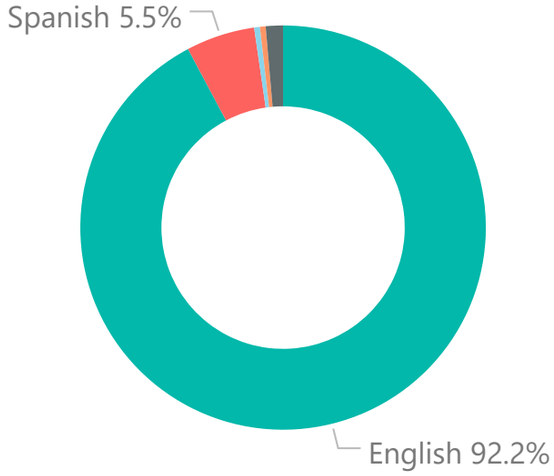
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	113	108	117	115
M	83	79	108	104

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	184	175	203	202
Spanish	7	7	16	12
Russian	1	1	1	1
Arabic			1	1
Another Language	4	4	4	3

Enrolled Students by Gender

Enrolled Students by Language

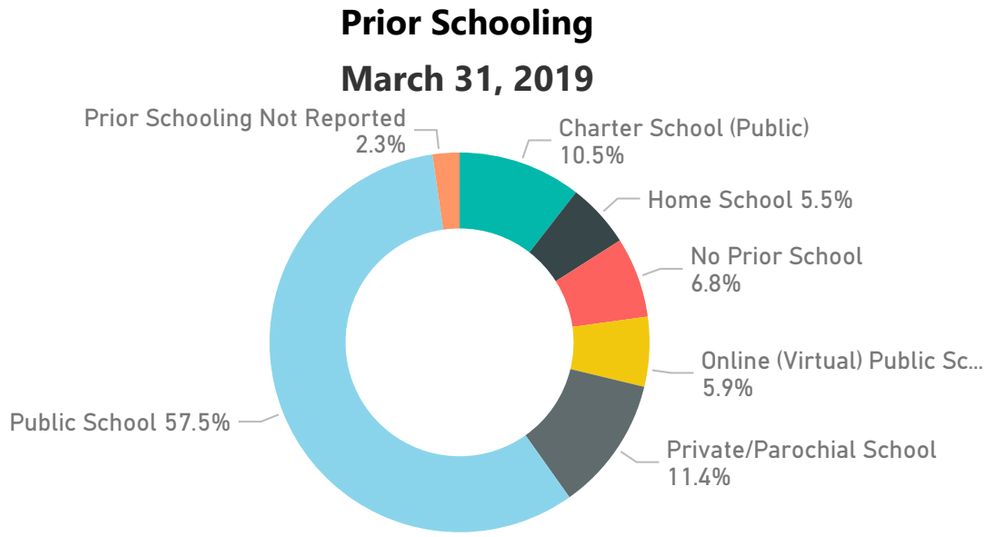


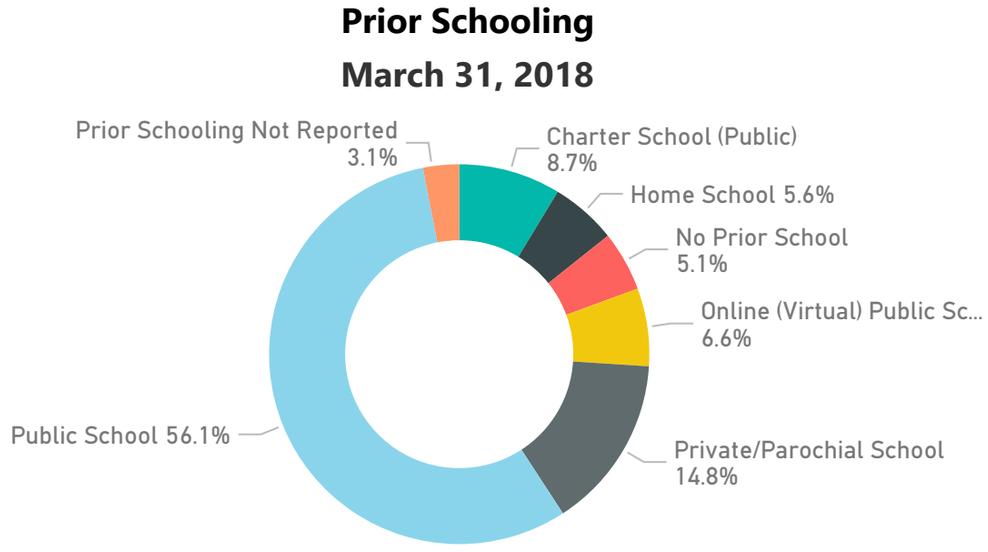
California Connections Academy at North Bay

March 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	17	17	22	23
Home School	11	10	13	12
No Prior School	10	9	15	15
Online (Virtual) Public School	13	15	14	13
Private/Parochial School	29	28	26	25
Public School	110	102	130	126
Prior Schooling Not Reported	6	6	5	5

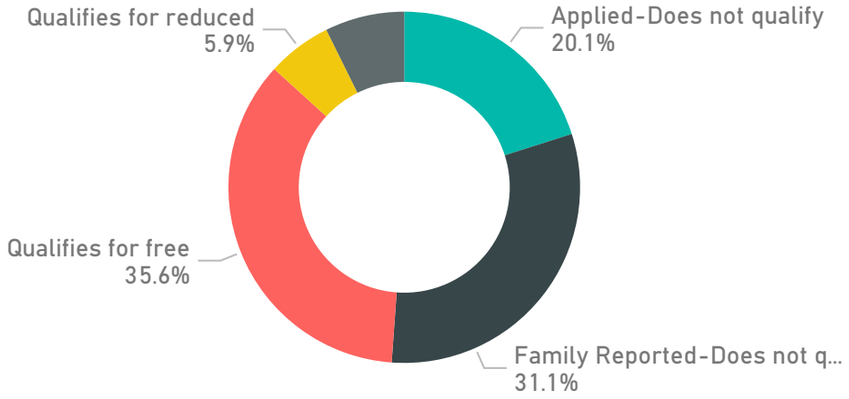




California Connections Academy at North Bay

March 31, 2019

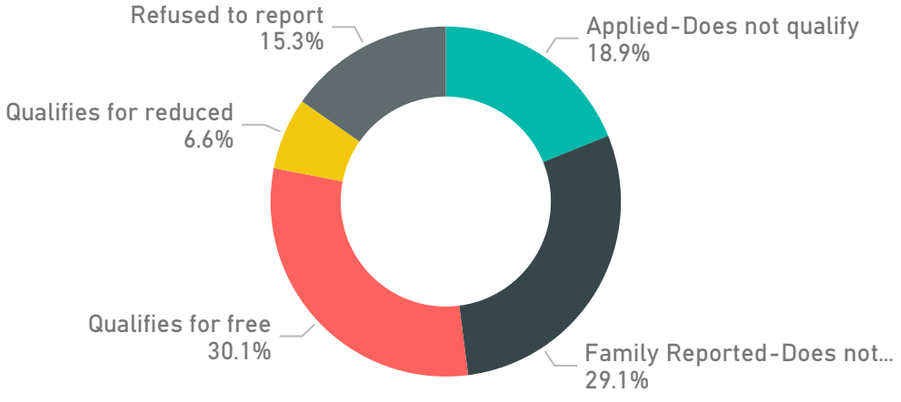
FARM Eligibility
March 31, 2019

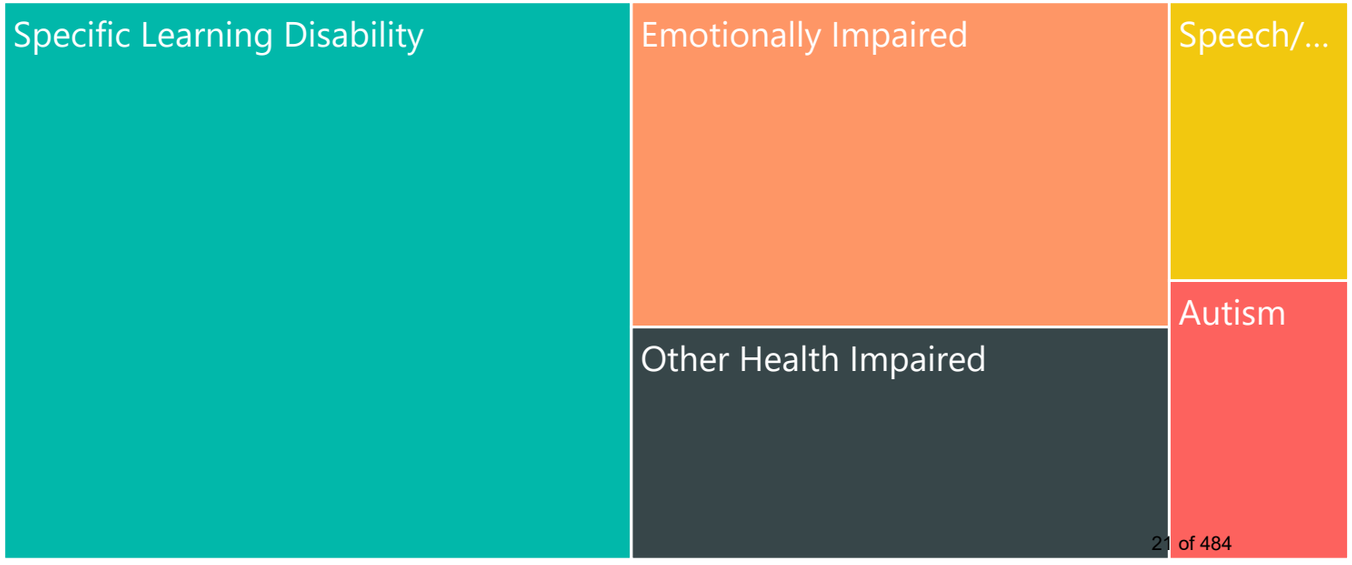


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	3	3	2	2
Emotionally Impaired	4	6	7	7
Other Health Impaired	6	5	5	5
Specific Learning Disability	14	15	13	14
Speech/Language Impaired	4	4	2	2

FARM Eligibility
March 31, 2018

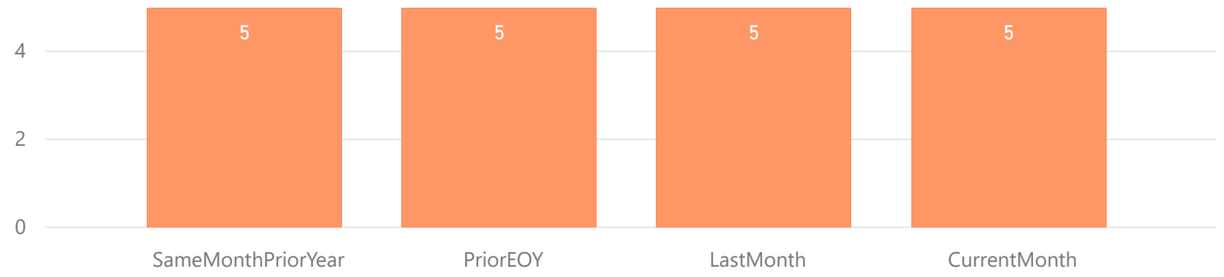




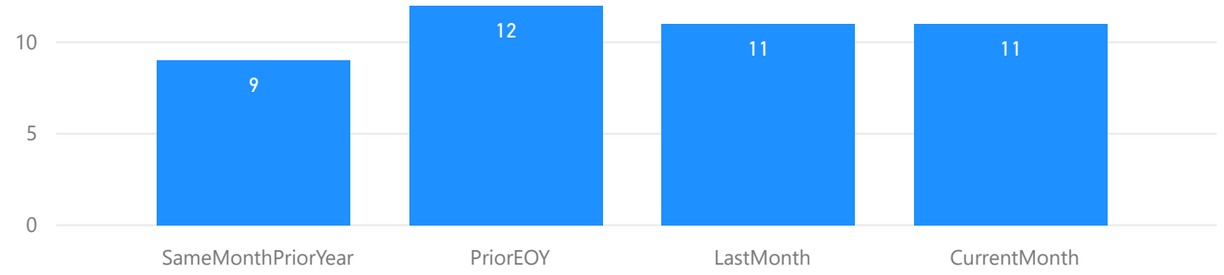
California Connections Academy at North Bay

March 31, 2019

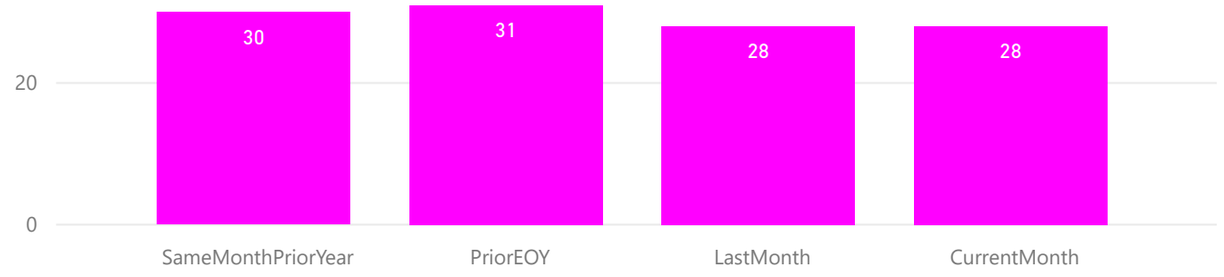
Gifted



Plan504



IEP



Currently Enrolled

219

Gifted

2%

Plan504

5%

IEP

13%

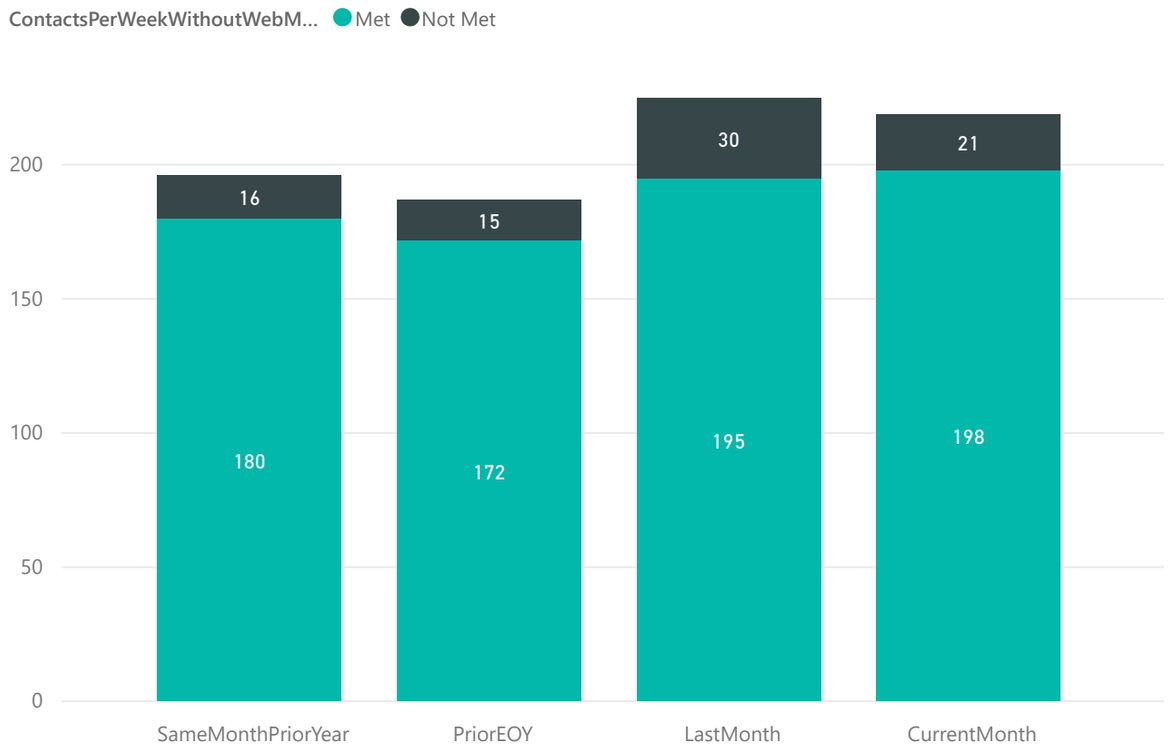
Not in Special Population

80%

California Connections Academy at North Bay

March 31, 2019

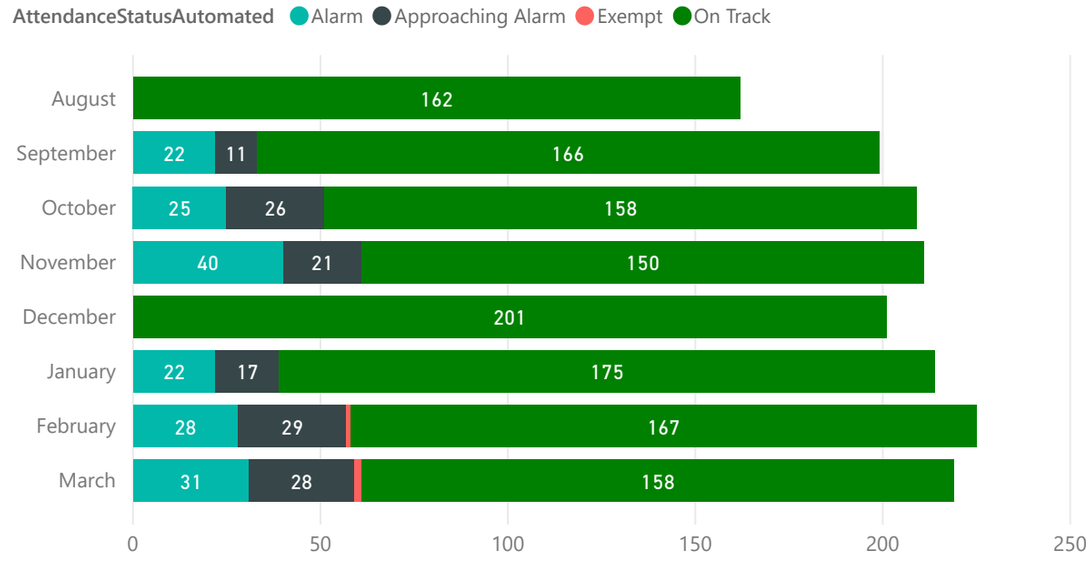
Contacts Per Week



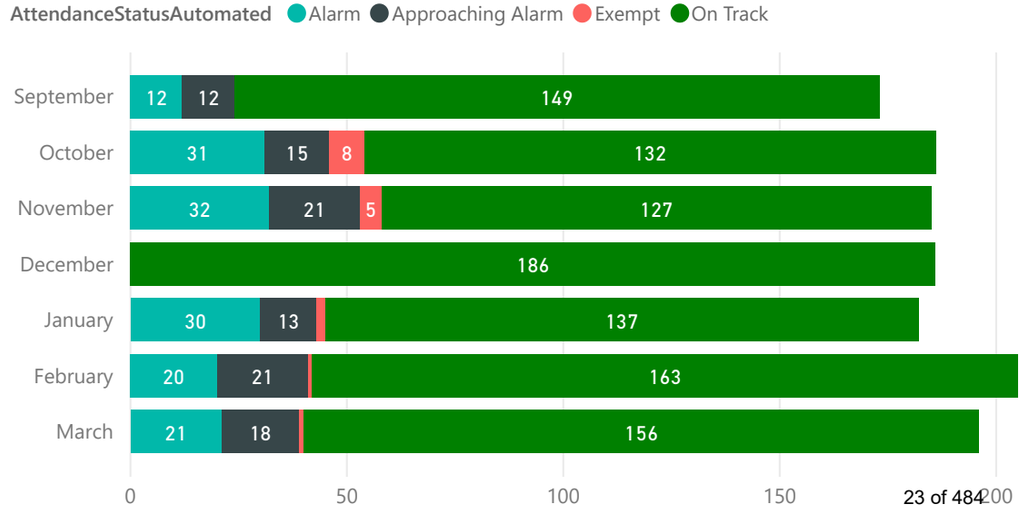
Currently Enrolled

219

School Year: 2018-2019



School Year: 2017-2018



California Connections Academy at North Bay

March 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	98%	95%	100%
3-5	87%	101%	82%	97%
6-8	104%	100%	103%	97%
9-12	101%	98%	92%	88%
Total	**101%**	**99%**	**94%**	**92%**

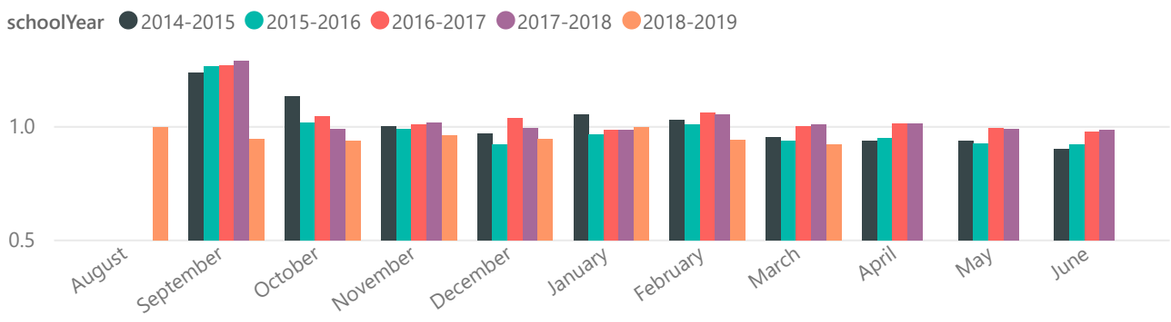
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	91%	93%	93%
3-5	76%	70%	75%	73%
6-8	66%	67%	77%	74%
9-12	72%	76%	75%	72%
Total	**73%**	**75%**	**78%**	**75%**

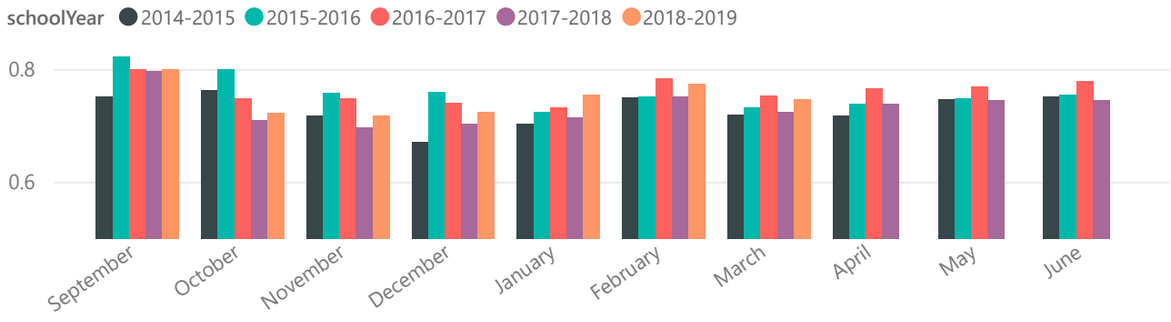
Average Attendance

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

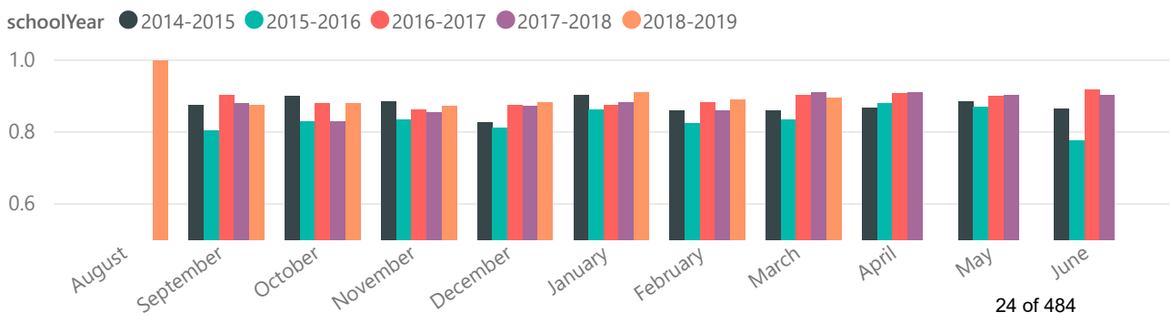
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
219	294

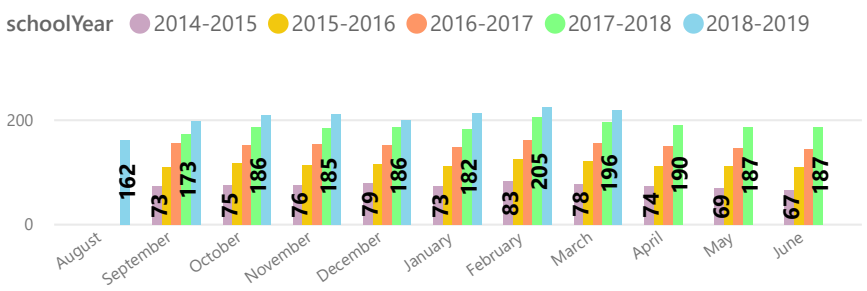
California Connections Academy at North Bay
March 31, 2019

Current Enrollment Month-Over-Month Change
-3%

Enrollment Services Complete (Stage 4)
301

Current Enrollment Year-Over-Year Change
12%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	196	80%	219	74%
Graduated			2	1%
Prior To Engagement	7	3%	16	5%
Withdrawal During School Year	41	17%	57	19%
Total	**244**	**100%**	**294**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	117	59.69%	138	63.01%
Returning	79	40.31%	81	36.99%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	165	189
Graduated		2
WD During School Year	42	48
WD Prior To Engagement	7	16

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.19	1.16

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**22**	**11%**	**23**	**11%**
KG	6	3%	9	4%
1	8	4%	6	3%
2	8	4%	8	4%
3-5	**10**	**5%**	**16**	**7%**
3	3	2%	5	2%
4	4	2%	4	2%
5	3	2%	7	3%
6-8	**56**	**29%**	**55**	**25%**
6	12	6%	10	5%
7	18	9%	18	8%
8	26	13%	27	12%
9-12	**108**	**55%**	**125**	**57%**
9	27	14%	27	12%
10	31	16%	35	16%
11	22	11%	35	16%
12	28	14%	28	13%
Total	**196**	**100%**	**219**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	20	39
Life change	3	5
Mismatch Academic	5	
Regulation	10	11
Student wants more socialization	3	2

California Connections Academy at North Bay
March 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	113	115
M	83	104

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	184	202
Spanish	7	12
Russian	1	1
Arabic		1
Another Language	4	3

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	3	2
Emotionally Impaired	4	7
Other Health Impaired	6	5
Specific Learning Disability	14	14
Speech/Language Impaired	4	2

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	5	5

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	9	11

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	30	28

Gifted	Plan504
2%	5%

IEP	Not in Special Population
13%	80%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	46	57
Not Hispanic or Latino	150	162

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	17	22
Asian	12	18
Black/African American	16	21
Native Hawaiian or Other Pacific Islander	3	6
White	167	187

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	31	39
Family Reported-Does not qualify	51	57
Qualifies for free	48	67
Qualifies for reduced	10	12
Refused to report	25	14

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	3
Asian	9	9
Black/African American	6	3
Hispanic or Latino	46	57
Multiple Races	13	21
Native Hawaiian or Other Pacific Islander	1	2
White	120	124

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	17	23
Home School	11	12
No Prior School	10	15
Online (Virtual) Public School	13	13
Private/Parochial School	29	25
Public School	110	126
Prior Schooling Not Reported	6	5

California Connections Academy at North Bay
March 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	180	198
Not Met	16	21

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	21	31
Approaching Alarm	18	28
Exempt	1	2
On Track	156	158

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	100%
3-5	87%	97%
6-8	104%	97%
9-12	101%	88%
Total	**101%**	**92%**

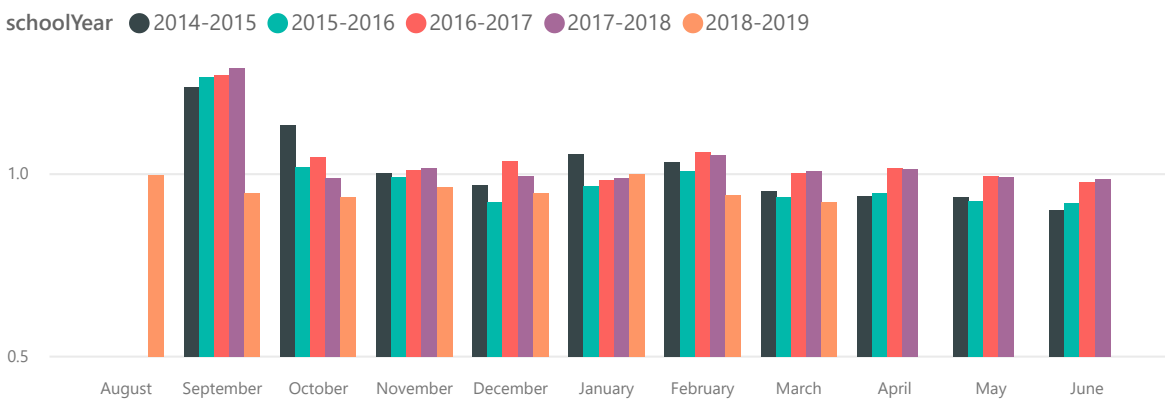
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	93%
3-5	76%	73%
6-8	66%	74%
9-12	72%	72%
Total	**73%**	**75%**

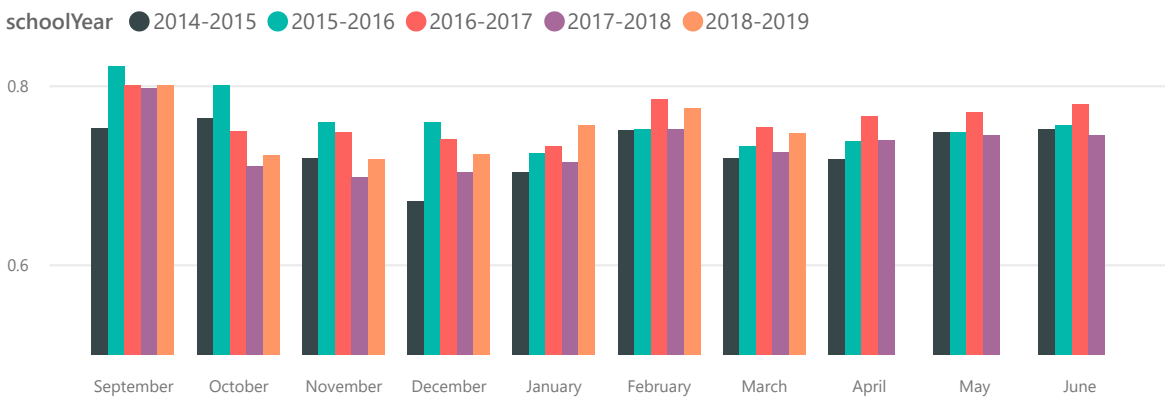
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	97%
3-5	89%	91%
6-8	94%	93%
9-12	90%	86%
Total	**91%**	**89%**

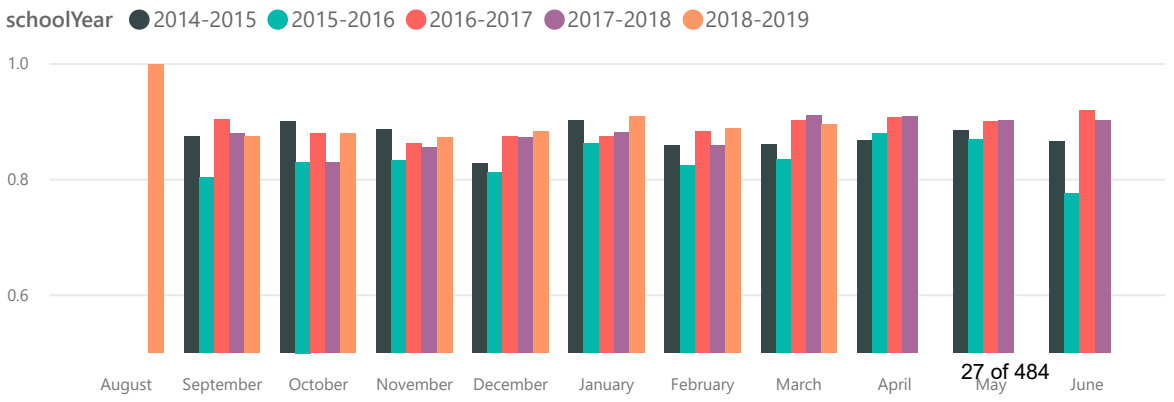
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

March 31, 2019

Currently Enrolled

533

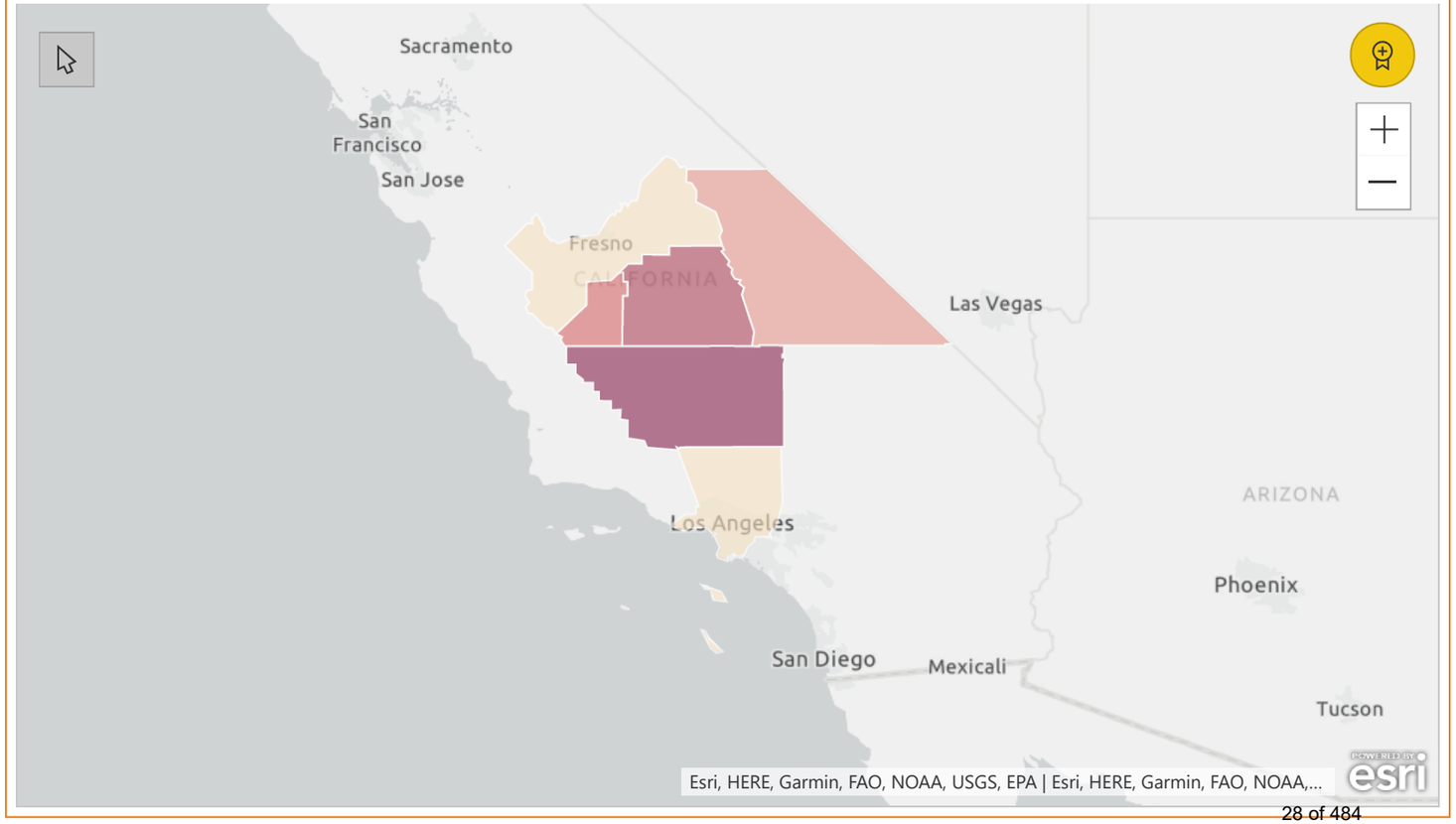
Total YTD Enrolled

724

Enrollment Services Complete (Stage 4)

744

Enrolled Students by County



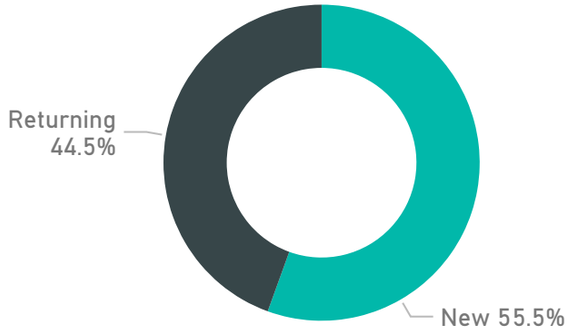
Central California Connections Academy

March 31, 2019

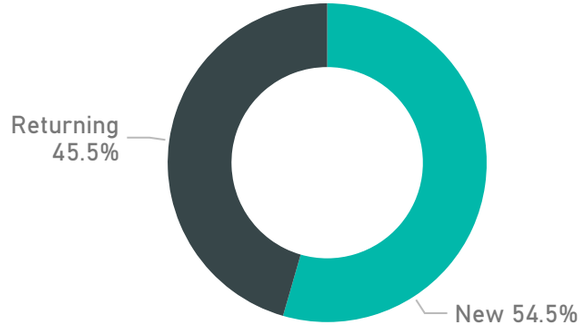
Current Enrollment Month-Over-Month Change
-4%

Current Enrollment Year-Over-Year Change
13%

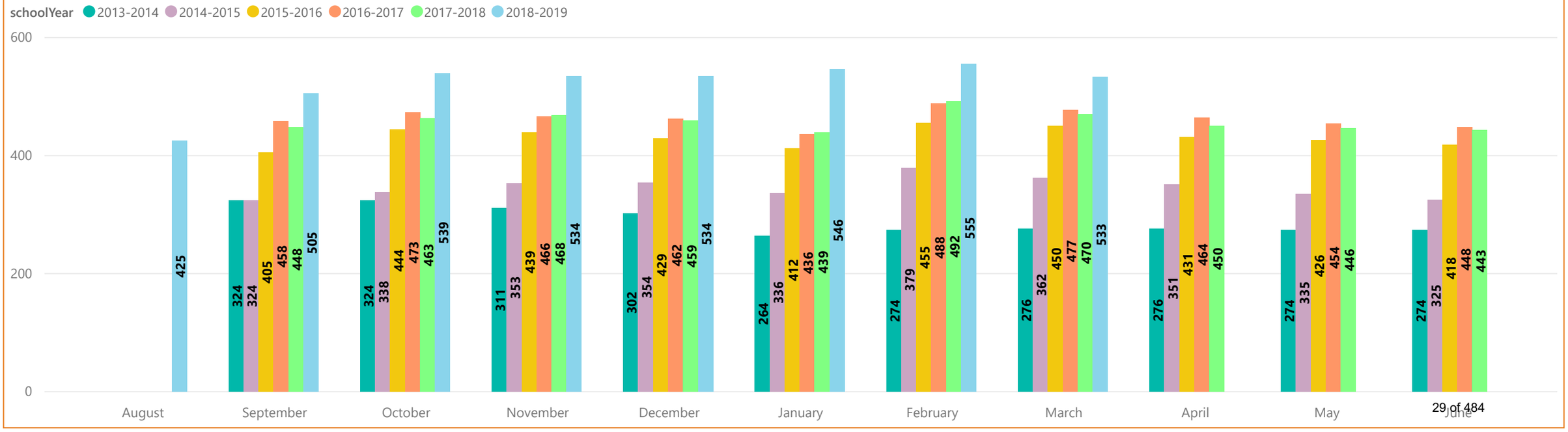
New and Returning



New and Returning Prior Year



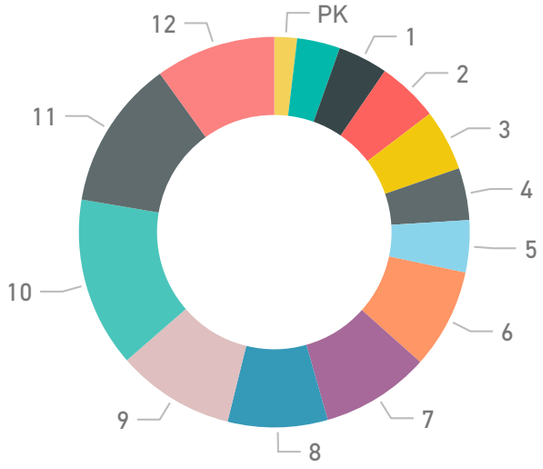
Monthly Student Current Enrollment Comparison



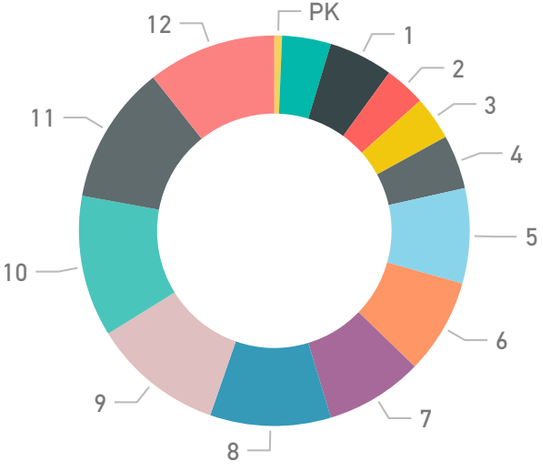
Central California Connections Academy

March 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



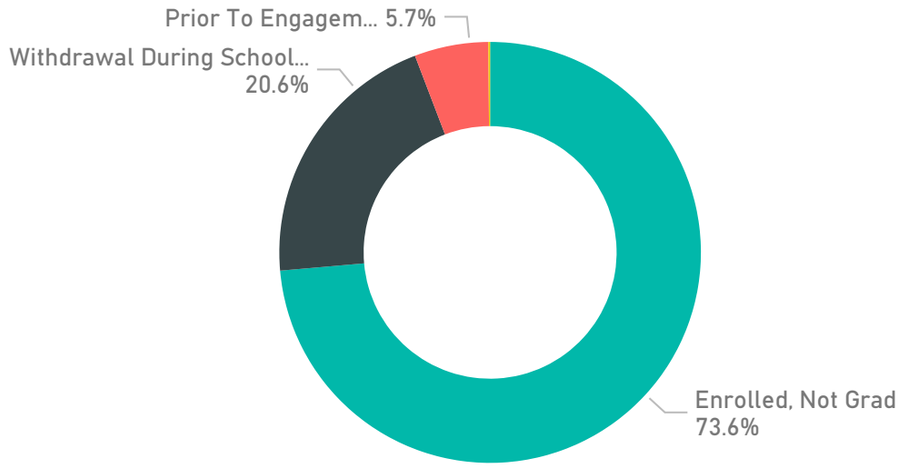
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**63**	**13%**	**60**	**14%**	**82**	**15%**	**78**	**15%**
PK	3	1%	3	1%	10	2%	10	2%
KG	19	4%	19	4%	21	4%	19	4%
1	25	5%	22	5%	24	4%	22	4%
2	16	3%	16	4%	27	5%	27	5%
3-5	**75**	**16%**	**72**	**16%**	**77**	**14%**	**73**	**14%**
3	17	4%	16	4%	28	5%	27	5%
4	21	4%	20	5%	24	4%	23	4%
5	37	8%	36	8%	25	5%	23	4%
6-8	**122**	**26%**	**116**	**26%**	**142**	**26%**	**136**	**26%**
6	37	8%	35	8%	46	8%	44	8%
7	38	8%	34	8%	49	9%	48	9%
8	47	10%	47	11%	47	8%	44	8%
9-12	**210**	**45%**	**195**	**44%**	**254**	**46%**	**246**	**46%**
9	51	11%	47	11%	52	9%	52	10%
10	55	12%	51	12%	76	14%	75	14%
11	54	11%	50	11%	70	13%	66	12%
12	50	11%	47	11%	56	10%	53	10%
Total	**470**	**100%**	**443**	**100%**	**555**	**100%**	**533**	**100%**

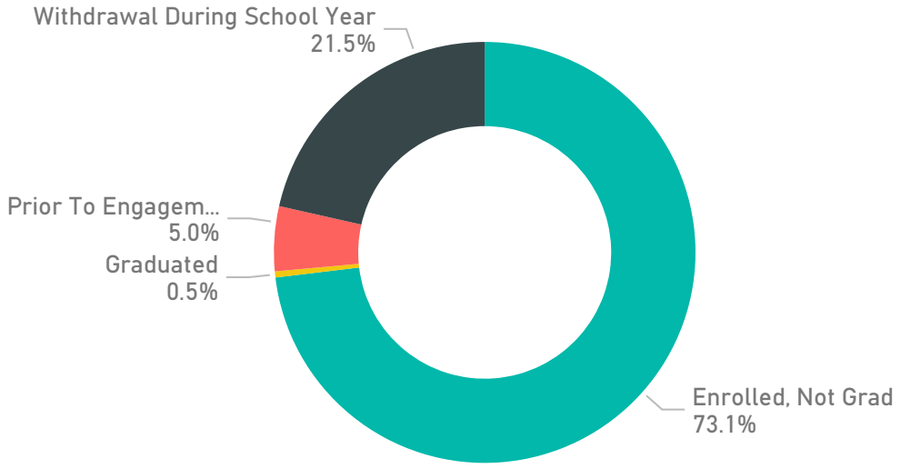
Central California Connections Academy

March 31, 2019

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	470	73%	443	69%	555	77%	533	74%
Graduated	3	0%	3	0%	1	0%	1	0%
Prior To Engagement	32	5%	33	5%	39	5%	41	6%
Withdrawal During School Year	138	21%	166	26%	126	17%	149	21%
Total	**643**	**100%**	**645**	**100%**	**721**	**100%**	**724**	**100%**

Enrollment Services Complete (Stage 4)

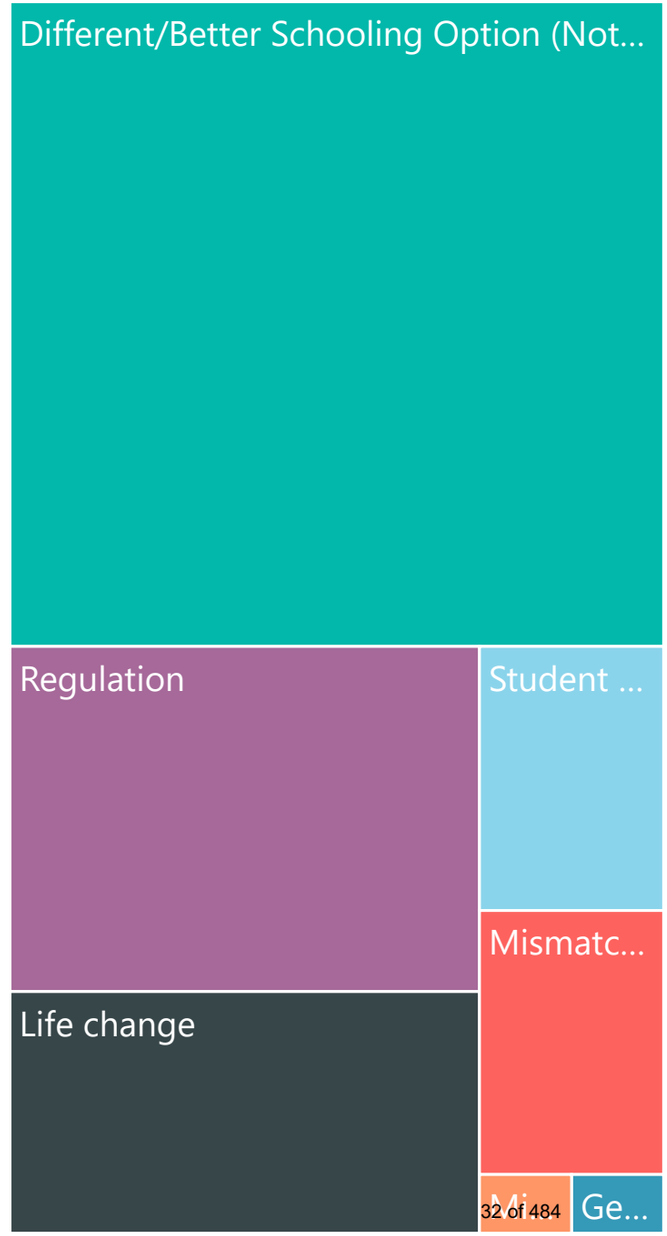
744

Central California Connections Academy

March 31, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	73	84	69	78
Getting started with the school was too difficult	2	3	1	1
Life change	9	14	16	21
Mismatch Academic	16	17	9	9
Mismatch Family Schedule	1	1	1	1
Regulation	30	40	23	30
Student wants more socialization	6	6	7	9
Unhappy with the school (teachers, leadership)	1	1		



Central California Connections Academy

March 31, 2019

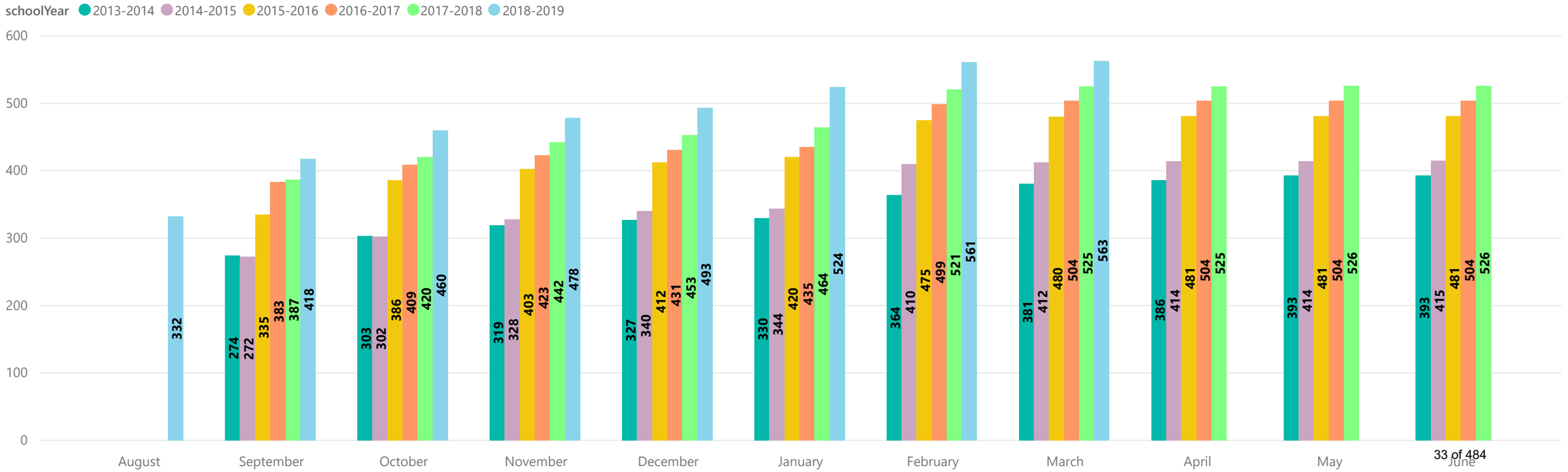
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	388	363	433	415
Graduated	3	3	1	1
WD During School Year	120	142	103	122
WD Prior To Engagement	29	30	33	35

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.21	1.22	1.28	1.28

Monthly Total Households



Central California Connections Academy

March 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	194	178	228	225
Not Hispanic or Latino	276	265	327	308

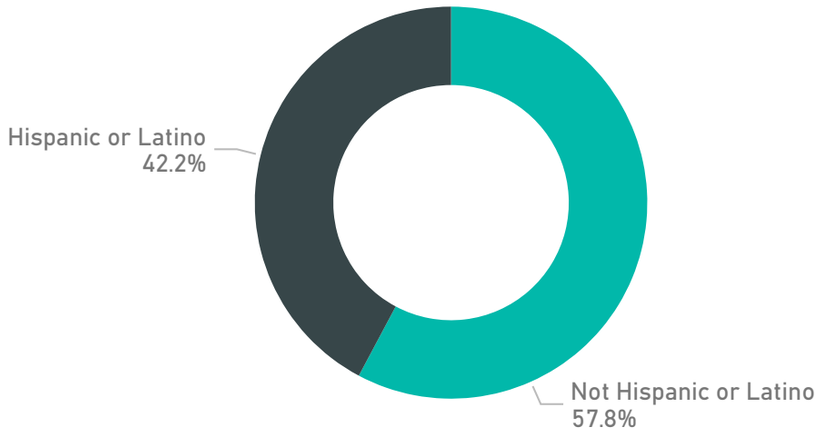
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	57	53	70	67
Asian	32	29	28	26
Black/African American	62	59	57	55
Native Hawaiian or Other Pacific Islander	8	7	7	8
White	372	353	447	429

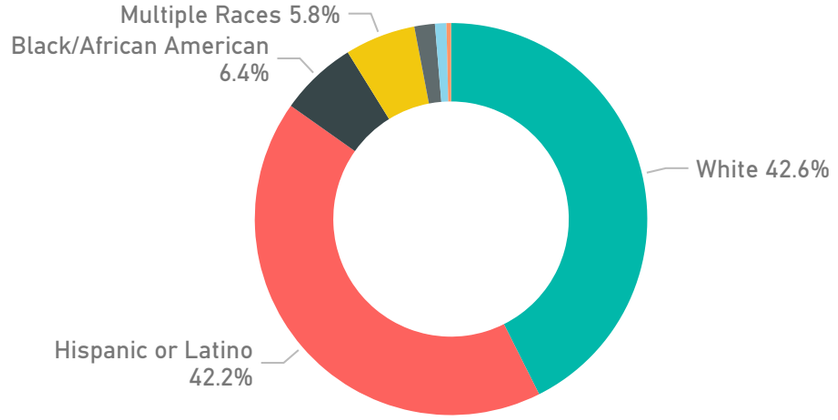
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	3	5	5
Asian	13	10	11	9
Black/African American	31	30	35	34
Hispanic or Latino	194	178	228	225
Multiple Races	29	28	32	31
Native Hawaiian or Other Pacific Islander	2	2	2	2
White	199	192	242	227

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy

March 31, 2019

Gender

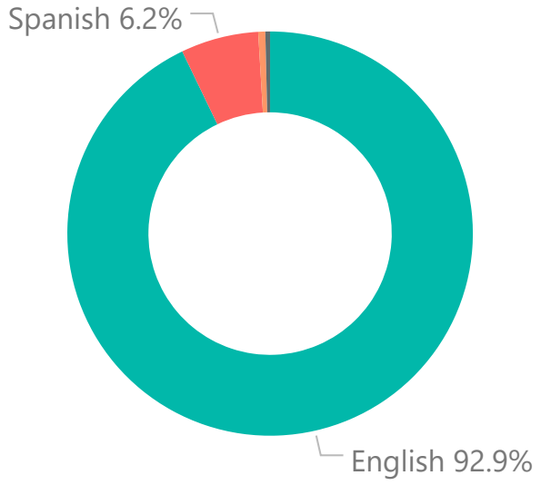
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	230	219	290	282
M	240	224	265	251

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	434	408	514	495
Spanish	32	31	34	33
Arabic	2	2	4	3
Another Language	2	2	3	2

Enrolled Students by Gender

Enrolled Students by Language

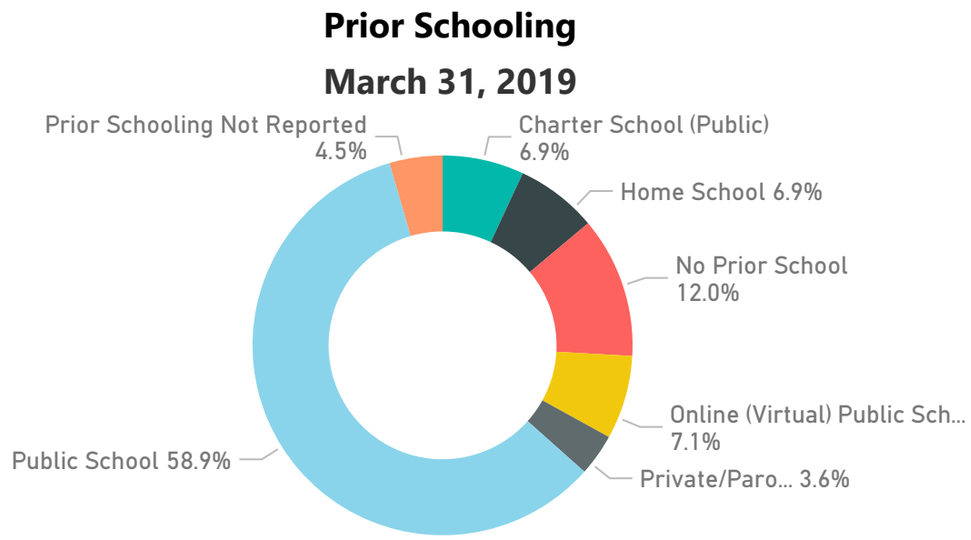


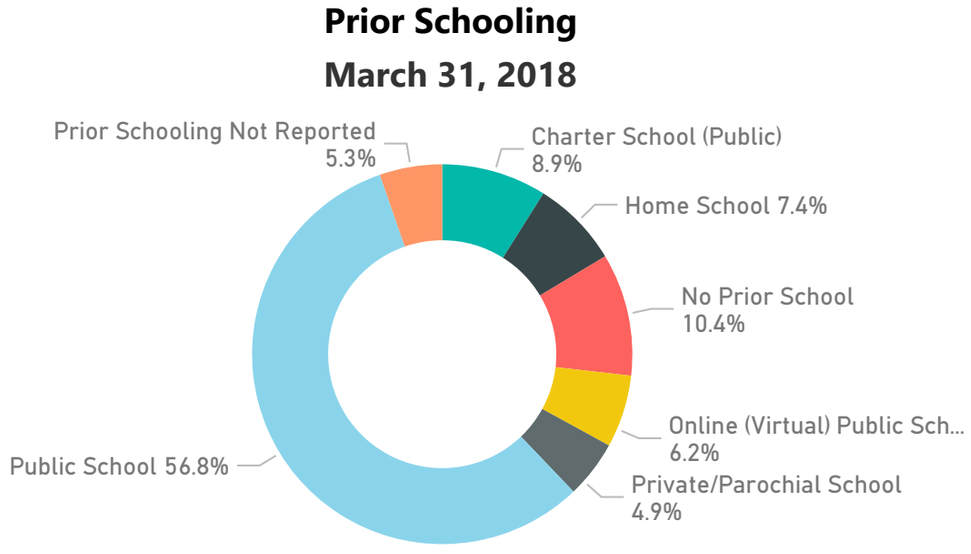
Central California Connections Academy

March 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	42	39	41	37
Home School	35	32	38	37
No Prior School	49	46	64	64
Online (Virtual) Public School	29	28	36	38
Private/Parochial School	23	23	19	19
Public School	267	250	332	314
Prior Schooling Not Reported	25	25	25	24

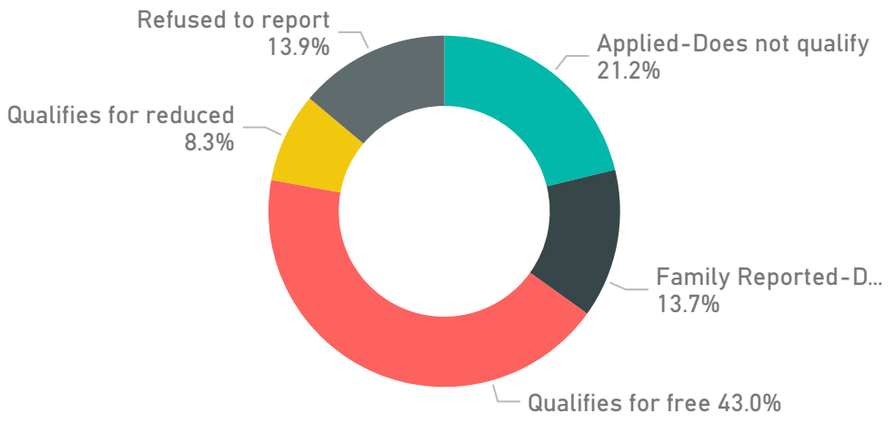




Central California Connections Academy

March 31, 2019

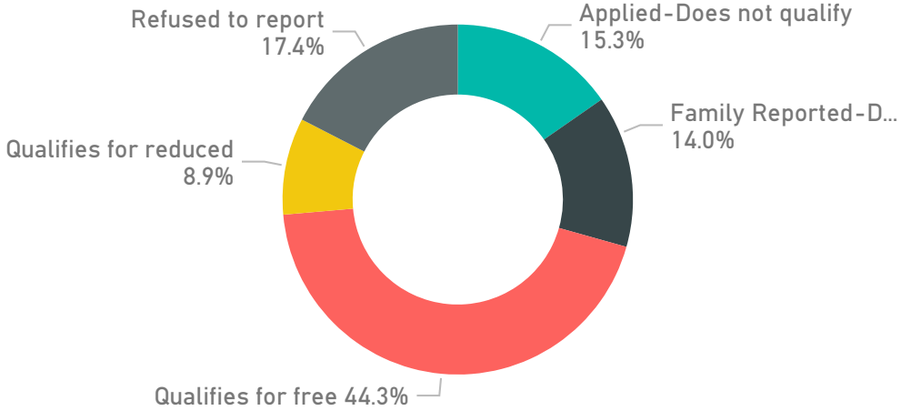
FARM Eligibility
March 31, 2019

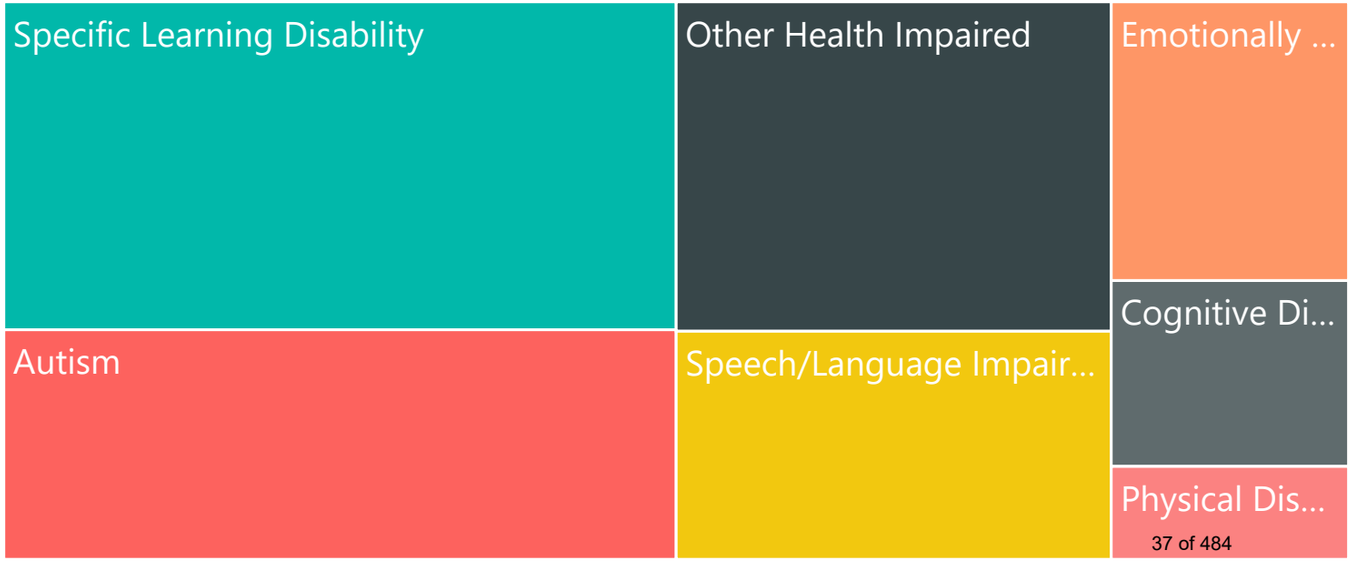


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	10	12	12	14
Cognitive Disability	3	3	4	4
Emotionally Impaired	7	5	5	6
Hearing Impaired	1			
Other Health Impaired	9	11	14	13
Physical Disability	2	2	2	2
Specific Learning Disability	18	20	20	20
Speech/Language Impaired	10	9	7	9

FARM Eligibility
March 31, 2018

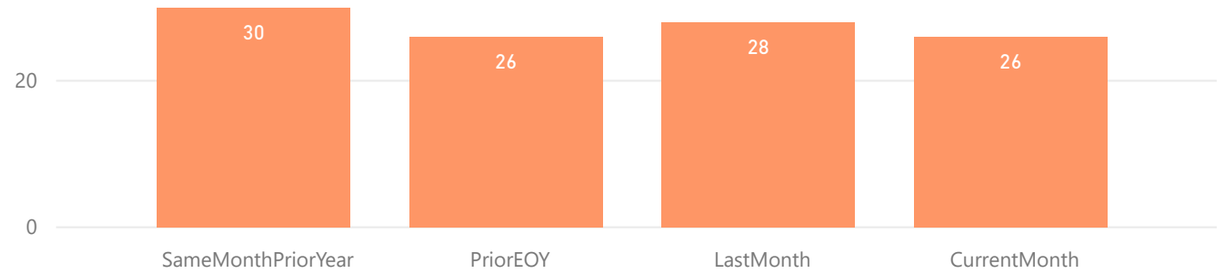




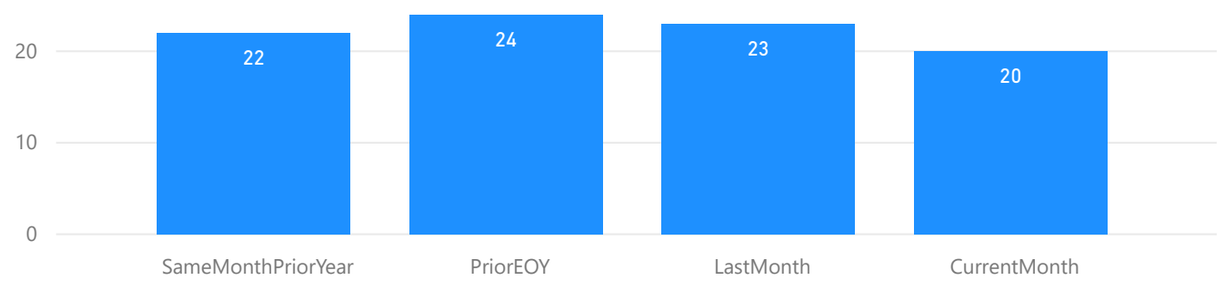
Central California Connections Academy

March 31, 2019

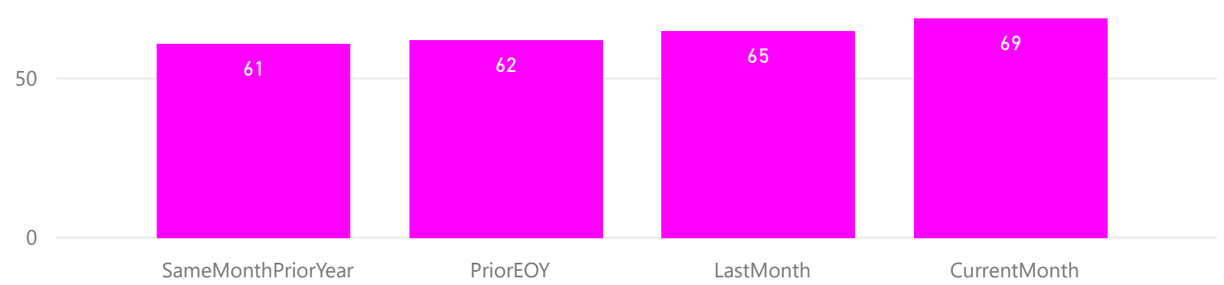
Gifted



Plan504



IEP



Currently Enrolled

533

Gifted

5%

Plan504

4%

IEP

13%

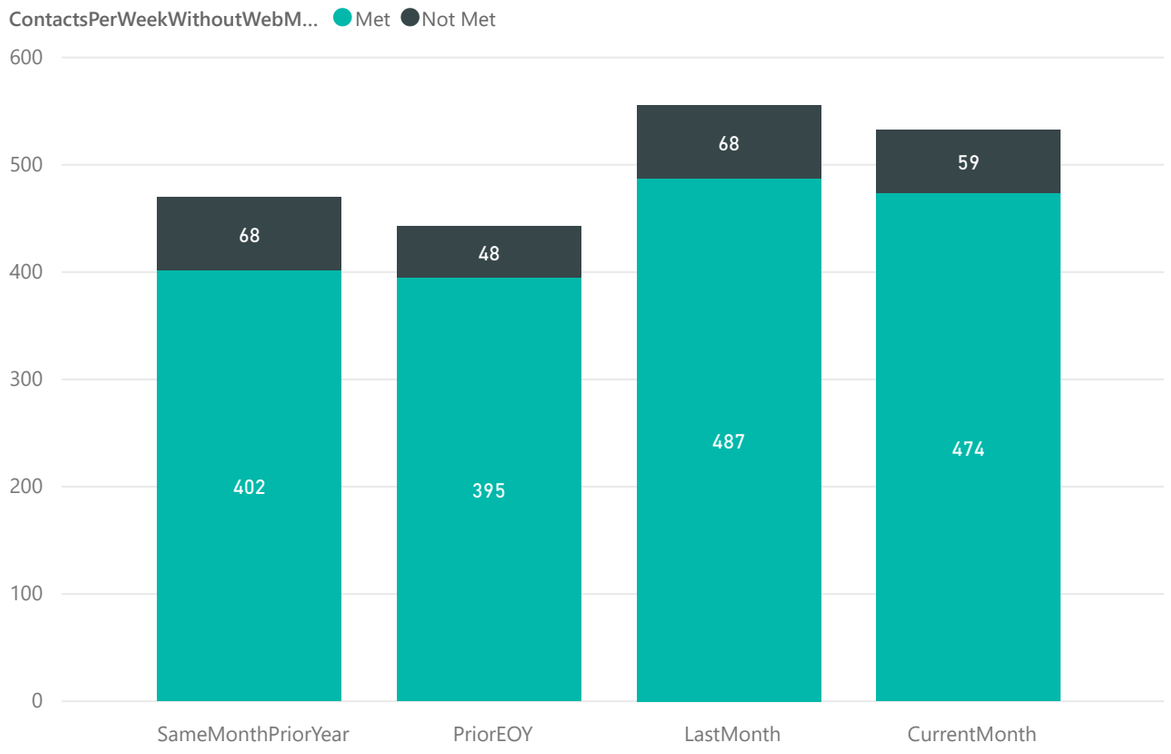
Not in Special Population

79%

Central California Connections Academy

March 31, 2019

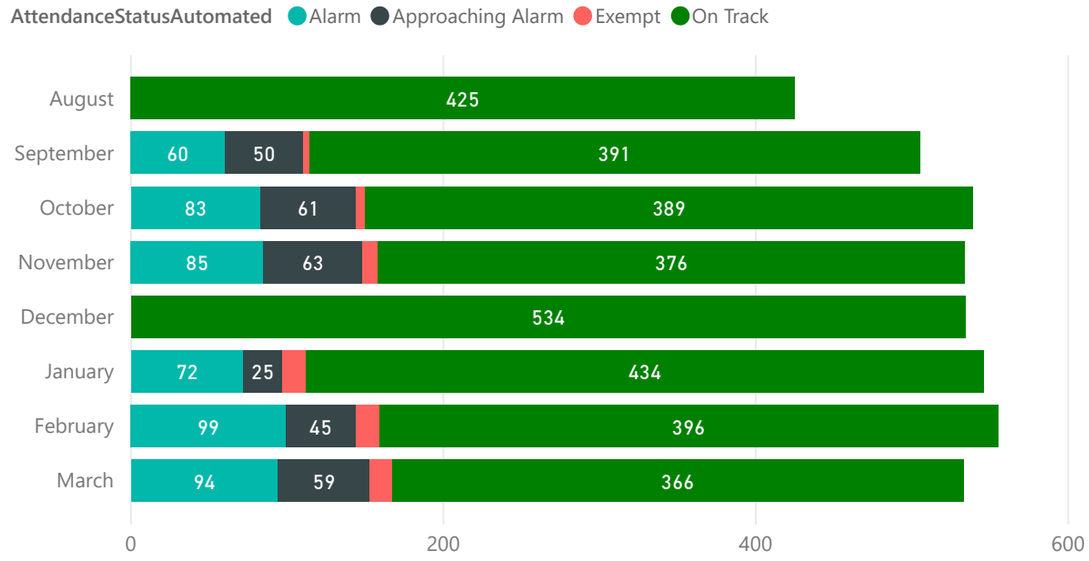
Contacts Per Week



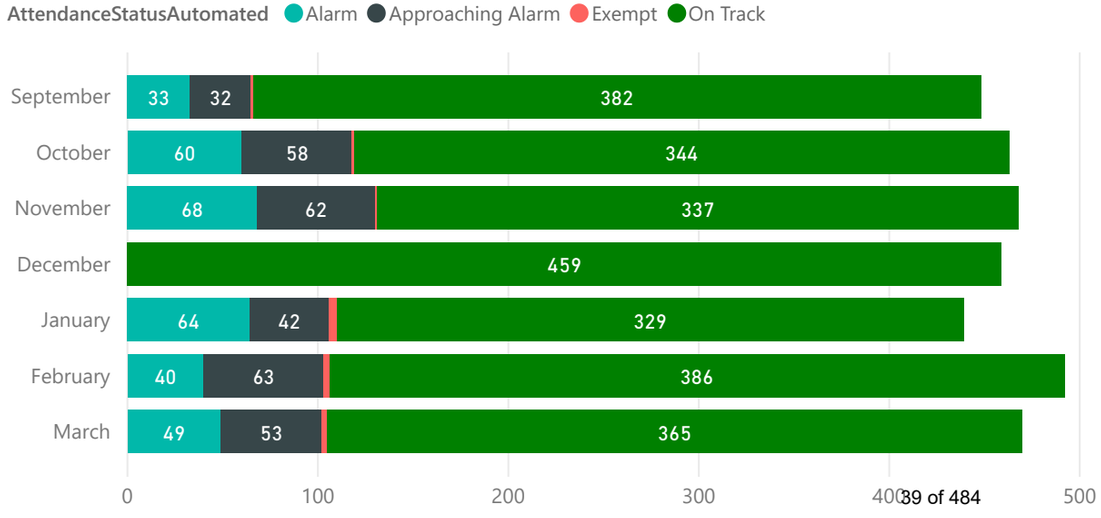
Currently Enrolled

533

School Year: 2018-2019



School Year: 2017-2018



Central California Connections Academy

March 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	102%	96%	109%	102%
3-5	104%	98%	104%	95%
6-8	102%	98%	102%	100%
9-12	95%	95%	88%	84%
Total	**99%**	**96%**	**97%**	**92%**

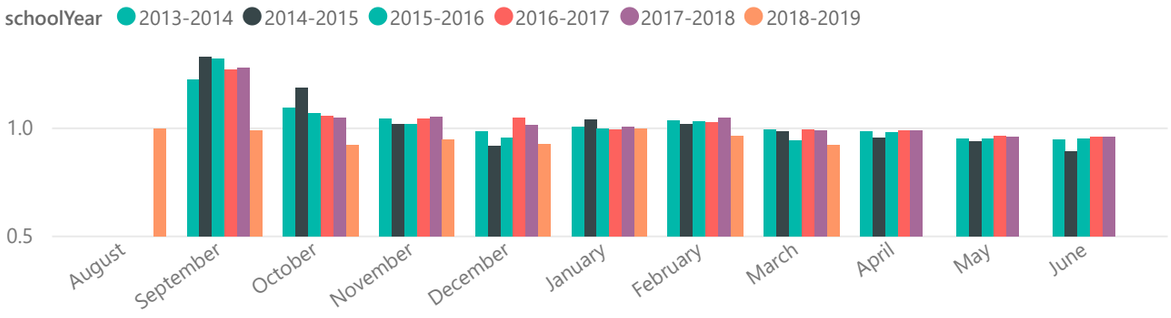
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	91%	91%	91%
3-5	77%	77%	77%	76%
6-8	70%	70%	73%	73%
9-12	64%	68%	72%	66%
Total	**71%**	**73%**	**76%**	**73%**

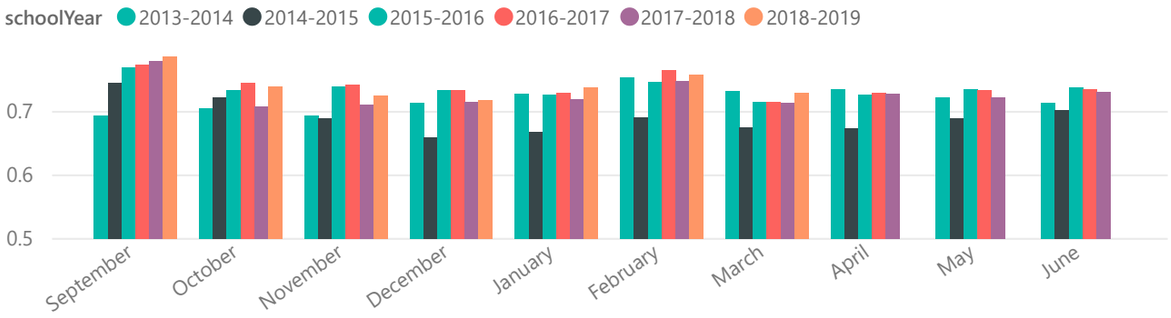
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	94%	92%	94%
3-5	96%	94%	90%	91%
6-8	93%	91%	93%	93%
9-12	86%	86%	83%	84%
Total	**90%**	**89%**	**88%**	**89%**

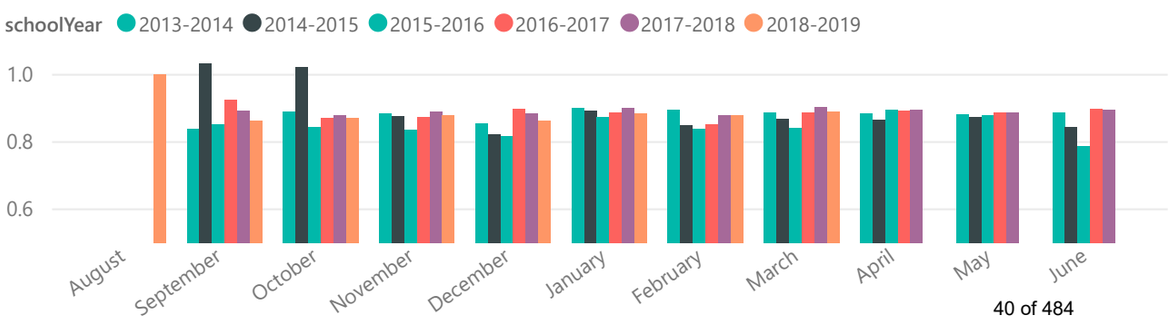
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
533	724

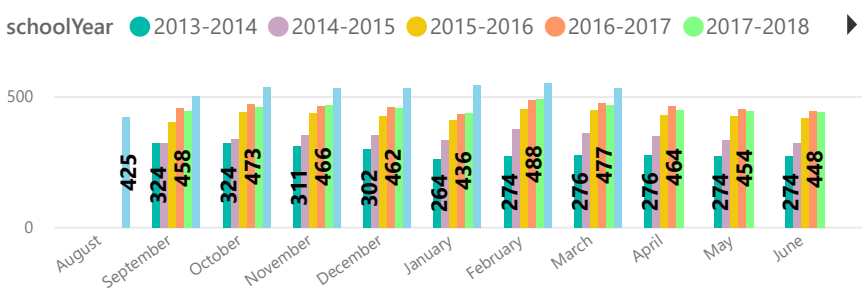
Enrollment Services Complete (Stage 4)
744

Central California Connections Academy
March 31, 2019

Current Enrollment Month-Over-Month Change
-4%

Current Enrollment Year-Over-Year Change
13%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	470	73%	533	74%
Graduated	3	0%	1	0%
Prior To Engagement	32	5%	41	6%
Withdrawal During School Year	138	21%	149	21%
Total	**643**	**100%**	**724**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	256	54.47%	296	55.53%
Returning	214	45.53%	237	44.47%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	388	415
Graduated	3	1
WD During School Year	120	122
WD Prior To Engagement	29	35

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.21	1.28

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**63**	**13%**	**78**	**15%**
PK	3	1%	10	2%
KG	19	4%	19	4%
1	25	5%	22	4%
2	16	3%	27	5%
3-5	**75**	**16%**	**73**	**14%**
3	17	4%	27	5%
4	21	4%	23	4%
5	37	8%	23	4%
6-8	**122**	**26%**	**136**	**26%**
6	37	8%	44	8%
7	38	8%	48	9%
8	47	10%	44	8%
9-12	**210**	**45%**	**246**	**46%**
9	51	11%	52	10%
10	55	12%	75	14%
11	54	11%	66	12%
12	50	11%	53	10%
Total	**470**	**100%**	**533**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	73	78
Getting started with the school was too difficult	2	1
Life change	9	21
Mismatch Academic	16	9
Mismatch Family Schedule	1	1
Regulation	30	30
Student wants more socialization	6	9
Unhappy with the school (teachers, leadership)	1	

Central California Connections Academy
March 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	230	282
M	240	251

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	434	495
Spanish	32	33
Arabic	2	3
Another Language	2	2

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	10	14
Cognitive Disability	3	4
Emotionally Impaired	7	6
Hearing Impaired	1	
Other Health Impaired	9	13
Physical Disability	2	2
Specific Learning Disability	18	20
Speech/Language Impaired	10	9

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	30	26

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	22	20

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	61	69

Gifted	Plan504
5%	4%

IEP	Not in Special Population
13%	79%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	194	225
Not Hispanic or Latino	276	308

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	57	67
Asian	32	26
Black/African American	62	55
Native Hawaiian or Other Pacific Islander	8	8
White	372	429

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	58	96
Family Reported-Does not qualify	57	62
Qualifies for free	181	204
Qualifies for reduced	39	34
Refused to report	75	69

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	2	5
Asian	13	9
Black/African American	31	34
Hispanic or Latino	194	225
Multiple Races	29	31
Native Hawaiian or Other Pacific Islander	2	2
White	199	227

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	42	37
Home School	35	37
No Prior School	49	64
Online (Virtual) Public School	29	38
Private/Parochial School	23	19
Public School	267	314
Prior Schooling Not Reported	25	24

Central California Connections Academy
March 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	402	474
Not Met	68	59

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	49	94
Approaching Alarm	53	59
Exempt	3	14
On Track	365	366

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	102%	102%
3-5	104%	95%
6-8	102%	100%
9-12	95%	84%
Total	**99%**	**92%**

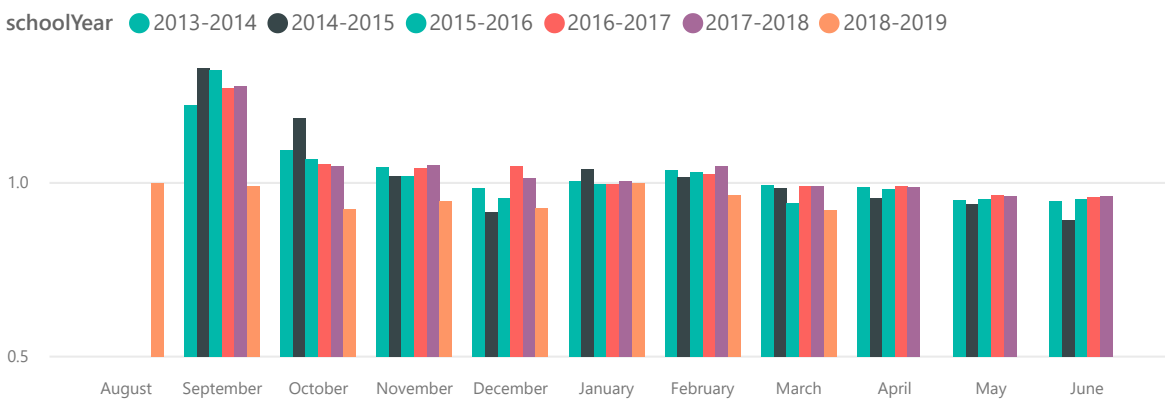
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	92%	91%
3-5	77%	76%
6-8	70%	73%
9-12	64%	66%
Total	**71%**	**73%**

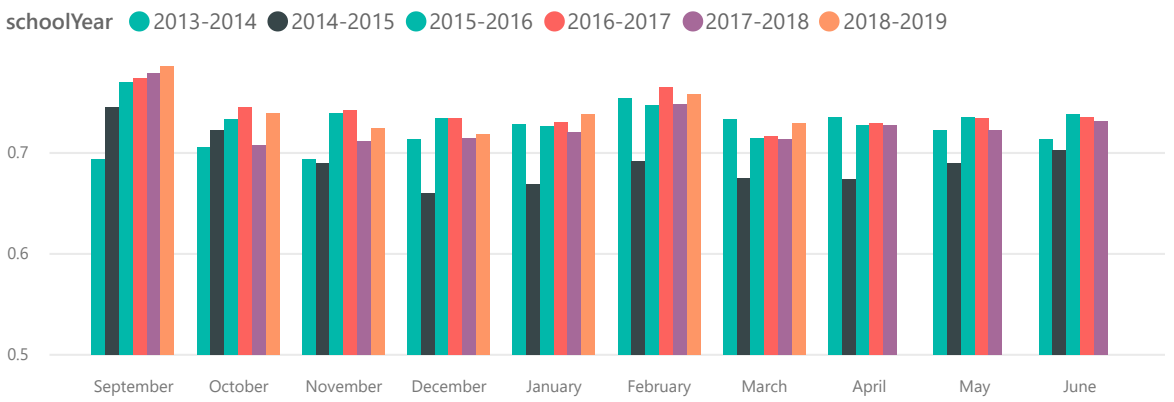
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	94%	94%
3-5	96%	91%
6-8	93%	93%
9-12	86%	84%
Total	**90%**	**89%**

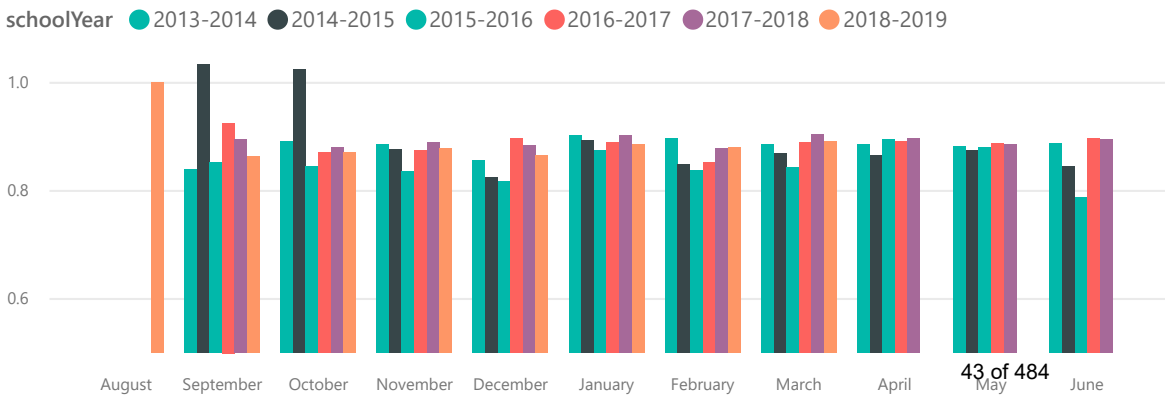
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

March 31, 2019

Currently Enrolled

1472

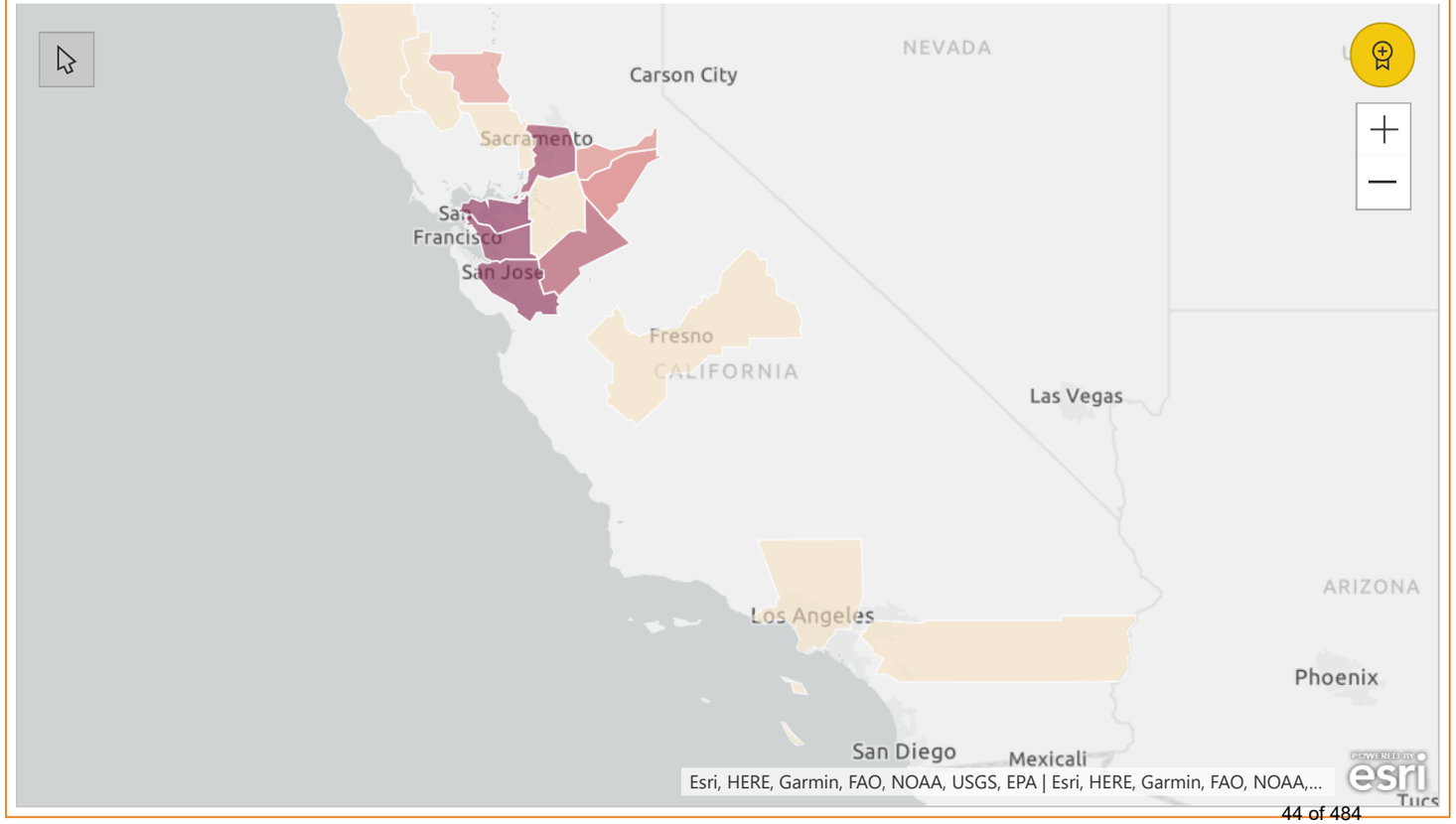
Total YTD Enrolled

1917

Enrollment Services Complete (Stage 4)

1962

Enrolled Students by County



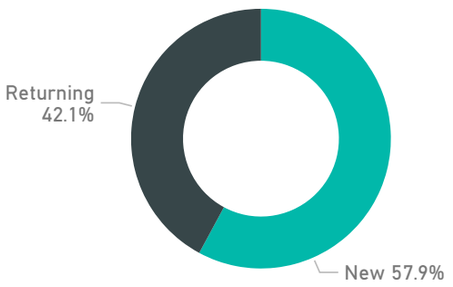
California Connections Academy at Ripon

March 31, 2019

Current Enrollment Month-Over-Month Change
-2%

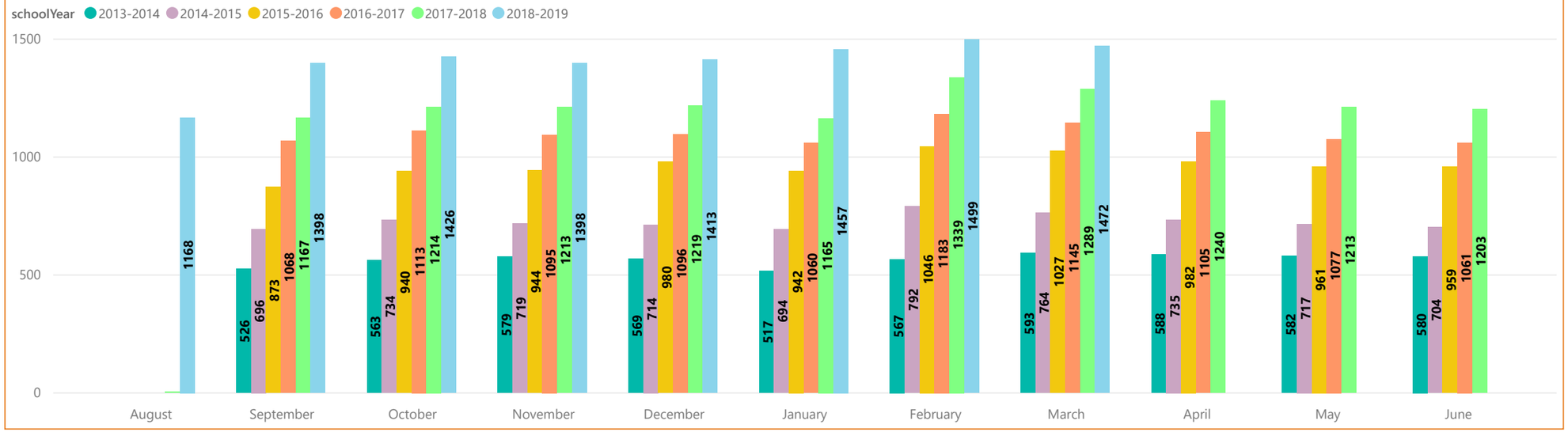
Current Enrollment Year-Over-Year Change
14%

New and Returning



New and Returning Prior Year

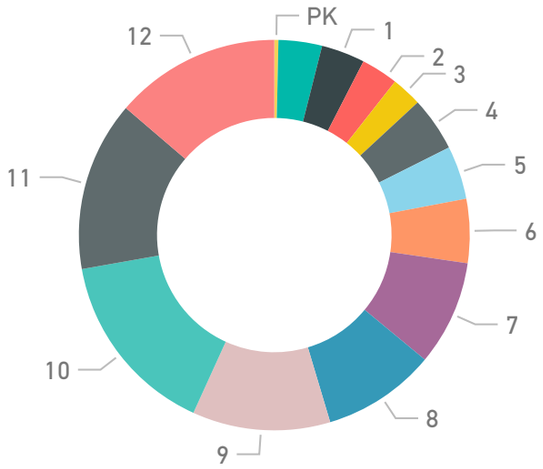
Monthly Student Current Enrollment Comparison



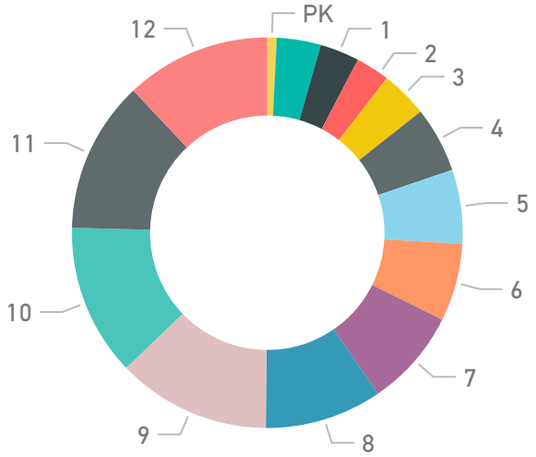
California Connections Academy at Ripon

March 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



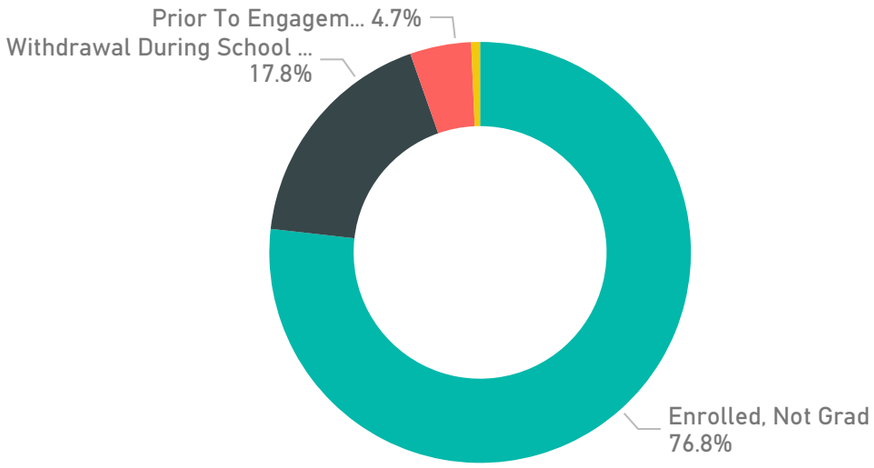
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**135**	**10%**	**126**	**10%**	**158**	**11%**	**156**	**11%**
PK	10	1%	10	1%	5	0%	5	0%
KG	47	4%	44	4%	53	4%	53	4%
1	42	3%	39	3%	54	4%	53	4%
2	36	3%	33	3%	46	3%	45	3%
3-5	**199**	**15%**	**190**	**16%**	**171**	**11%**	**168**	**11%**
3	50	4%	49	4%	36	2%	37	3%
4	70	5%	69	6%	68	5%	66	4%
5	79	6%	72	6%	67	4%	65	4%
6-8	**312**	**24%**	**291**	**24%**	**350**	**23%**	**344**	**23%**
6	83	6%	75	6%	78	5%	78	5%
7	104	8%	96	8%	130	9%	128	9%
8	125	10%	120	10%	142	9%	138	9%
9-12	**643**	**50%**	**596**	**50%**	**820**	**55%**	**804**	**55%**
9	164	13%	156	13%	172	11%	168	11%
10	162	13%	147	12%	231	15%	227	15%
11	162	13%	150	12%	213	14%	207	14%
12	155	12%	143	12%	204	14%	202	14%
Total	**1289**	**100%**	**1203**	**100%**	**1499**	**100%**	**1472**	**100%**

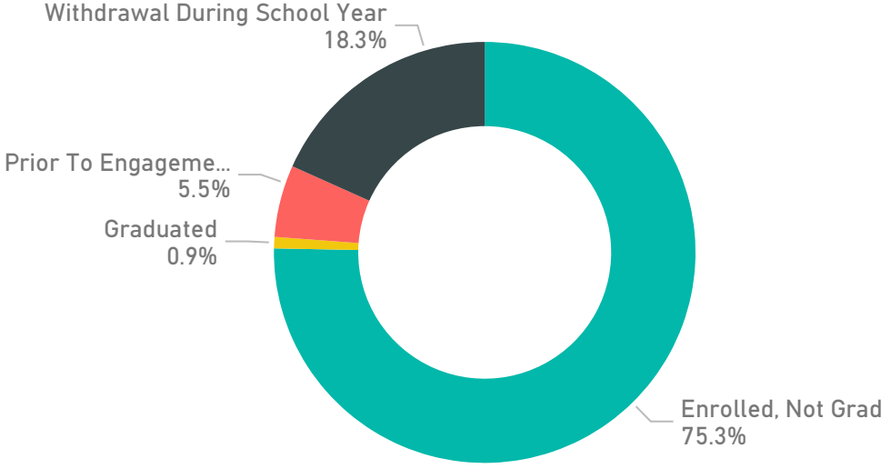
California Connections Academy at Ripon

March 31, 2019

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	1293	75%	1207	70%	1499	79%	1472	77%
Graduated	15	1%	16	1%	13	1%	13	1%
Prior To Engagement	95	6%	104	6%	85	4%	90	5%
Withdrawal During School Year	314	18%	390	23%	309	16%	342	18%
Total	**1717**	**100%**	**1717**	**100%**	**1906**	**100%**	**1917**	**100%**

Enrollment Services Complete (Stage 4)

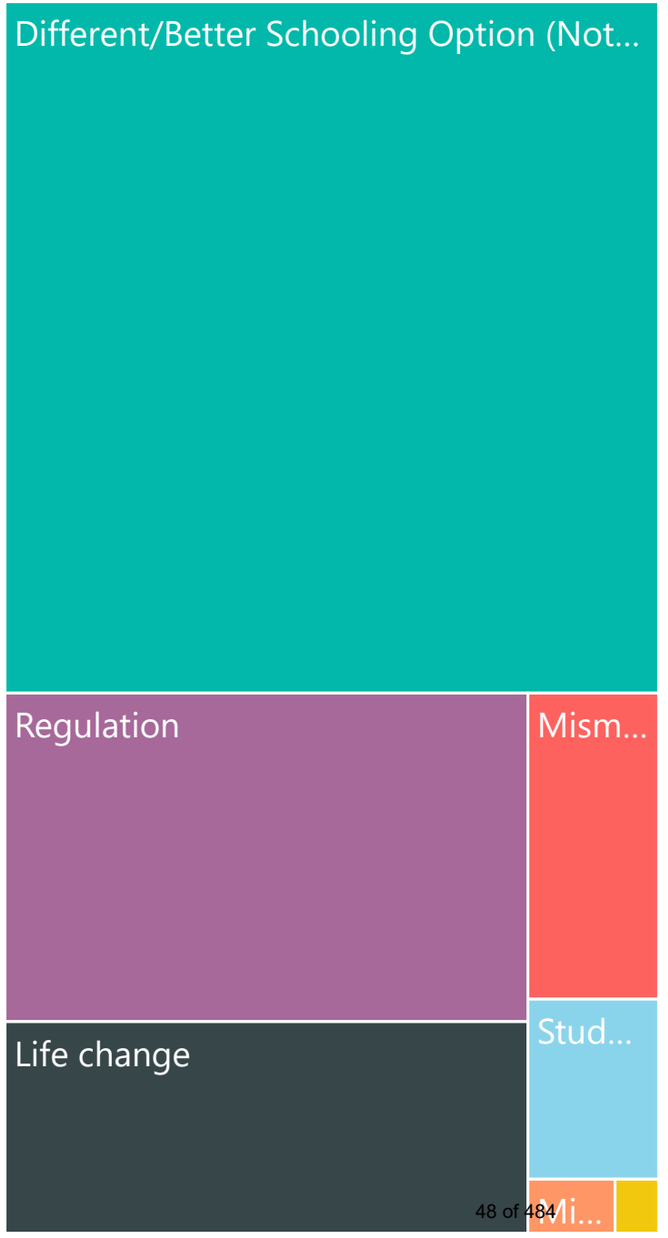
1962

California Connections Academy at Ripon

March 31, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	169	189	180	192
Getting started with the school was too difficult	3	3		
Inactivity			1	1
Life change	39	52	40	47
Mismatch Academic	15	21	15	17
Mismatch Family Schedule	4	4	2	2
Regulation	76	109	62	73
Student wants more socialization	8	12	9	10



California Connections Academy at Ripon

March 31, 2019

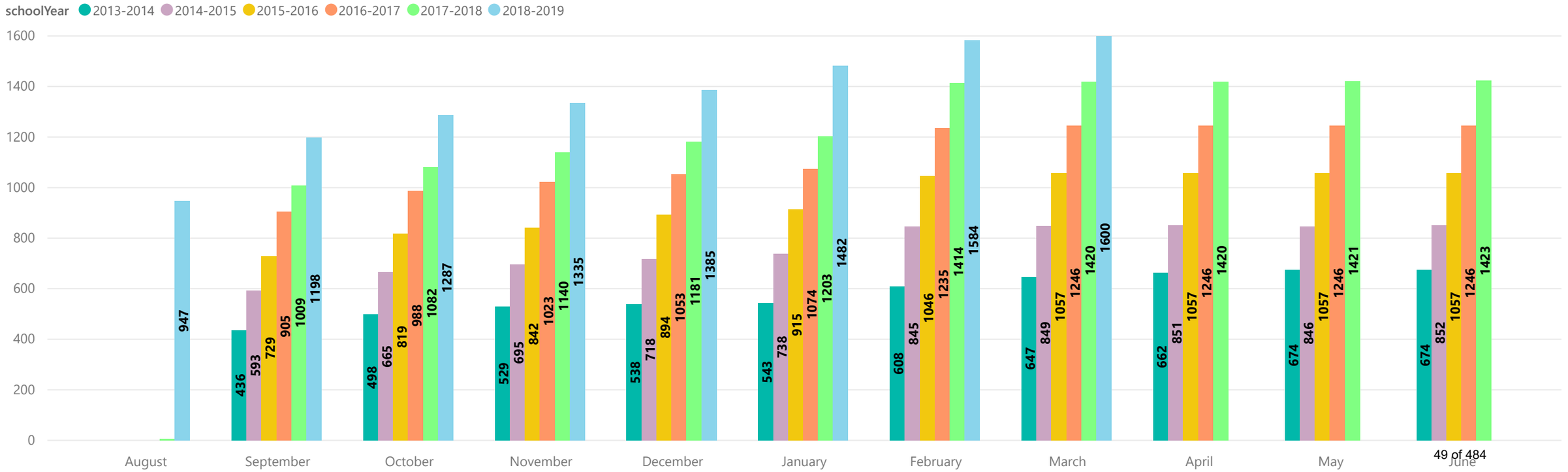
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1068	1003	1260	1244
Graduated	15	16	13	13
WD During School Year	276	337	263	293
WD Prior To Engagement	89	98	75	80

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.21	1.20	1.19	1.18

Monthly Total Households



California Connections Academy at Ripon

March 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	354	323	465	451
Not Hispanic or Latino	935	880	1034	1021

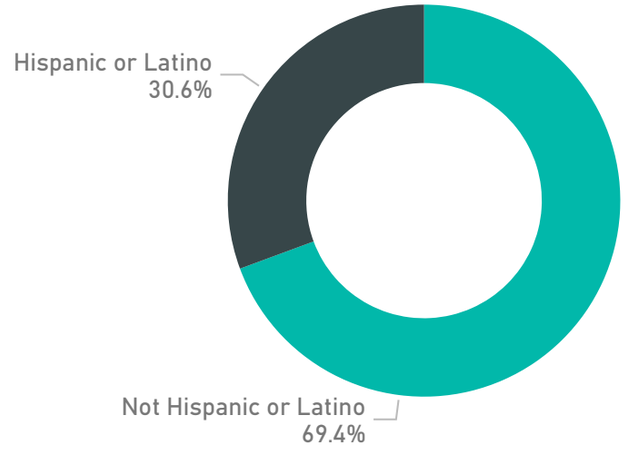
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	124	115	156	153
Asian	200	184	233	228
Black/African American	235	212	283	277
Native Hawaiian or Other Pacific Islander	47	46	65	63
White	919	851	1024	1000

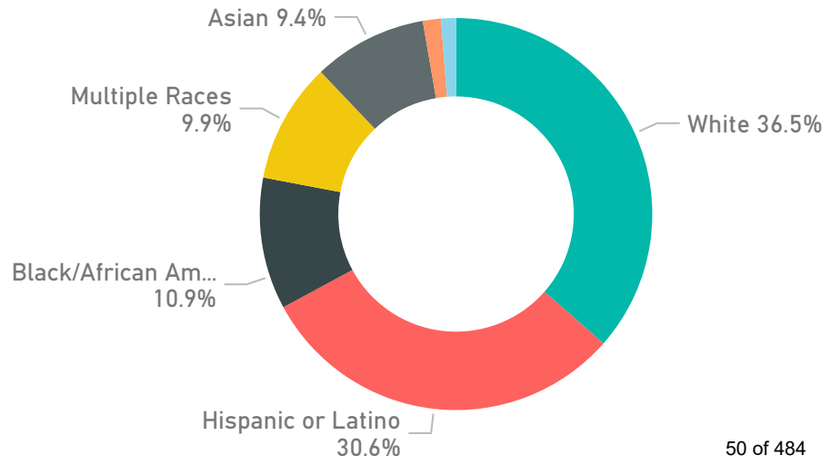
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	20	20	18	18
Asian	114	106	139	138
Black/African American	126	118	158	160
Hispanic or Latino	354	323	465	451
Multiple Races	138	126	153	146
Native Hawaiian or Other Pacific Islander	13	13	22	22
White	524	497	544	537

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

March 31, 2019

Gender

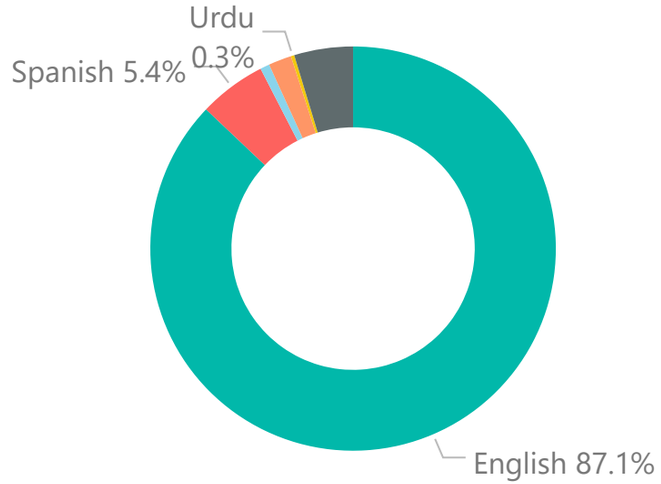
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1		
F	717	665	845	826
M	571	537	654	646

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1136	1057	1304	1282
Spanish	53	51	82	79
Russian	11	11	11	11
Arabic	26	25	27	27
Urdu	4	4	4	4
Another Language	59	55	71	69

Enrolled Students by Gender

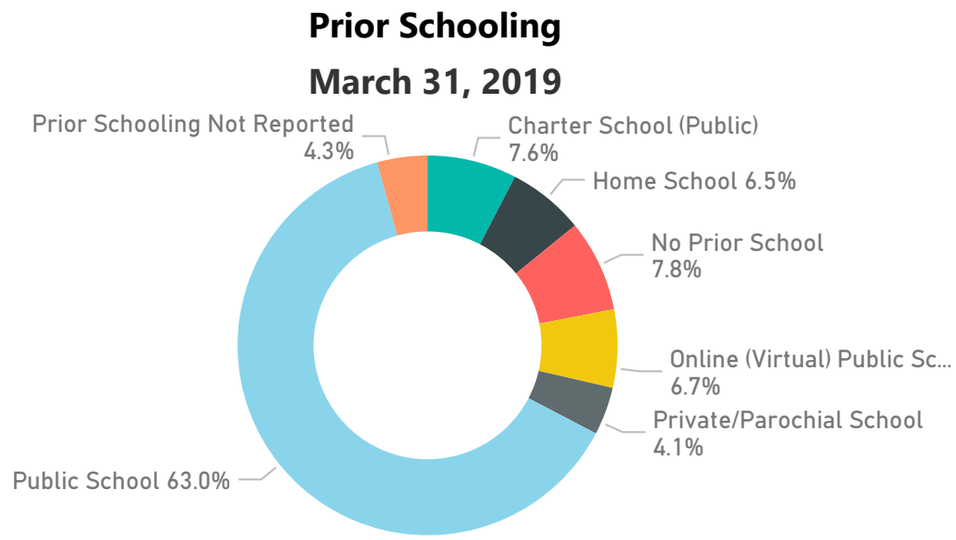
Enrolled Students by Language

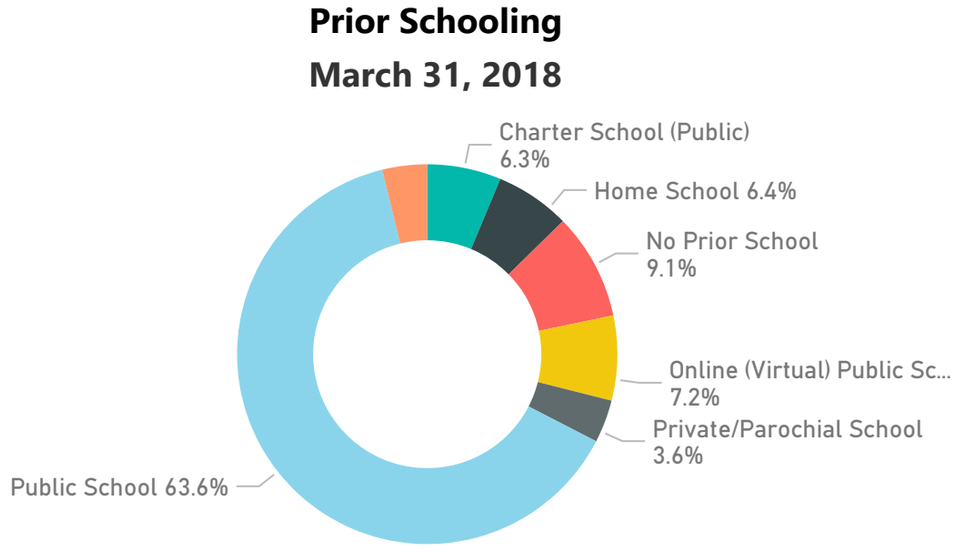


California Connections Academy at Ripon
March 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	81	77	112	112
Home School	82	78	96	96
No Prior School	117	109	118	115
Online (Virtual) Public School	93	83	99	98
Private/Parochial School	47	45	59	60
Public School	820	763	952	928
Prior Schooling Not Reported	49	48	63	63



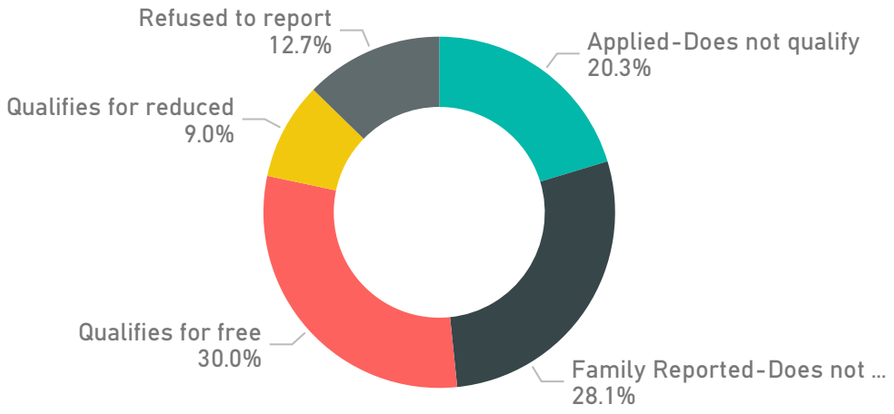


California Connections Academy at Ripon

March 31, 2019

FARM Eligibility

March 31, 2019

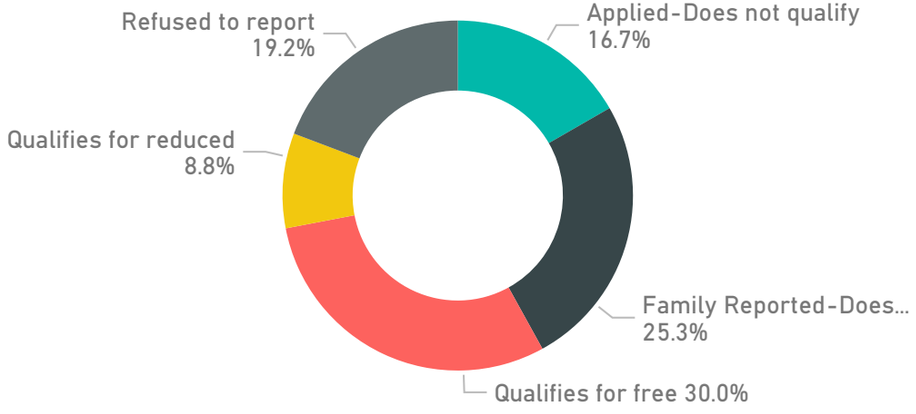


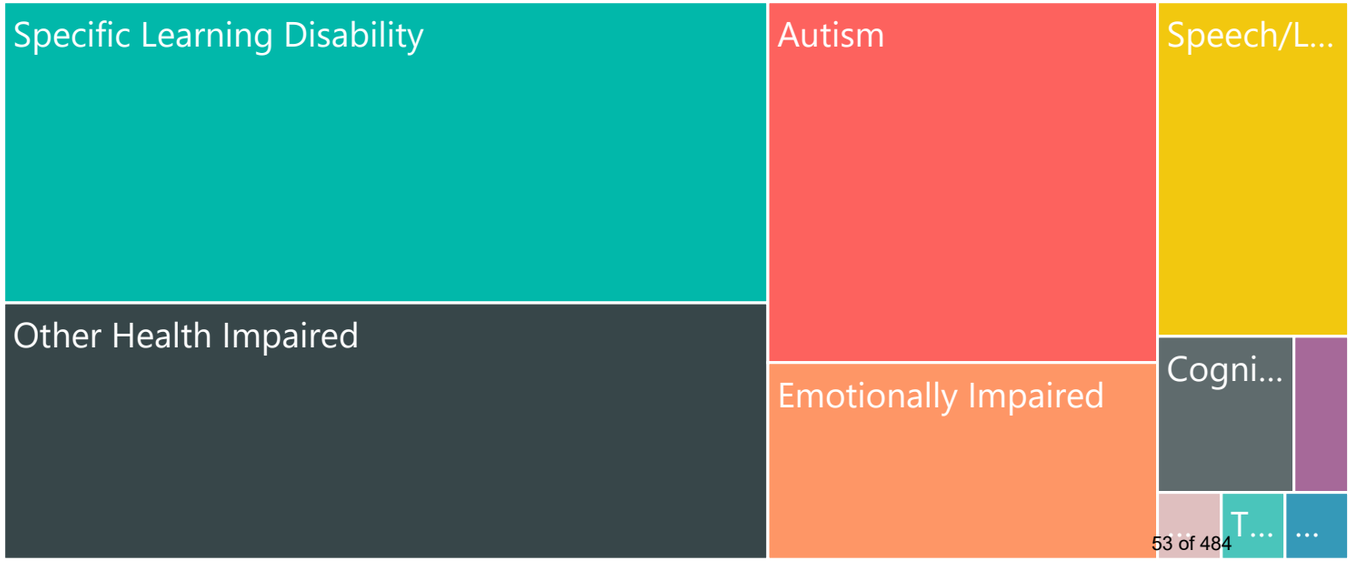
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	28	29	32	33
Cognitive Disability	6	6	5	5
Emotionally Impaired	18	17	19	18
Hearing Impaired			2	2
Other			1	1
Other Health Impaired	34	36	44	46
Physical Disability	1	1		
Specific Learning Disability	48	50	57	54
Speech/Language Impaired	24	26	16	15
Traumatic Brain Injury	1	1	1	1
Visually Impaired			1	1

FARM Eligibility

March 31, 2018

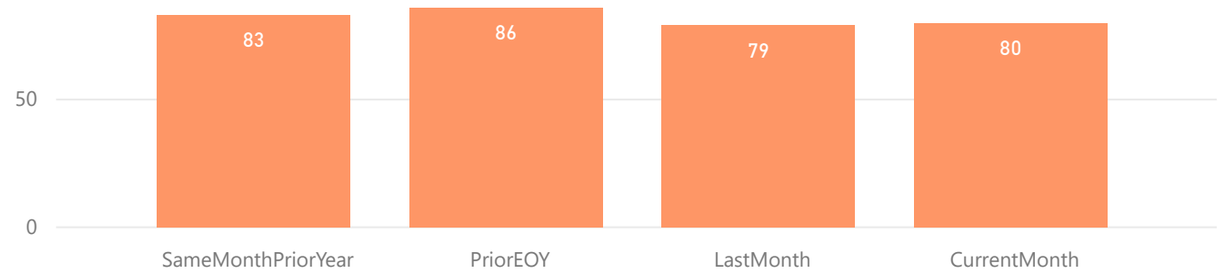




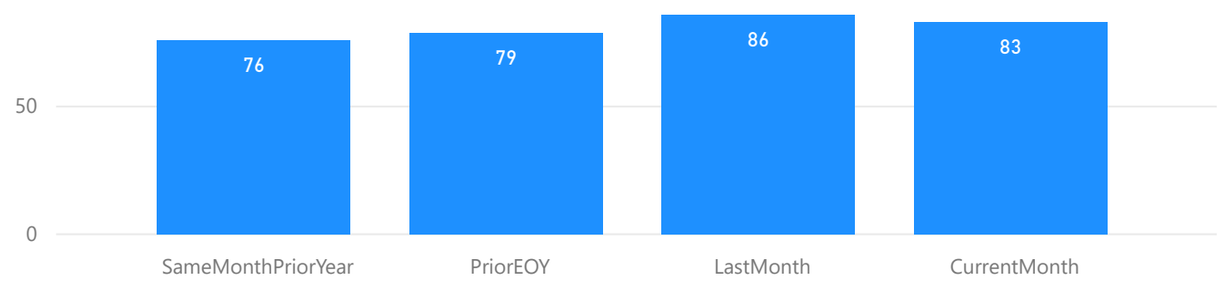
California Connections Academy at Ripon

March 31, 2019

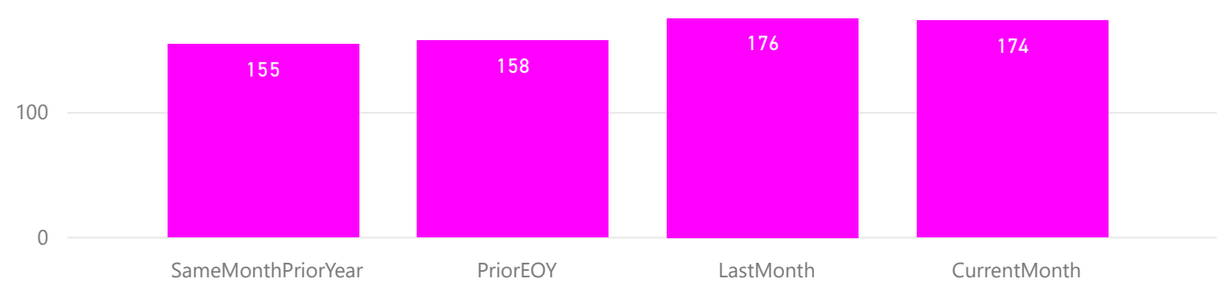
Gifted



Plan504



IEP



Currently Enrolled

1472

Gifted

5%

Plan504

6%

IEP

12%

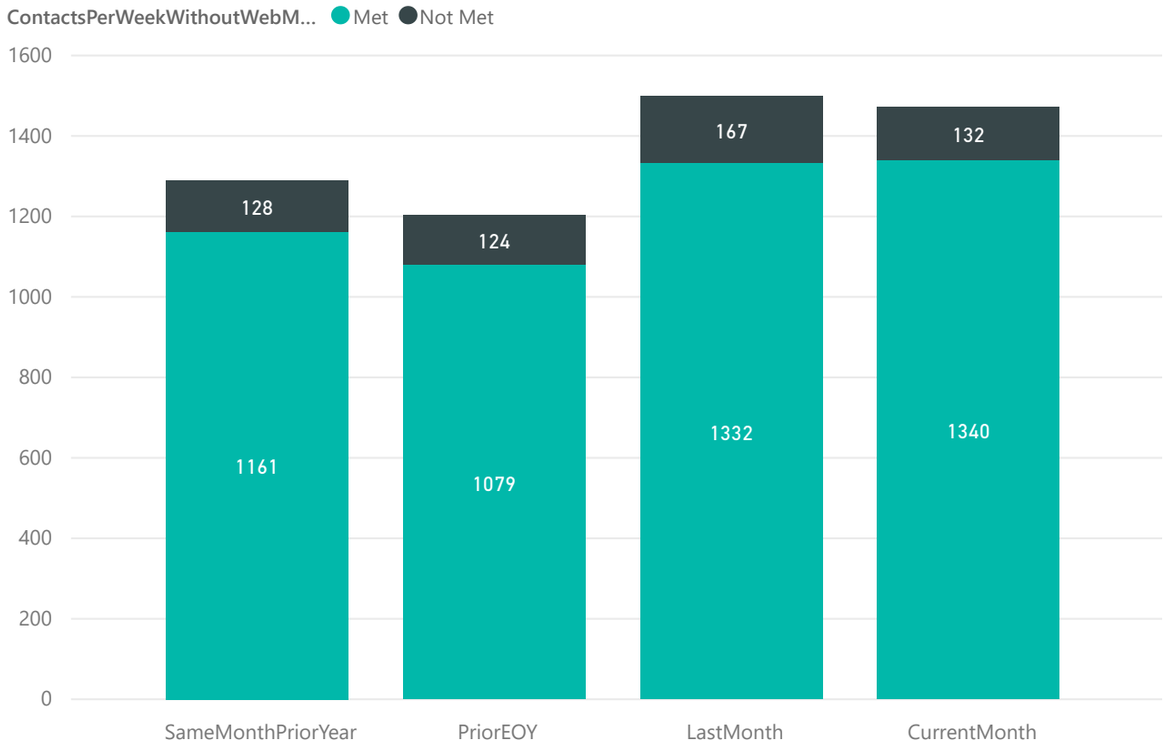
Not in Special Population

78%

California Connections Academy at Ripon

March 31, 2019

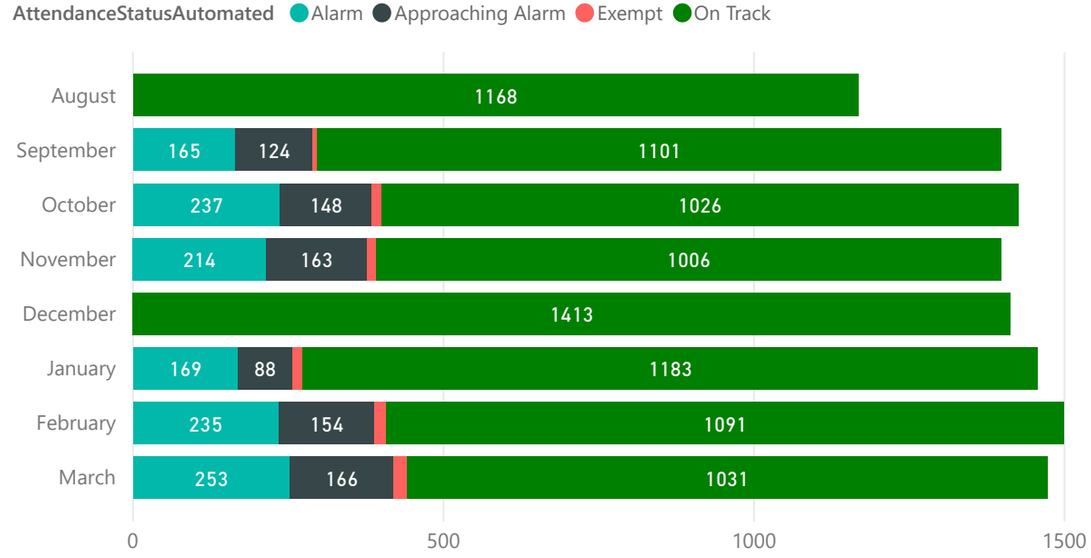
Contacts Per Week



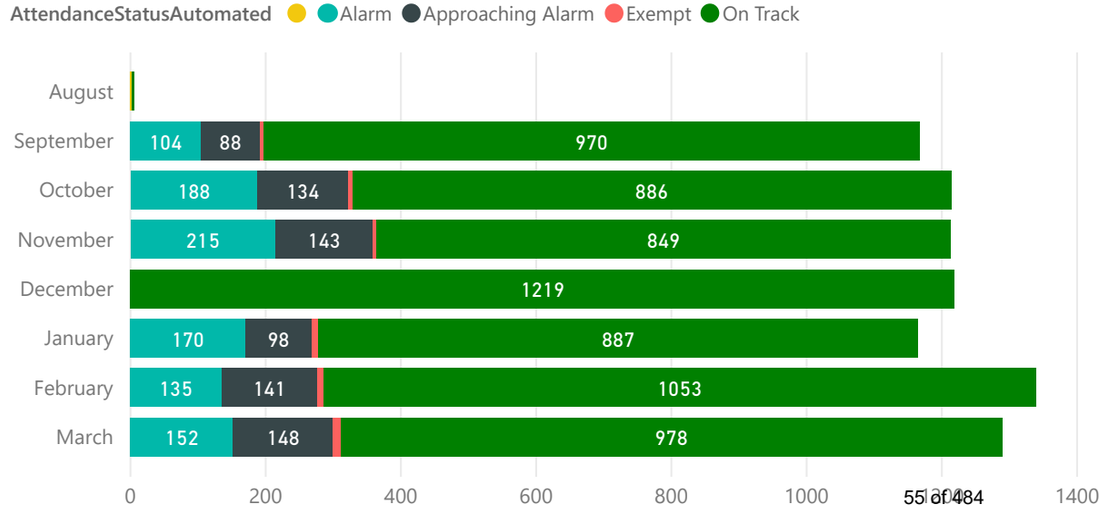
Currently Enrolled

1472

School Year: 2018-2019



School Year: 2017-2018



California Connections Academy at Ripon

March 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	98%	98%	98%
3-5	99%	97%	106%	103%
6-8	105%	98%	106%	101%
9-12	98%	96%	89%	85%
Total	**100%**	**97%**	**96%**	**92%**

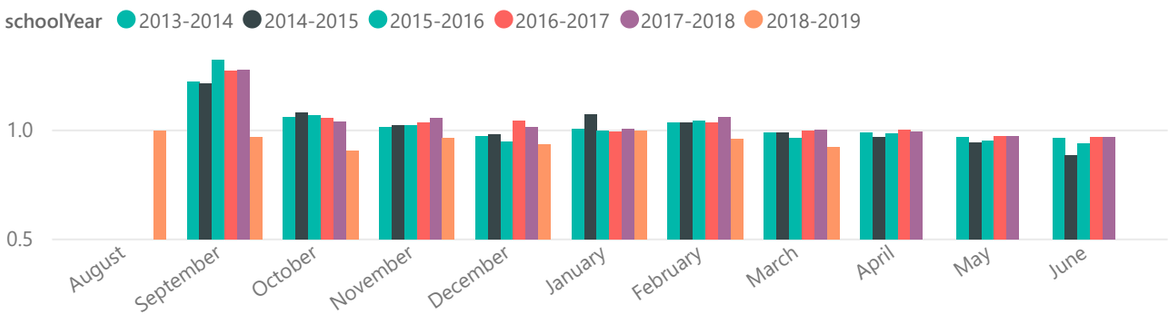
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	89%	89%	91%	92%
3-5	76%	77%	79%	80%
6-8	75%	75%	74%	73%
9-12	66%	70%	73%	68%
Total	**72%**	**74%**	**76%**	**73%**

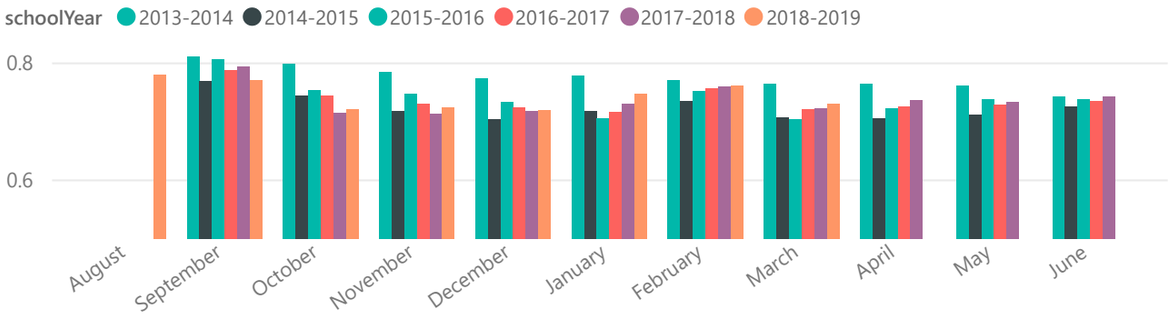
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	95%	94%	95%
3-5	92%	92%	91%	94%
6-8	94%	92%	94%	94%
9-12	85%	85%	84%	86%
Total	**90%**	**89%**	**88%**	**89%**

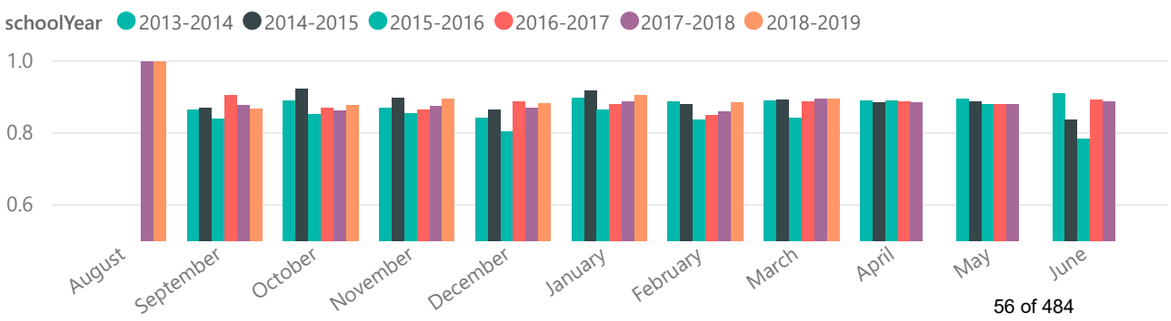
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
1472	1917

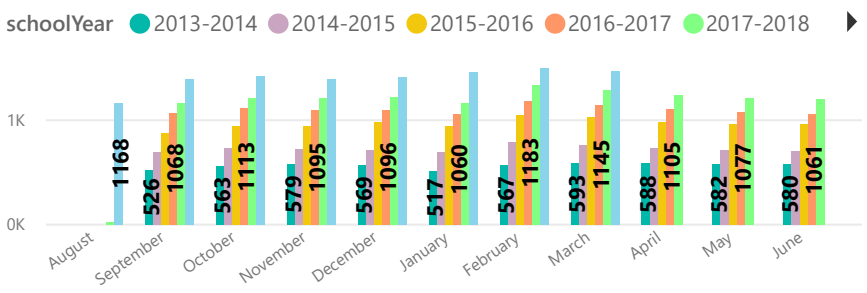
California Connections Academy at Ripon
March 31, 2019

Current Enrollment Month-Over-Month Change
-2%

Enrollment Services Complete (Stage 4)
1962

Current Enrollment Year-Over-Year Change
14%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	1293	75%	1472	77%
Graduated	15	1%	13	1%
Prior To Engagement	95	6%	90	5%
Withdrawal During School Year	314	18%	342	18%
Total	**1717**	**100%**	**1917**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	779	60.43%	852	57.88%
Returning	510	39.57%	620	42.12%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	1068	1244
Graduated	15	13
WD During School Year	276	293
WD Prior To Engagement	89	80

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.21	1.18

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**135**	**10%**	**156**	**11%**
PK	10	1%	5	0%
KG	47	4%	53	4%
1	42	3%	53	4%
2	36	3%	45	3%
3-5	**199**	**15%**	**168**	**11%**
3	50	4%	37	3%
4	70	5%	66	4%
5	79	6%	65	4%
6-8	**312**	**24%**	**344**	**23%**
6	83	6%	78	5%
7	104	8%	128	9%
8	125	10%	138	9%
9-12	**643**	**50%**	**804**	**55%**
9	164	13%	168	11%
10	162	13%	227	15%
11	162	13%	207	14%
12	155	12%	202	14%
Total	**1289**	**100%**	**1472**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	169	192
Getting started with the school was too difficult	3	
Inactivity		1
Life change	39	47
Mismatch Academic	15	17
Mismatch Family Schedule	4	2
Regulation	76	73
Student wants more socialization	8	10

California Connections Academy at Ripon
March 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
	1	
F	717	826
M	571	646

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1136	1282
Spanish	53	79
Russian	11	11
Arabic	26	27
Urdu	4	4
Another Language	59	69

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	28	33
Cognitive Disability	6	5
Emotionally Impaired	18	18
Hearing Impaired		2
Other		1
Other Health Impaired	34	46
Physical Disability	1	
Specific Learning Disability	48	54
Speech/Language Impaired	24	15
Traumatic Brain Injury	1	1
Visually Impaired		1

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	83	80

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	76	83

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	155	174

Gifted	Plan504
5%	6%

IEP	Not in Special Population
12%	78%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	354	451
Not Hispanic or Latino	935	1021

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	124	153
Asian	200	228
Black/African American	235	277
Native Hawaiian or Other Pacific Islander	47	63
White	919	1000

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	185	263
Family Reported-Does not qualify	289	362
Qualifies for free	336	384
Qualifies for reduced	101	117
Refused to report	218	170

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	20	18
Asian	114	138
Black/African American	126	160
Hispanic or Latino	354	451
Multiple Races	138	146
Native Hawaiian or Other Pacific Islander	13	22
White	524	537

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	81	112
Home School	82	96
No Prior School	117	115
Online (Virtual) Public School	93	98
Private/Parochial School	47	60
Public School	820	928
Prior Schooling Not Reported	49	63

California Connections Academy at Ripon
March 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1161	1340
Not Met	128	132

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	152	253
Approaching Alarm	148	166
Exempt	11	22
On Track	978	1031

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	98%
3-5	99%	103%
6-8	105%	101%
9-12	98%	85%
Total	**100%**	**92%**

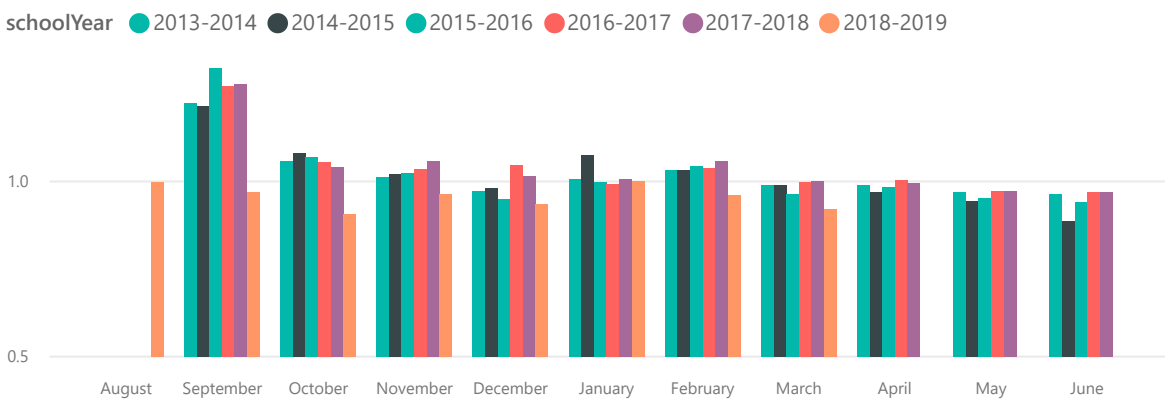
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	89%	92%
3-5	76%	80%
6-8	75%	73%
9-12	66%	68%
Total	**72%**	**73%**

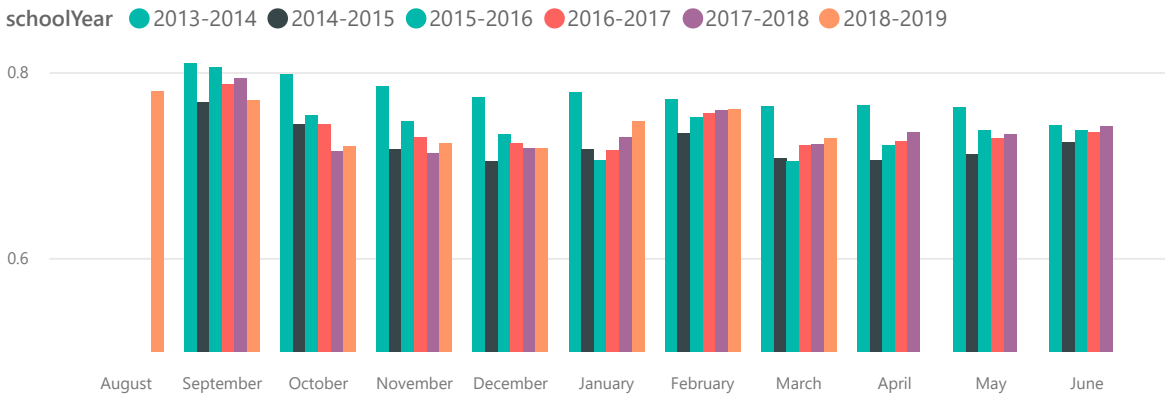
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	95%
3-5	92%	94%
6-8	94%	94%
9-12	85%	86%
Total	**90%**	**89%**

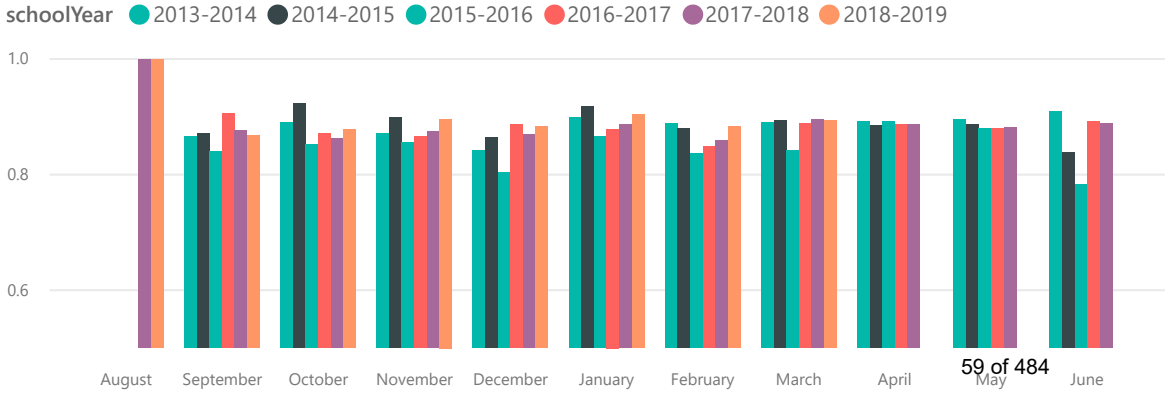
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano

Report Date

March 31, 2019

Currently Enrolled

4282

Total YTD Enrolled

5348

Enrollment Services Complete (Stage 4)

5462

Enrolled Students by County

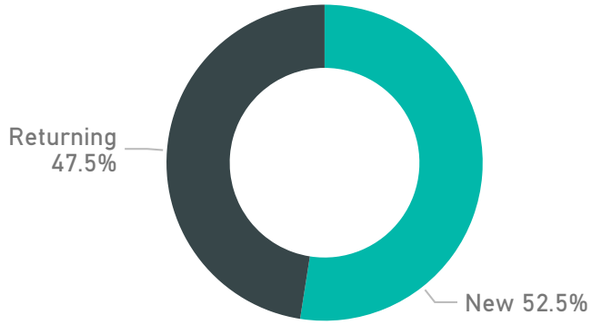
Capistrano Connections Academy

March 31, 2019

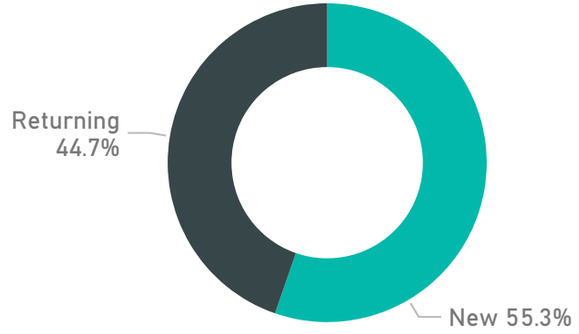
Current Enrollment Month-Over-Month Change
-2%

Current Enrollment Year-Over-Year Change
6%

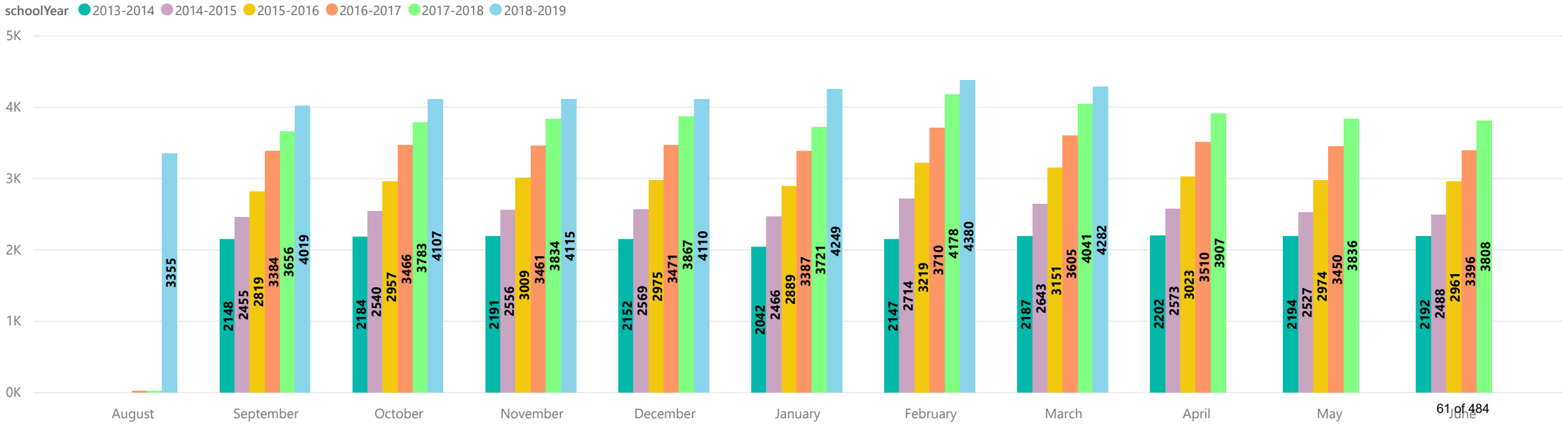
New and Returning



New and Returning Prior Year



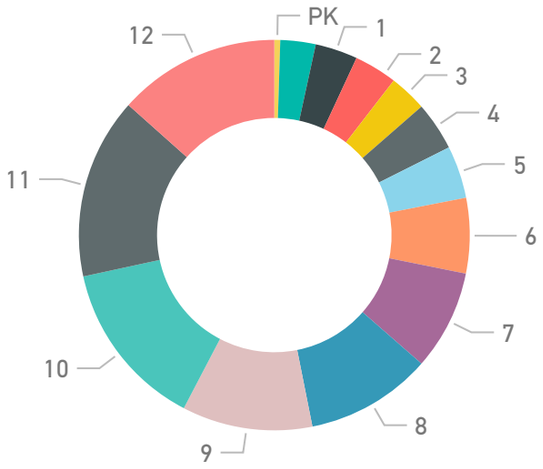
Monthly Student Current Enrollment Comparison



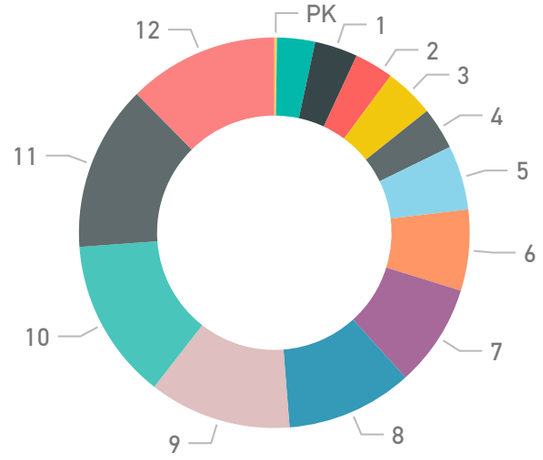
Capistrano Connections Academy

March 31, 2019

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



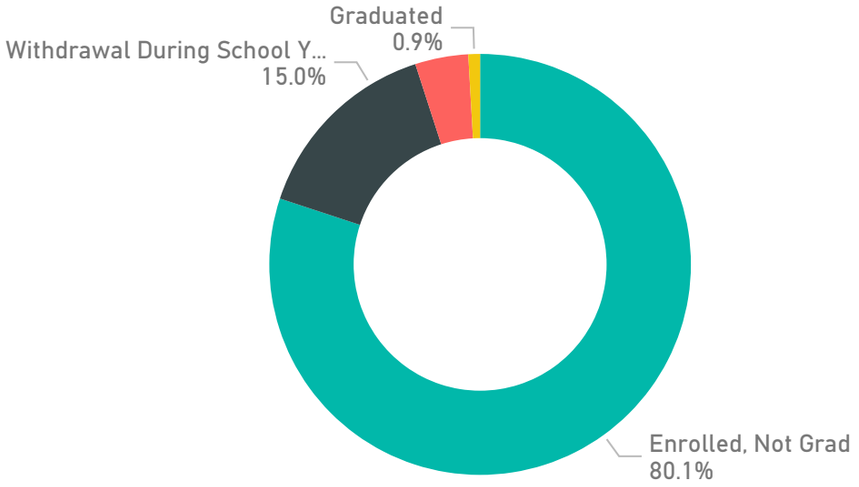
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**410**	**10%**	**389**	**10%**	**464**	**11%**	**448**	**10%**
PK	9	0%	8	0%	23	1%	21	0%
KG	127	3%	122	3%	131	3%	125	3%
1	144	4%	138	4%	157	4%	150	4%
2	130	3%	121	3%	153	3%	152	4%
3-5	**523**	**13%**	**493**	**13%**	**502**	**11%**	**491**	**11%**
3	167	4%	154	4%	135	3%	133	3%
4	141	3%	130	3%	179	4%	172	4%
5	215	5%	209	5%	188	4%	186	4%
6-8	**1037**	**26%**	**984**	**26%**	**1099**	**25%**	**1068**	**25%**
6	271	7%	255	7%	275	6%	267	6%
7	343	8%	329	9%	366	8%	354	8%
8	423	10%	400	11%	458	10%	447	10%
9-12	**2071**	**51%**	**1942**	**51%**	**2315**	**53%**	**2275**	**53%**
9	476	12%	449	12%	467	11%	462	11%
10	538	13%	508	13%	608	14%	597	14%
11	555	14%	515	14%	659	15%	642	15%
12	502	12%	470	12%	581	13%	574	13%
Total	**4041**	**100%**	**3808**	**100%**	**4380**	**100%**	**4282**	**100%**

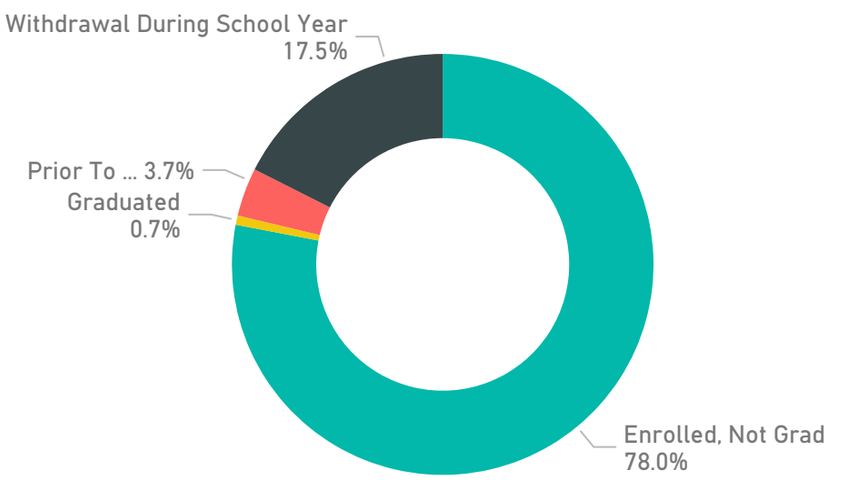
Capistrano Connections Academy

March 31, 2019

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	4051	78%	3818	74%	4380	82%	4282	80%
Graduated	37	1%	42	1%	48	1%	48	1%
Prior To Engagement	193	4%	207	4%	209	4%	218	4%
Withdrawal During School Year	911	18%	1127	22%	695	13%	800	15%
Total	**5192**	**100%**	**5194**	**100%**	**5332**	**100%**	**5348**	**100%**

Enrollment Services Complete (Stage 4)

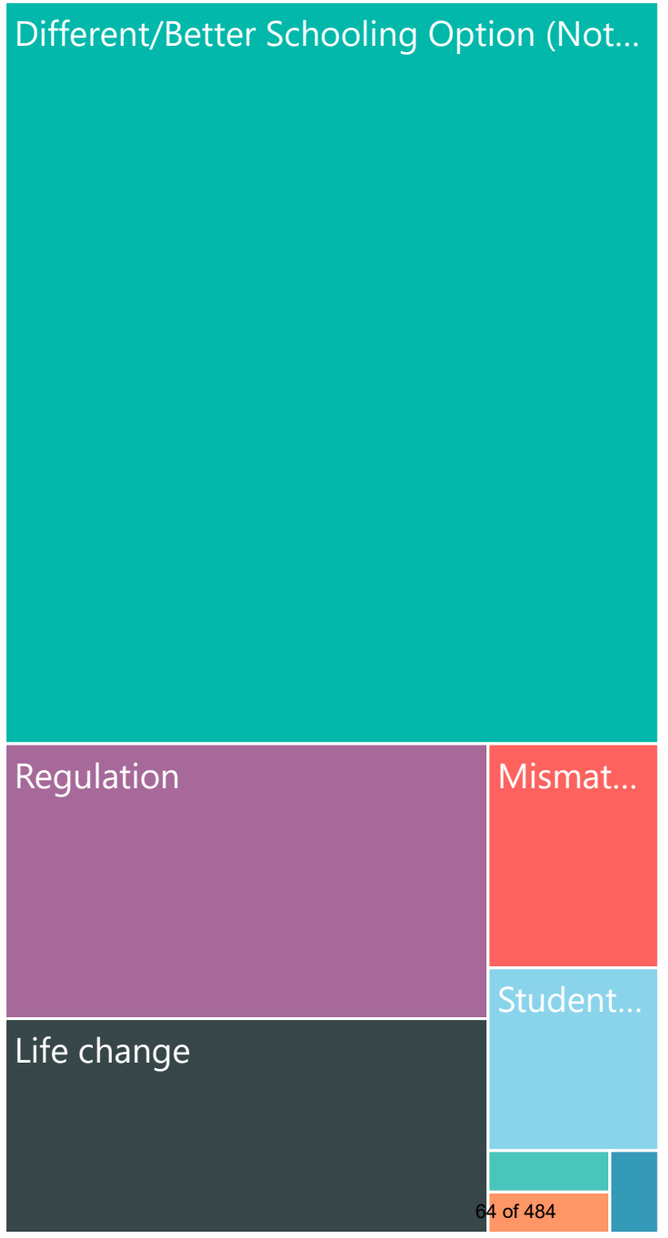
5462

Capistrano Connections Academy

March 31, 2019

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	496	593	429	482
Getting started with the school was too difficult	14	16	3	4
Life change	126	155	84	103
Mismatch Academic	50	61	33	38
Mismatch Family Schedule	7	7	5	5
Regulation	170	244	109	132
Student wants more socialization	38	40	27	31
Unhappy with the school (teachers, leadership)	10	11	5	5



Capistrano Connections Academy

March 31, 2019

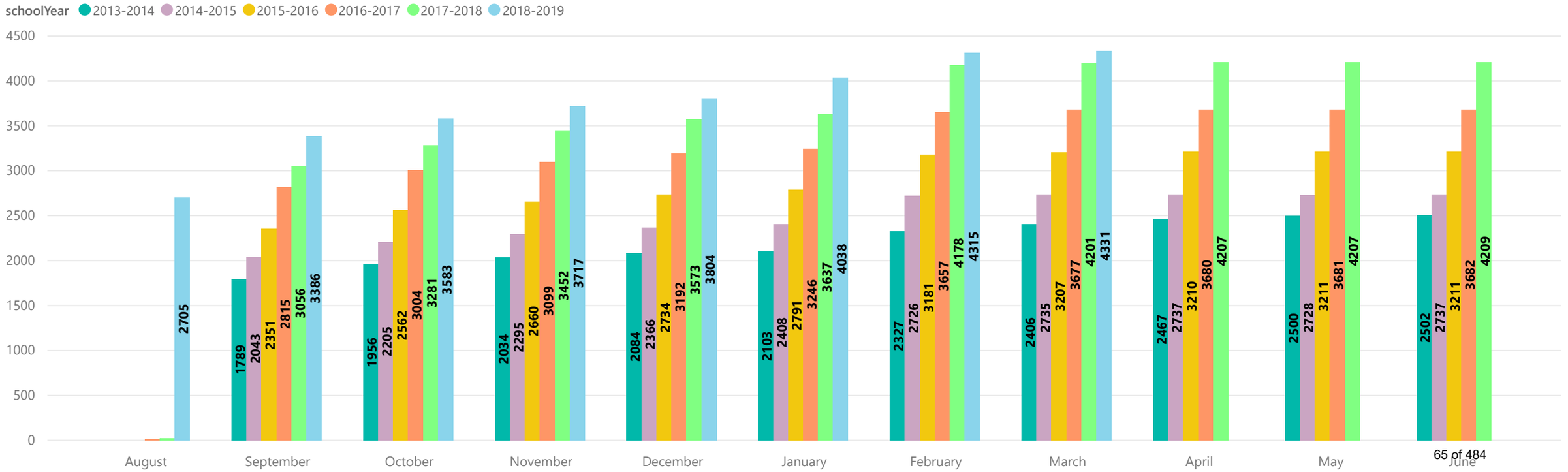
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3302	3128	3570	3494
Graduated	37	43	48	48
WD During School Year	771	940	577	665
WD Prior To Engagement	179	192	195	204

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.23	1.22	1.23	1.23

Monthly Total Households



Capistrano Connections Academy

March 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1427	1334	1547	1506
Not Hispanic or Latino	2614	2474	2833	2776

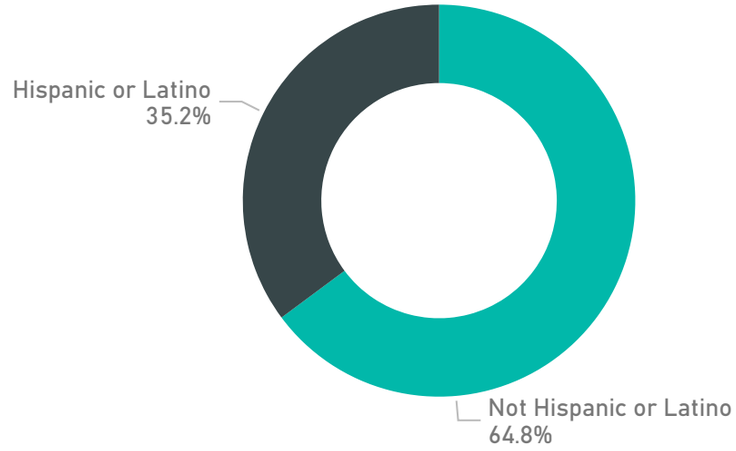
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	304	286	319	305
Asian	441	425	485	480
Black/African American	764	712	901	869
Native Hawaiian or Other Pacific Islander	122	115	128	128
White	2935	2761	3111	3054

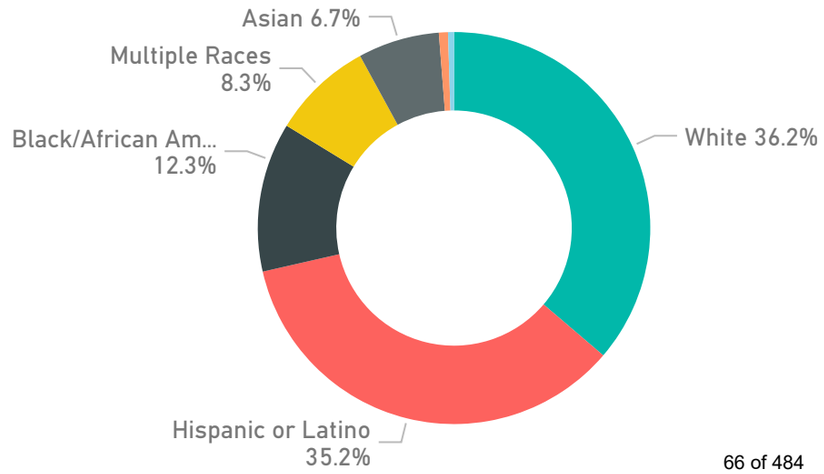
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	21	21	22	21
Asian	258	253	289	287
Black/African American	471	435	551	527
Hispanic or Latino	1427	1334	1547	1506
Multiple Races	336	317	364	356
Native Hawaiian or Other Pacific Islander	37	36	34	32
Not Indicated	1	1	1	1
White	1490	1411	1572	1552

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy
March 31, 2019

Gender

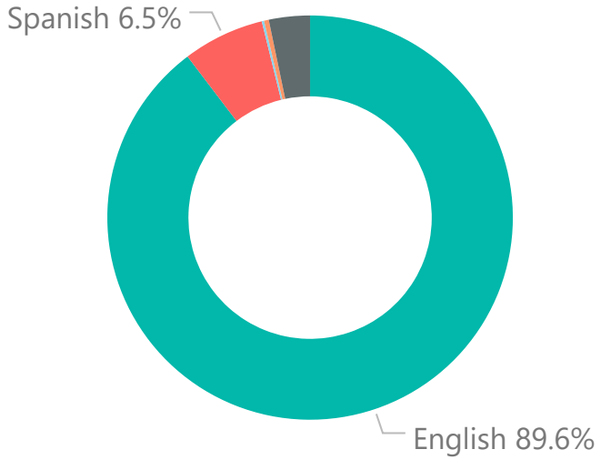
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	2228	2109	2391	2344
M	1812	1698	1988	1937

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3652	3439	3927	3838
Spanish	244	229	287	278
Russian	6	6	8	8
Arabic	6	6	15	16
Urdu	1	1	2	2
Another Language	131	124	141	140
No Language Reported	1	3		

Enrolled Students by Gender

Enrolled Students by Language

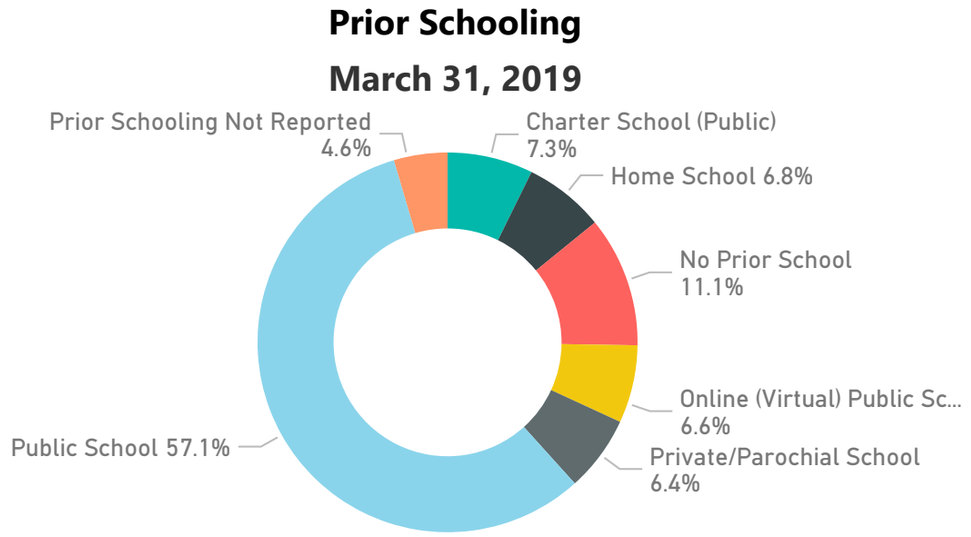


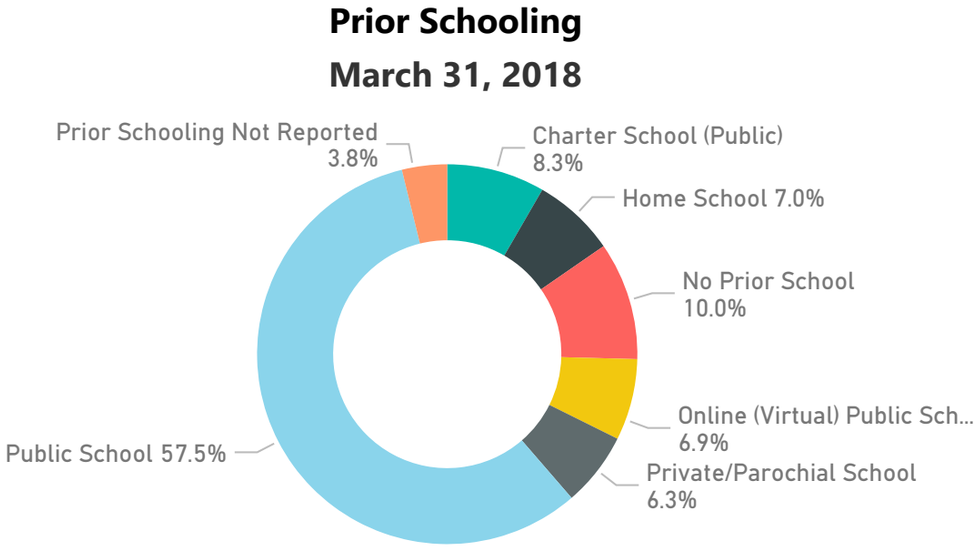
Capistrano Connections Academy

March 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	337	309	321	312
Home School	284	278	293	293
No Prior School	406	380	492	476
Online (Virtual) Public School	280	269	291	284
Private/Parochial School	255	249	281	276
Public School	2324	2170	2506	2446
Prior Schooling Not Reported	155	153	196	195

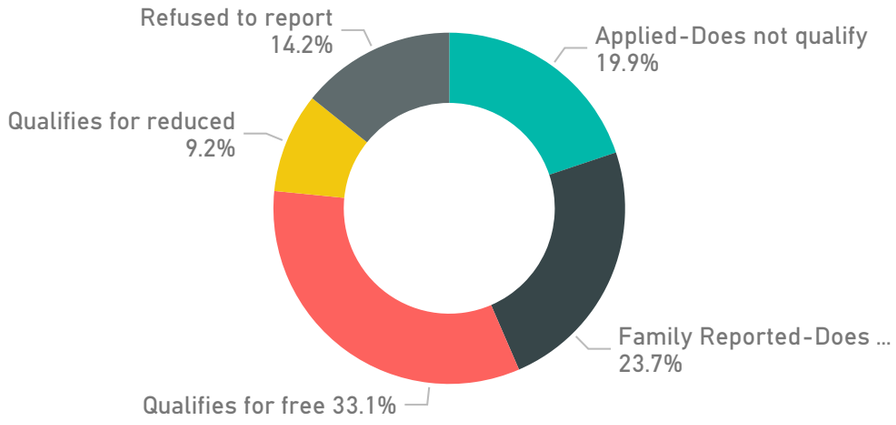




Capistrano Connections Academy

March 31, 2019

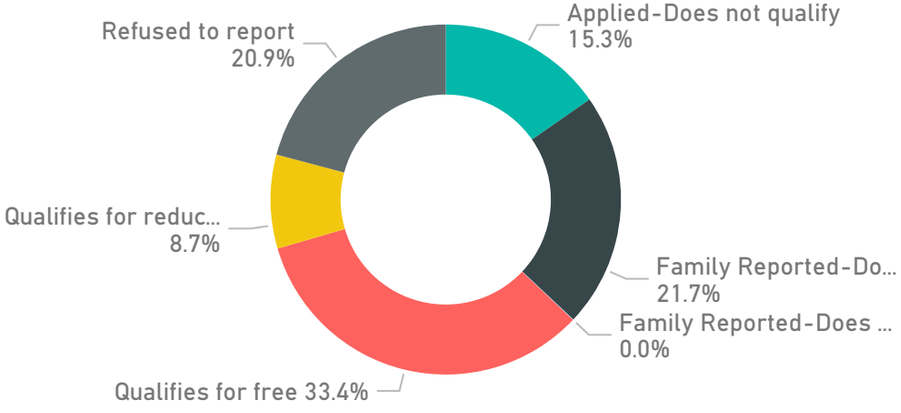
FARM Eligibility
March 31, 2019

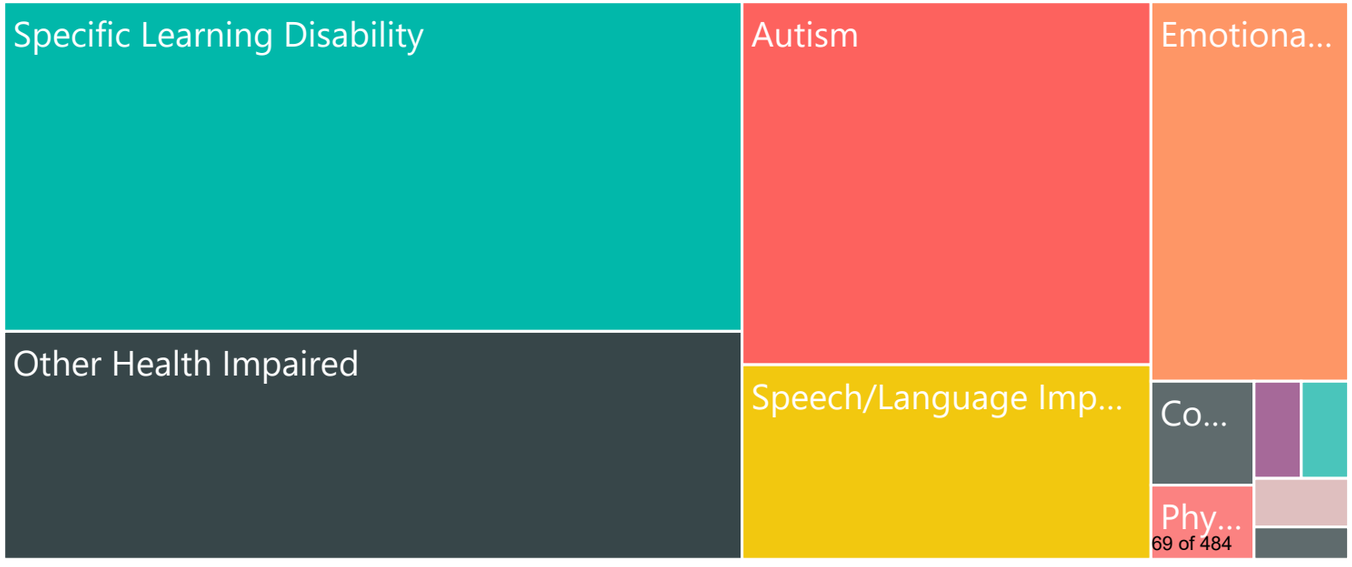


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	79	81	96	97
Cognitive Disability	8	8	7	7
Emotionally Impaired	45	51	46	49
Hearing Impaired	4	4	3	3
Multiple Disabilities			2	2
Other Health Impaired	102	99	113	110
Physical Disability	3	4	6	5
Specific Learning Disability	139	141	162	159
Speech/Language Impaired	59	57	53	52
Traumatic Brain Injury	2	2	3	3
Visually Impaired	3	2	2	3

FARM Eligibility
March 31, 2018

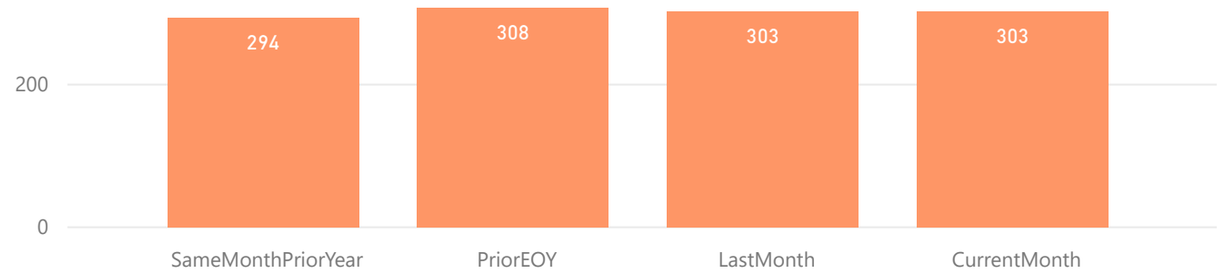




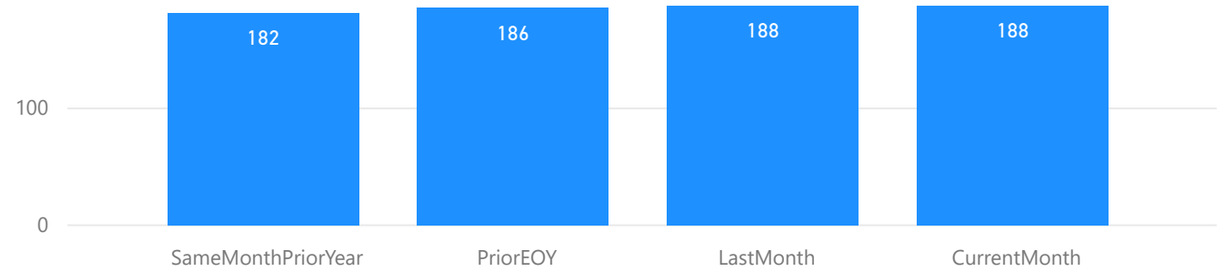
Capistrano Connections Academy

March 31, 2019

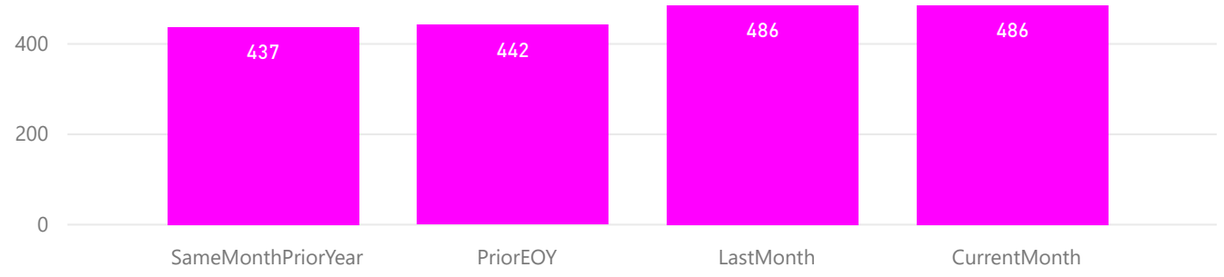
Gifted



Plan504



IEP



Currently Enrolled

4282

Gifted

7%

Plan504

4%

IEP

11%

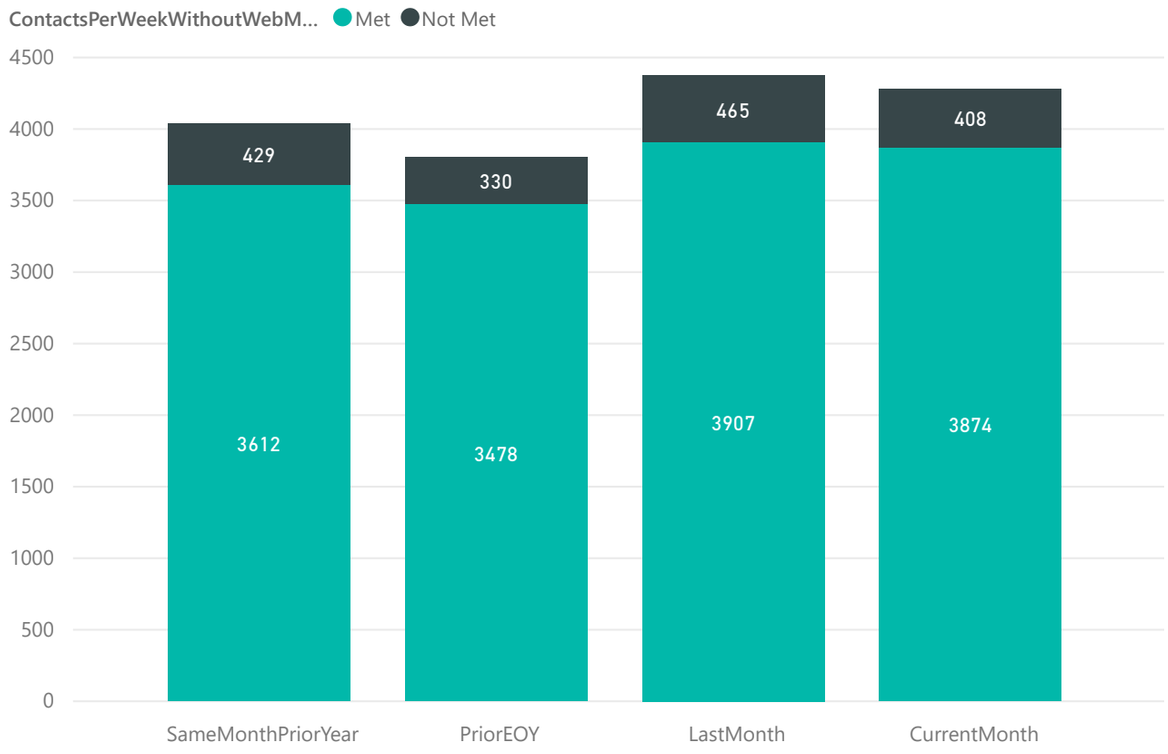
Not in Special Population

78%

Capistrano Connections Academy

March 31, 2019

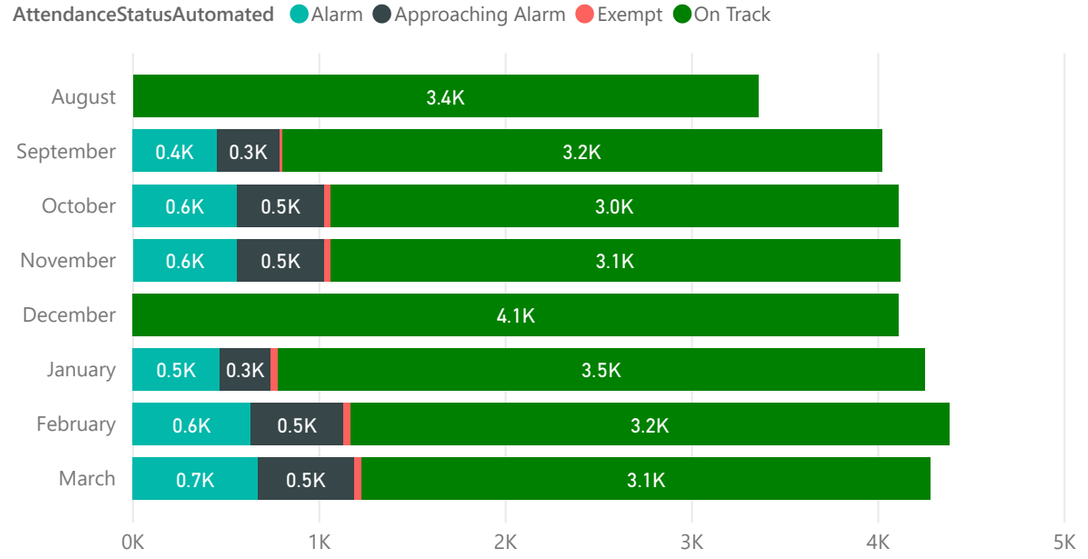
Contacts Per Week



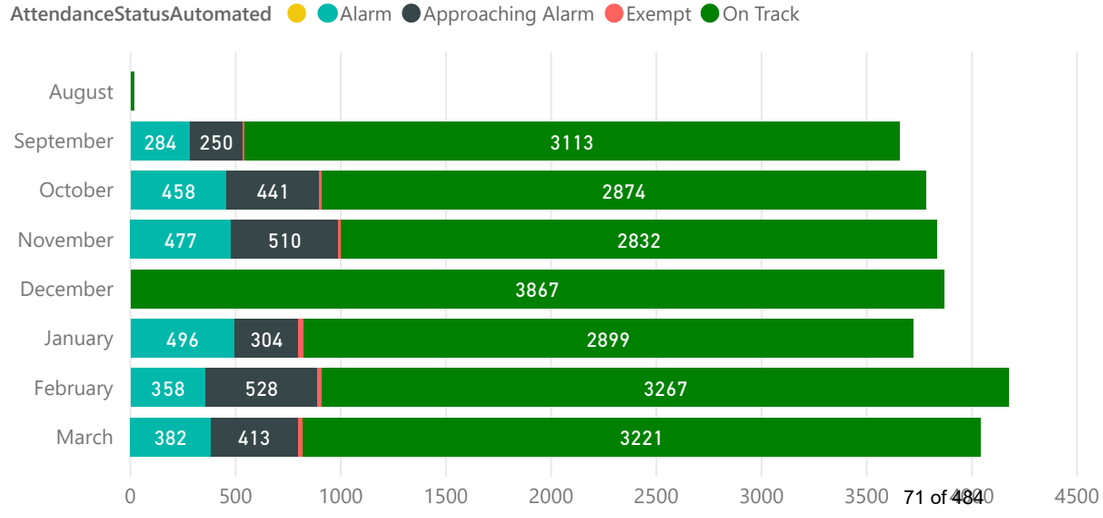
Currently Enrolled

4282

School Year: 2018-2019



School Year: 2017-2018



Capistrano Connections Academy

March 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	98%	95%	94%
3-5	102%	99%	104%	99%
6-8	106%	100%	107%	101%
9-12	99%	97%	91%	87%
Total	**101%**	**98%**	**97%**	**93%**

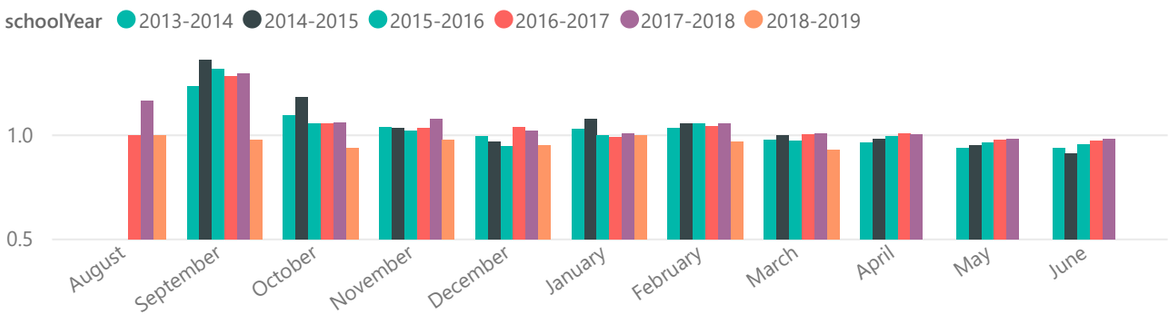
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	90%	88%	91%	91%
3-5	78%	79%	77%	76%
6-8	73%	75%	77%	76%
9-12	70%	75%	77%	72%
Total	**74%**	**77%**	**78%**	**75%**

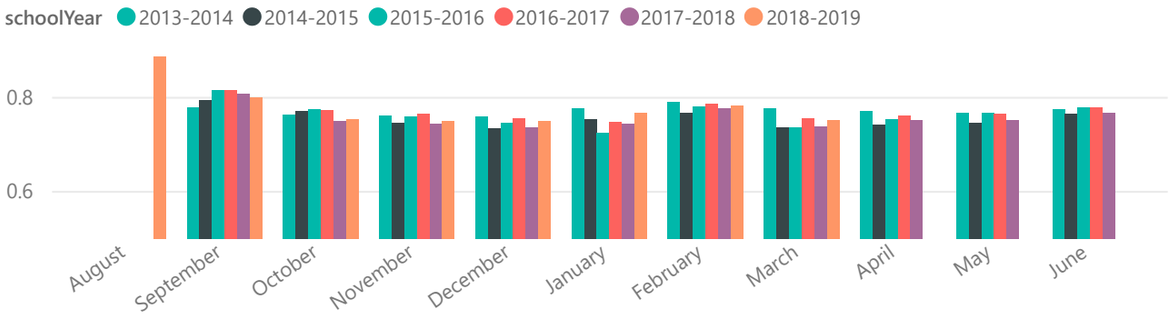
Average Attendance

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

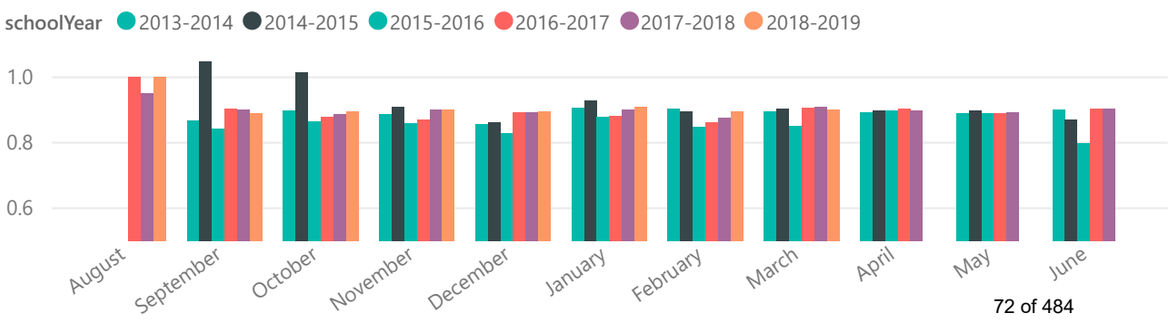
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
4282	5348

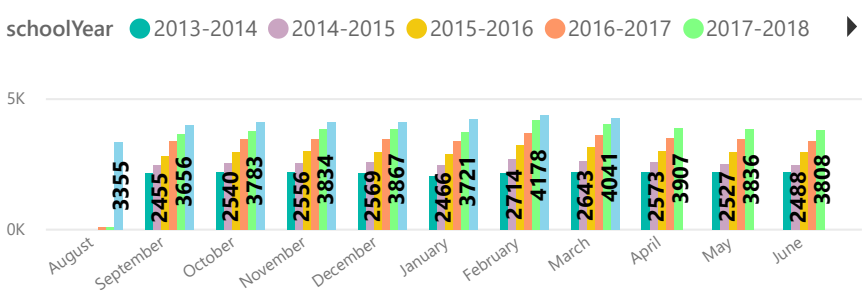
Capistrano Connections Academy
March 31, 2019

Current Enrollment Month-Over-Month Change
-2%

Enrollment Services Complete (Stage 4)
5462

Current Enrollment Year-Over-Year Change
6%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	4051	78%	4282	80%
Graduated	37	1%	48	1%
Prior To Engagement	193	4%	218	4%
Withdrawal During School Year	911	18%	800	15%
Total	**5192**	**100%**	**5348**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	2235	55.31%	2247	52.48%
Returning	1806	44.69%	2035	47.52%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	3302	3494
Graduated	37	48
WD During School Year	771	665
WD Prior To Engagement	179	204

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.23	1.23

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**410**	**10%**	**448**	**10%**
PK	9	0%	21	0%
KG	127	3%	125	3%
1	144	4%	150	4%
2	130	3%	152	4%
3-5	**523**	**13%**	**491**	**11%**
3	167	4%	133	3%
4	141	3%	172	4%
5	215	5%	186	4%
6-8	**1037**	**26%**	**1068**	**25%**
6	271	7%	267	6%
7	343	8%	354	8%
8	423	10%	447	10%
9-12	**2071**	**51%**	**2275**	**53%**
9	476	12%	462	11%
10	538	13%	597	14%
11	555	14%	642	15%
12	502	12%	574	13%
Total	**4041**	**100%**	**4282**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	496	482
Getting started with the school was too difficult	14	4
Life change	126	103
Mismatch Academic	50	38
Mismatch Family Schedule	7	5
Regulation	170	132
Student wants more socialization	38	31
Unhappy with the school (teachers, leadership)	10	5

Capistrano Connections Academy
March 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	2228	2344
M	1812	1937

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	3652	3838
Spanish	244	278
Russian	6	8
Arabic	6	16
Urdu	1	2
Another Language	131	140
No Language Reported	1	

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	79	97
Cognitive Disability	8	7
Emotionally Impaired	45	49
Hearing Impaired	4	3
Multiple Disabilities		2
Other Health Impaired	102	110
Physical Disability	3	5
Specific Learning Disability	139	159
Speech/Language Impaired	59	52
Traumatic Brain Injury	2	3
Visually Impaired	3	3

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	294	303

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	182	188

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	437	486

Gifted	Plan504
7%	4%

IEP	Not in Special Population
11%	78%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1427	1506
Not Hispanic or Latino	2614	2776

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	304	305
Asian	441	480
Black/African American	764	869
Native Hawaiian or Other Pacific Islander	122	128
White	2935	3054

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	546	756
Family Reported-Does not qualify	789	927
Family Reported-Does not qualify,Refused to report	2	
Qualifies for free	1174	1204
Qualifies for reduced	300	334
Refused to report	786	571

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	21	21
Asian	258	287
Black/African American	471	527
Hispanic or Latino	1427	1506
Multiple Races	336	356
Native Hawaiian or Other Pacific Islander	37	32
Not Indicated	1	1
White	1490	1552

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	337	312
Home School	284	293
No Prior School	406	476
Online (Virtual) Public School	280	284
Private/Parochial School	255	276
Public School	2324	2446
Prior Schooling Not Reported	155	195

Capistrano Connections Academy
March 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3612	3874
Not Met	429	408

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	382	669
Approaching Alarm	413	519
Exempt	25	41
On Track	3221	3053

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	94%
3-5	102%	99%
6-8	106%	101%
9-12	99%	87%
Total	**101%**	**93%**

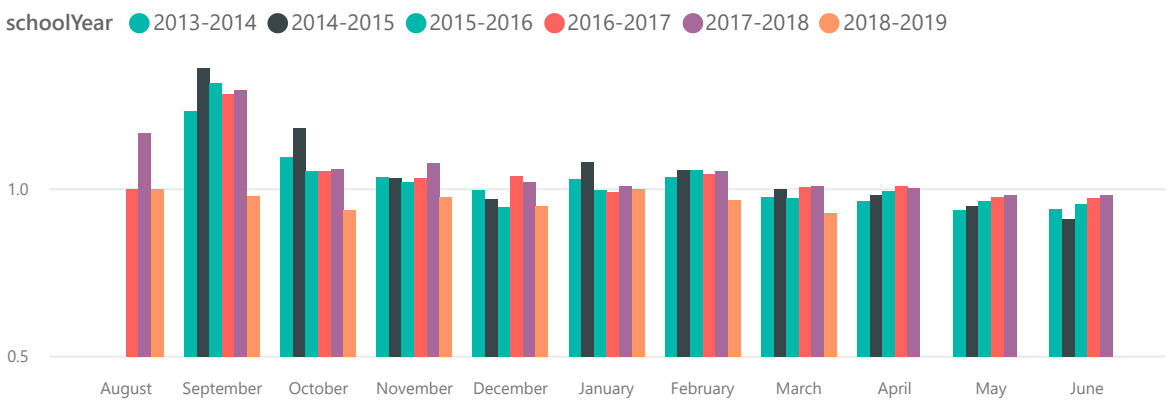
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	91%
3-5	78%	76%
6-8	73%	76%
9-12	70%	72%
Total	**74%**	**75%**

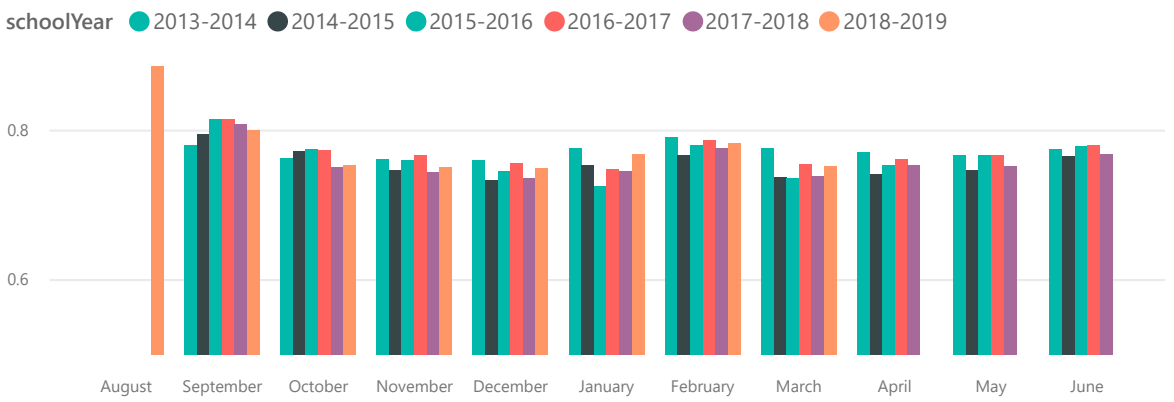
Average Attendance

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

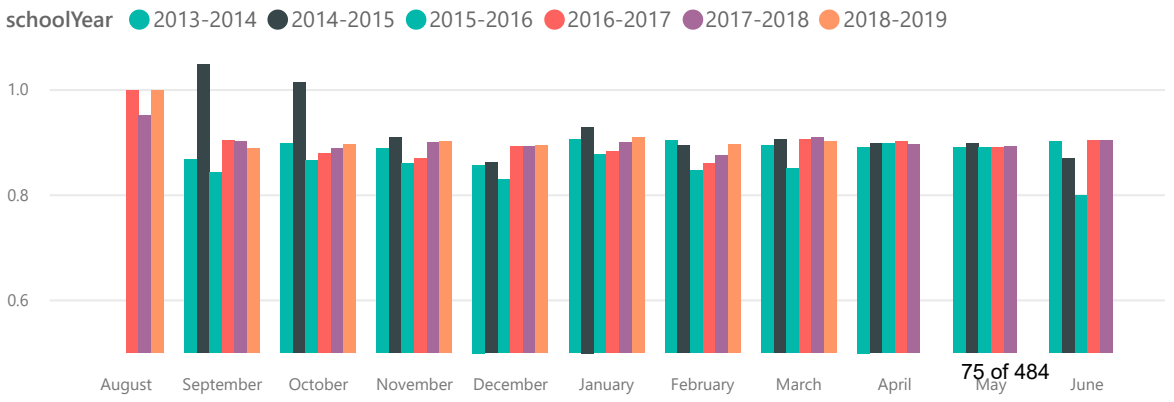
Average Total Participation



Average Total Performance



Average Total Attendance



California Online Public Schools
Revenue and Expense Statement
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget	Forecast vs Budget
Forecasted Enrollment						
Forecasted ADM				6,241	6,393	(152)
Forecasted Total Enrollment				8,466	8,686	(220)
Forecasted Funded Enrollment				5,658	5,796	(138)
Revenue						
State Funding	2,847,085.72	2,319,001.88	19,844,388.32	27,583,804.59	30,327,644	(2,743,840)
Federal & Other Program Funding	-	138,912.00	395,237.00	1,745,497.00	1,754,108	(8,611)
Local Aid	2,615,139.29	4,034,262.80	19,779,878.69	27,578,173.31	26,880,593	697,580
Other Funding Sources	8,530.31	6,926.70	58,215.56	59,238.95	20,000	39,239
Total Revenue	**5,470,755.32**	**6,499,103.38**	**40,077,719.58**	**56,966,713.84**	**58,982,346**	**(2,015,632)**
Program Expenses						
Compensation Expense						
Administration Staff	284,267.76	280,105.54	2,569,676.71	3,853,838.95	3,761,827	92,012
Instructional Staff	1,775,557.59	1,746,526.46	13,675,527.94	21,719,354.59	21,555,216	164,138
Total Compensation Expense	**2,059,825.35**	**2,026,632.00**	**16,245,204.65**	**25,573,193.54**	**25,317,044**	**256,150**
Fee Based Expenses						
Enrollment/Unit Based Fees	1,704,986.46	1,724,994.26	14,913,308.09	19,743,012.46	19,706,547	36,466
Revenue Based Fees	403,634.67	557,989.38	5,249,291.42	7,665,690.04	8,033,531	(367,841)
Total Fee Based Expenses	**2,108,621.13**	**2,282,983.64**	**20,162,599.51**	**27,408,702.50**	**27,740,078**	**(331,375)**
Other School Expenses						
Assessment	3,609.49	52,757.12	255,411.15	629,968.00	645,000	(15,032)
Authorizer Oversight	47,372.61	47,188.79	435,102.07	576,674.47	587,744	(11,069)
Employee Related	18,839.28	21,132.07	382,601.48	723,877.61	813,346	(89,468)
Facilities	46,127.79	48,944.79	409,369.93	816,942.70	941,754	(124,811)
Governance	688.68	837.89	90,955.16	139,437.04	130,891	8,546
Internet Service Provider	-	96,292.74	191,541.38	288,506.38	332,000	(43,494)
Instructional	6,814.25	16,937.66	208,097.46	441,258.53	442,789	(1,530)
Professional Services	10,203.72	32,577.81	141,335.95	237,073.65	237,949	(875)
Student Related	1,034.05	10,338.78	49,896.94	500,122.85	566,003	(65,880)
Pending Allocation	43,996.92	43,233.54	100,712.20	-	0	0
Total Other School Expenses	**178,686.79**	**370,241.19**	**2,265,023.72**	**4,353,861.23**	**4,697,475**	**(343,614)**
Adjustments and Credits						
Discretionary Service Credit	-	-	-	(261,000.00)	0	(261,000)
Total Adjustments and Credits	**-**	**-**	**-**	**(261,000.00)**	**0**	**(261,000)**
Total Program Expenses	**4,347,133.27**	**4,679,856.84**	**38,672,827.88**	**57,074,757.26**	**57,754,596**	**(679,839)**
Net Increase (Decrease)	**1,123,622.05**	**1,819,246.54**	**1,404,891.69**	**(108,043.42)**	**1,227,749**	**(1,335,793)**
Beginning fund balance	620,232.20	620,232.20	620,232.20	620,232.20		
Ending fund balance	**1,743,854.25**	**2,439,478.74**	**2,025,123.89**	**512,188.78**		

California Online Public Schools
Balance Sheet
March 31, 2019

ASSETS		
Cash and Short Term Investments:		
Checking	$	402,423.35
Payroll		2,523,076.94
Checking - CALOPS		2,935,054.69
Savings - CALOPS		4,533,205.30
Savings		646,742.88
OCDE Cash Account		5,191,437.71
Petty Cash		400.00
Total Cash and Short Term Investments		***16,232,340.87***
Other Current Assets:		
Pupil Funding		6,922,481.80
SPED Funding State		244,154.87
Other State Receivables		179,894.14
Federal Programs		6,873.13
Other Receivables		-
Prepaid Expenses		65,341.59
Total Other Current Assets		***7,418,745.53***
Total Current Assets		***23,651,086.40***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(1,264.76)
Net Fixed Assets		***31,256.74***
Other Assets:		
Ripon Unified School District - Science Lab Deposit		300.00
Rent Deposit InterPres Corporation		20,287.30
Utilities Deposit		100.00
Total Other Assets		***20,687.30***
Total Assets	***$***	***23,703,030.44***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	20,511,552.69
Pension Payable		370,843.58
Accrued Expenses		(1,484.27)
Deferred Revenue		616,798.75
Accounts Payable		180,195.80
Total Current Liabilities		***21,677,906.55***
Total Liabilities		***21,677,906.55***
FUND BALANCE		
Beginning Fund Balance		620,232.20
Change in Fund Balance		1,404,891.69
Ending Fund Balance		***2,025,123.89***
Total Liabilities and Fund Balance	***$***	***23,703,030.44***

California Connections Academy @ North Bay
Revenue and Expense Statement
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				207	207	0	0.18%
Forecasted Total Enrollment				301	282	19	6.74%
Forecasted Funded Enrollment				185	185	0	0.18%
Revenue							
State Funding	124,162.95	153,646.66	942,040.41	1,305,486.75	1,340,102.38	(34,615.64)	-2.58%
Federal & Other Program Funding	-	-	10,077.00	57,895.00	57,886.00	9.00	0.02%
Local Aid	51,053.14	62,482.49	406,358.18	552,163.34	551,219.11	944.23	0.17%
Other Funding Sources	38.32	41.86	143.27	250.00	500.00	(250.00)	-50.00%
Total Revenue	**175,254.41**	**216,171.01**	**1,358,618.87**	**1,915,795.08**	**1,949,707.49**	**(33,912.41)**	**-1.74%**
Program Expenses							
Compensation Expense							
Administration Staff	8,239.65	8,119.00	72,733.51	109,955.61	107,288.61	(2,667.00)	-2.49%
Instructional Staff	57,566.01	55,447.57	420,535.50	688,636.63	671,914.26	(16,722.37)	-2.49%
Total Compensation Expense	**65,805.65**	**63,566.57**	**493,269.02**	**798,592.24**	**779,202.87**	**(19,389.37)**	**-2.49%**
Fee Based Expenses							
Enrollment/Unit Based Fees	54,074.70	55,793.28	483,356.39	661,960.28	610,150.46	(51,809.82)	-8.49%
Revenue Based Fees	13,684.77	17,014.75	178,755.71	256,263.74	259,966.60	3,702.86	1.42%
Total Fee Based Expenses	**67,759.47**	**72,808.03**	**662,112.10**	**918,224.02**	**870,117.07**	**(48,106.96)**	**-5.53%**
Other School Expenses							
Assessment	-	26.77	1,084.91	26,536.00	26,536.00	-	0.00%
Authorizer Oversight	1,459.16	1,485.81	13,471.52	17,928.96	17,971.96	43.00	0.24%
Employee Related	610.75	679.56	11,528.72	19,365.20	21,758.65	2,393.45	11.00%
Facilities	1,384.16	1,442.09	12,587.35	22,010.62	23,945.37	1,934.75	8.08%
Governance	2.33	(41.28)	3,940.79	5,284.52	5,038.08	(246.44)	-4.89%
Internet Service Provider	-	2,864.93	5,830.03	8,795.03	8,000.00	(795.03)	-9.94%
Instructional	141.10	469.28	4,474.60	17,520.00	17,520.00	-	0.00%
Professional Services	160.75	4,627.56	10,526.37	13,903.20	13,941.00	37.80	0.27%
Student Related	471.23	1,621.64	9,076.39	87,788.00	91,788.00	4,000.00	4.36%
Pending Allocation	1,275.03	1,252.90	2,640.99	-	-	-	0.00%
Total Other School Expenses	**5,504.51**	**14,429.26**	**75,161.67**	**219,131.53**	**226,499.06**	**7,367.53**	**3.25%**
Adjustments and Credits							
Contractual Service Credit	-	-	-	-	-	-	0.00%
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**-**	**0.00%**
Total Program Expenses	**139,069.63**	**150,803.87**	**1,230,542.79**	**1,935,947.80**	**1,875,819.00**	**(60,128.80)**	**-3.21%**
Net Increase (Decrease)	**36,184.78**	**65,367.14**	**128,076.08**	**(20,152.72)**	**73,888.49**	**(94,041.21)**	**127.27%**
Beginning fund balance	73,735.60	73,735.60	73,735.60	73,735.60			
Ending fund balance	**109,920.37**	**139,102.74**	**201,811.67**	**53,582.88**			

California Connections Academy @ North Bay
Balance Sheet
March 31, 2019

ASSETS		
Cash and Short Term Investments:		
Checking	$	21,976.45
Savings		285,499.26
Total Cash and Short Term Investments		***307,475.71***
Other Current Assets:		
Pupil Funding		409,784.41
SPED Funding State		6,712.17
Other State Receivables		38,703.95
Federal Programs		897.00
Other Receivables		(1,656.77)
Prepaid Expenses		1,434.89
Total Other Current Assets		***455,875.65***
Total Current Assets		***763,351.36***
Total Assets	***$***	***763,351.36***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	437,301.61
Due to (from) Capistrano Connections Academy		99,340.55
Accrued Expenses		(130.54)
Deferred Revenue		3,458.00
Accounts Payable		21,570.07
Total Current Liabilities		***561,539.69***
Total Liabilities		***561,539.69***
FUND BALANCE		
Beginning Fund Balance		73,735.60
Change in Fund Balance		128,076.08
Ending Fund Balance		***201,811.67***
Total Liabilities and Fund Balance	***$***	***763,351.36***

California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	114,601.26	138,423.77	826,031.37	1,152,601.83	1,157,845.91	(5,244.08)
LCFF / General Purpose Block Grant - State EPA	3,208.80	3,743.60	22,996.40	32,088.00	32,088.00	-
Star Testing Reimbursement	-	-	15.00	334.94	335.00	(0.06)
Lottery	3,558.86	4,355.59	25,708.76	35,872.68	35,806.86	65.82
Special Education Pass Through Funds - State	3,024.58	3,528.68	21,676.17	30,245.82	30,245.82	-
One Time State Funding	3,081.45	3,595.02	22,083.71	30,814.48	56,939.80	(26,125.32)
Mandated Cost Reimbursement	-	-	5,429.00	5,429.00	5,429.00	-
Classified Employee PD grant	96.00	-	96.00	96.00	-	96.00
Low Performing Student Block Grant	-	-	3,458.00	3,458.00	3,458.00	-
Prior Year Revenue Adjustments	(3,408.00)	-	14,546.00	14,546.00	17,954.00	(3,408.00)
Total State Funding	**124,162.95**	**153,646.66**	**942,040.41**	**1,305,486.75**	**1,340,102.38**	**(34,615.64)**
Federal & Other Programs Funding						
Title I	-	-	5,672.00	22,686.00	22,686.00	-
Title II	-	-	1,905.00	4,009.00	4,000.00	9.00
Title IV	-	-	2,500.00	10,000.00	10,000.00	-
IDEA	-	-	-	21,000.00	21,000.00	-
E-Rate	-	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	**-**	**-**	**10,077.00**	**57,895.00**	**57,886.00**	**9.00**
Local Funding						
LCFF / General Purpose Block Grant - Local	51,053.14	62,482.49	368,801.36	514,606.52	513,662.29	944.23
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	**51,053.14**	**62,482.49**	**406,358.18**	**552,163.34**	**551,219.11**	**944.23**
Other Funding						
Interest	38.32	41.86	143.27	250.00	500.00	(250.00)
Total Other Funding	**38.32**	**41.86**	**143.27**	**250.00**	**500.00**	**(250.00)**
Total Revenue	**175,254.41**	**216,171.01**	**1,358,618.87**	**1,915,795.08**	**1,949,707.49**	**(33,912.41)**

California Connections Academy @ North Bay
Schedule of Fees
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Accounting and Regulatory Reporting	856.08	856.09	7,704.75	10,355.00	10,336.00	(19.00)
Community Outreach	-	-	-	-	-	-
ConnexusTM Annual License (LMS)	10,273.00	10,273.00	92,457.00	124,260.00	124,032.00	(228.00)
Curriculum Postage	811.25	811.25	7,301.25	9,933.00	9,306.00	(627.00)
Direct Course Instruction Support	439.83	633.36	3,464.01	4,833.50	5,176.19	342.69
Educational Resource Center	2,157.33	2,157.33	19,415.97	26,094.60	26,046.72	(47.88)
Enrollment and Records Management	983.34	983.33	8,850.00	12,040.00	11,280.00	(760.00)
Facility Support Services	-	62.19	652.05	870.00	870.00	-
Hardware/Software - Employees	359.80	450.05	4,457.33	6,289.38	6,053.51	(235.87)
Human Resources Support	749.58	937.59	9,286.09	13,102.88	12,611.48	(491.40)
Internet Subsidy Payment Processing	275.00	2,297.00	4,497.00	3,775.00	2,800.00	(975.00)
School Curriculum Supplies	265.48	335.50	3,285.85	4,641.21	4,463.45	(177.75)
Short-Term Substitute Teaching	2,417.01	1,509.59	11,602.09	11,602.09	3,760.00	(7,842.09)
Student Technology Assistance	6,325.00	6,325.00	56,925.00	86,825.00	64,400.00	(22,425.00)
Tangible and Intangible Instructional Materials	25,593.75	25,593.75	230,343.75	312,500.00	294,375.00	(18,125.00)
Technical Support and Repairs	2,568.25	2,568.25	23,114.25	31,065.00	31,008.00	(57.00)
Voice Over IP Services	-	-	-	3,773.63	3,632.11	(141.52)
Total Enrollment/Unit Based Fees	**54,074.70**	**55,793.28**	**483,356.39**	**661,960.28**	**610,150.46**	**(51,809.82)**
Revenue Based Fees						
Marketing Services	1,244.07	1,546.79	13,921.15	18,637.99	18,974.62	336.62
School Administration	7,464.42	9,280.77	83,526.93	111,827.96	113,847.70	2,019.74
Special Education Direct Services	-	-	25,623.00	51,245.82	51,245.82	-
Special Education Oversight and Liability	3,110.18	3,866.99	34,802.89	46,594.98	47,436.54	841.56
Treasury Services	1,866.10	2,320.20	20,881.74	27,956.99	28,461.93	504.94
Total Revenue Based Fees	**13,684.77**	**17,014.75**	**178,755.71**	**256,263.74**	**259,966.60**	**3,702.86**
Total Fee Based Expenses	**67,759.47**	**72,808.03**	**662,112.10**	**918,224.02**	**870,117.07**	**(48,106.96)**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	5,854.18	5,780.94	53,074.81	79,737.41	78,214.32	(1,523.09)
Benefits	1,434.27	1,416.33	13,003.32	19,535.66	19,162.51	(373.15)
Pension	693.29	689.74	4,453.93	7,309.09	6,572.90	(736.19)
Taxes	257.91	231.98	2,201.46	3,373.44	3,338.88	(34.57)
Total Administrative Compensation	**8,239.65**	**8,119.00**	**72,733.51**	**109,955.61**	**107,288.61**	**(2,667.00)**
Instructional Compensation						
Salaries	39,180.24	38,311.52	297,459.30	485,231.48	477,492.58	(7,738.90)
Benefits	9,589.63	9,355.75	72,820.04	118,824.23	116,985.68	(1,838.55)
Pension	7,416.38	7,200.39	44,052.81	74,622.12	68,618.71	(6,003.41)
Taxes	1,379.77	579.91	6,203.36	9,958.80	8,817.29	(1,141.51)
Total Instructional Compensation	**57,566.01**	**55,447.57**	**420,535.50**	**688,636.63**	**671,914.26**	**(16,722.37)**
Total Compensation	**65,805.65**	**63,566.57**	**493,269.02**	**798,592.24**	**779,202.87**	**(19,389.37)**

California Connections Academy @ North Bay
Schedule Other Expenses
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	-	771.57	11,000.00	11,000.00	-
Student Testing & Assessment Travel	-	26.77	313.34	7,536.00	7,536.00	-
Student Testing Technology	-	-	-	8,000.00	8,000.00	-
Total Assessment	**-**	**26.77**	**1,084.91**	**26,536.00**	**26,536.00**	**-**
Authorizer Oversight						
District Oversight	1,381.16	1,407.81	12,769.52	16,992.96	17,035.96	43.00
STRS Reporting	78.00	78.00	702.00	936.00	936.00	-
Total Authorizer Oversight	**1,459.16**	**1,485.81**	**13,471.52**	**17,928.96**	**17,971.96**	**43.00**
Employee Related						
Staff Recruiting/Background Checks	49.52	170.25	450.26	928.27	1,043.00	114.73
Staff Training/Prof. Dvlpmt	540.47	464.03	10,254.66	11,108.67	12,481.65	1,372.98
Team Building	2.87	4.53	159.40	1,318.09	1,481.00	162.91
Travel and Conferences - Teachers	-	1.91	150.41	2,174.27	2,443.00	268.73
Travel and Conferences - Administration	17.89	38.84	513.99	3,835.90	4,310.00	474.10
Total Employee Related	**610.75**	**679.56**	**11,528.72**	**19,365.20**	**21,758.65**	**2,393.45**
Facilities						
Copiers/ Reproduction	32.84	44.57	571.49	862.00	862.00	-
Expensed Furniture and Equipment	-	-	71.20	2,484.00	2,484.00	-
Internet	90.17	40.52	575.93	1,086.60	1,864.00	777.40
Maintenance & Repairs	88.00	58.95	571.03	1,409.20	2,029.00	619.80
Office Postage	202.13	168.08	706.46	1,613.00	1,613.00	-
Office Supplies	50.78	85.73	1,360.95	1,960.95	2,066.11	105.16
Office Rent	728.81	728.81	6,709.78	8,896.21	8,130.26	(765.95)
Rent Operating Expense	97.02	92.03	825.54	1,299.00	1,299.00	-
Rent Storage Unit	-	140.49	269.97	450.00	450.00	-
Telephone	38.55	24.42	309.00	865.50	1,539.00	673.50
Utilities	55.86	58.49	616.00	1,084.17	1,609.00	524.83
Total Facilities	**1,384.16**	**1,442.09**	**12,587.35**	**22,010.62**	**23,945.37**	**1,934.75**
Governance						
Accreditation	-	-	1,060.00	1,060.00	1,060.00	-
Banking Fees	-	(49.68)	(49.10)	400.00	400.00	-
Board-Related Expenses	2.33	-	25.45	870.00	870.00	-
Dues	-	8.40	2,439.92	2,490.00	2,490.00	-
Insurance Expenses	-	-	464.52	464.52	218.08	(246.44)
Total Governance	**2.33**	**(41.28)**	**3,940.79**	**5,284.52**	**5,038.08**	**(246.44)**
Internet Service Provider						
ISP Payment Reimbursement	-	2,864.93	5,830.03	8,795.03	8,000.00	(795.03)
Total Internet Service Provider	**-**	**2,864.93**	**5,830.03**	**8,795.03**	**8,000.00**	**(795.03)**
Instructional						
LiveSpeech	80.00	80.00	480.00	720.00	720.00	-
Math Time to Talk	-	-	-	1,983.00	1,983.00	-
Other Curriculum	1.58	-	3.24	1,293.00	1,293.00	-
Science Lab	59.52	351.18	2,142.24	3,846.00	3,846.00	-
Science Lab - Other Contracted Services	-	38.10	871.12	6,200.00	6,200.00	-
Summer School	-	-	978.00	978.00	978.00	-
Title I - SES Tutoring	-	-	-	2,500.00	2,500.00	-
Total Instructional	**141.10**	**469.28**	**4,474.60**	**17,520.00**	**17,520.00**	**-**
Professional Services						
Accounting Services/Audit	-	3,812.50	7,312.50	9,000.00	9,000.00	-
AERIES	-	662.20	662.20	662.20	700.00	37.80
Legal Services	159.52	151.66	1,885.18	2,974.00	2,974.00	-
Other School Contracted Services	1.23	1.20	646.80	1,093.00	1,093.00	-
Other School Expense	-	-	19.69	174.00	174.00	-
Total Professional Services	**160.75**	**4,627.56**	**10,526.37**	**13,903.20**	**13,941.00**	**37.80**
Student Related						
College and Career Grant	-	-	5,925.40	69,000.00	73,000.00	4,000.00
Graduation Expense	-	28.55	89.64	4,000.00	4,000.00	-
Low Performing Student Block Grant Expenses	-	-	-	3,458.00	3,458.00	-
Student Activities	471.23	1,593.09	3,061.35	11,330.00	11,330.00	-
Total Student Related	**471.23**	**1,621.64**	**9,076.39**	**87,788.00**	**91,788.00**	**4,000.00**
Pending Allocation						
Expenses Pending Allocation	1,275.03	1,252.90	2,640.99	-	-	-
Total Pending Allocation	**1,275.03**	**1,252.90**	**2,640.99**	**-**	**-**	**-**
Total Other Expenses	**5,504.51**	**14,429.26**	**75,161.67**	**219,131.53**	**226,499.06**	**7,367.53**

California Connections Academy @ Central
Revenue and Expense Statement
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				521	518	3	0.49%
Forecasted Total Enrollment				741	725	16	2.21%
Forecasted Funded Enrollment				468	466	2	0.49%
Revenue							
State Funding	428,778.89	480,706.39	3,157,472.15	4,387,932.05	4,455,379.01	(67,446.96)	-1.51%
Federal & Other Program Funding	-	-	27,811.00	173,890.00	178,079.00	(4,189.00)	-2.35%
Local Aid	22,154.78	23,737.42	179,215.70	241,153.47	240,090.96	1,062.51	0.44%
Other Funding Sources	353.66	57.00	1,083.34	2,000.00	2,000.00	-	0.00%
Total Revenue	**451,287.33**	**504,500.81**	**3,365,582.19**	**4,804,975.52**	**4,875,548.97**	**(70,573.45)**	**-1.45%**
Program Expenses							
Compensation Expense							
Administration Staff	22,457.07	22,128.26	202,217.69	303,666.14	296,397.26	(7,268.88)	2.45%
Instructional Staff	151,249.57	148,577.91	1,129,550.33	1,804,570.18	1,759,076.23	(45,493.96)	-2.59%
Total Compensation Expense	**173,706.65**	**170,706.16**	**1,331,768.02**	**2,108,236.32**	**2,055,473.48**	**(52,762.84)**	**-2.57%**
Fee Based Expenses							
Enrollment/Unit Based Fees	145,884.77	145,730.43	1,268,176.31	1,682,714.76	1,629,299.45	(53,415.31)	-3.28%
Revenue Based Fees	33,744.10	43,252.64	451,791.28	637,281.65	645,044.73	7,763.08	1.20%
Total Fee Based Expenses	**179,628.87**	**188,983.07**	**1,719,967.59**	**2,319,996.41**	**2,274,344.18**	**(45,652.23)**	**-2.01%**
Other School Expenses							
Assessment	-	480.40	9,520.78	43,539.93	43,539.93	-	0.00%
Authorizer Oversight	4,825.09	4,709.09	43,357.47	57,484.73	57,416.88	(67.84)	-0.12%
Employee Related	1,604.77	1,799.15	30,837.65	66,434.94	74,646.00	8,211.06	11.00%
Facilities	3,725.25	3,908.47	32,667.31	50,172.63	69,953.00	19,780.37	28.28%
Governance	36.13	52.53	7,975.37	12,052.51	11,449.82	(602.69)	-5.26%
Internet Service Provider	-	8,490.76	17,431.02	26,431.02	29,000.00	2,568.98	8.86%
Instructional	954.81	1,679.58	16,931.76	41,137.00	39,457.00	(1,680.00)	-4.26%
Professional Services	422.31	4,222.09	16,597.28	23,319.50	22,507.00	(812.50)	-3.61%
Student Related	81.93	(186.15)	4,122.58	95,292.00	101,292.00	6,000.00	5.92%
Pending Allocation	3,475.75	3,415.43	7,831.96	-	-	-	0.00%
Total Other School Expenses	**15,126.04**	**28,571.35**	**187,273.18**	**415,864.25**	**449,261.63**	**33,397.38**	**7.43%**
Adjustments and Credits							
Contractual Service Credit	-	-	-	-	-	-	0.00%
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**-**	**0.00%**
Total Program Expenses	**368,461.56**	**388,260.58**	**3,239,008.79**	**4,844,096.99**	**4,779,079.30**	**(65,017.69)**	**-1.36%**
Net Increase (Decrease)	**82,825.77**	**116,240.23**	**126,573.40**	**(39,121.47)**	**96,469.67**	**(135,591.14)**	**140.55%**
Beginning fund balance	50,979.73	50,979.73	50,979.73	50,979.73			
Ending fund balance	**133,805.50**	**167,219.96**	**177,553.13**	**11,858.26**			

California Connections Academy @ Central
Balance Sheet
March 31, 2019

ASSETS		
Cash and Short Term Investments:		
Checking	$	406,143.97
Savings		361,024.93
Total Cash and Short Term Investments		***767,168.90***
Other Current Assets:		
Pupil Funding		792,779.63
SPED Funding State		(442.83)
Other State Receivables		63,679.90
Other Receivables		(2,706.49)
Prepaid Expenses		8,028.51
Total Other Current Assets		***861,338.72***
Total Current Assets		***1,628,507.62***
Other Assets:		
Utilities Deposit		100.00
Total Other Assets		***100.00***
Total Assets	***$***	***1,628,607.62***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	1,116,344.89
Due to (from) Capistrano Connections Academy		264,443.69
Accrued Expenses		(353.98)
Deferred Revenue		8,892.00
Accounts Payable		61,727.89
Total Current Liabilities		***1,451,054.49***
Total Liabilities		***1,451,054.49***
FUND BALANCE		
Beginning Fund Balance		50,979.73
Change in Fund Balance		126,573.40
Ending Fund Balance		***177,553.13***
Total Liabilities and Fund Balance	***$***	***1,628,607.62***

California Connections Academy @ Central
Schedule of Revenue
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	360,608.42	389,566.13	2,553,216.63	3,562,627.85	3,556,906.04	5,721.81
LCFF / General Purpose Block Grant - State EPA	55,214.10	64,416.45	395,701.05	552,141.00	552,141.00	-
Star Testing Reimbursement	-	854.00	919.00	919.00	817.00	102.00
Lottery	9,203.48	9,860.94	65,081.85	90,811.89	90,370.50	441.38
Special Education Pass Through Funds - State	6,203.47	7,237.37	44,458.17	62,034.66	62,034.66	-
One Time State Funding	7,518.42	8,771.50	53,882.04	75,184.24	138,927.40	(63,743.16)
Mandated Cost Reimbursement	-	-	11,956.00	11,956.00	11,956.00	-
Classified Employee PD grant	259.00	-	259.00	259.00	-	259.00
Low Performing Student Block Grant	-	-	8,892.00	8,892.00	8,892.00	-
Prior Year Revenue Adjustments	(10,228.00)	-	23,106.41	23,106.41	33,334.41	(10,228.00)
Total State Funding	**428,778.89**	**480,706.39**	**3,157,472.15**	**4,387,932.05**	**4,455,379.01**	**(67,446.96)**
Federal & Other Programs Funding						
Title I	-	-	21,760.00	87,041.00	87,041.00	-
Title II	-	-	3,213.00	12,811.00	17,000.00	(4,189.00)
Title IV	-	-	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	**-**	**-**	**27,811.00**	**173,890.00**	**178,079.00**	**(4,189.00)**
Local Funding						
LCFF / General Purpose Block Grant - Local	22,154.78	23,737.42	156,666.11	218,603.88	217,541.37	1,062.51
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	**22,154.78**	**23,737.42**	**179,215.70**	**241,153.47**	**240,090.96**	**1,062.51**
Other Funding						
Interest	353.66	57.00	1,083.34	2,000.00	2,000.00	-
Total Other Funding	**353.66**	**57.00**	**1,083.34**	**2,000.00**	**2,000.00**	**-**
Total Revenue	**451,287.33**	**504,500.81**	**3,365,582.19**	**4,804,975.52**	**4,875,548.97**	**(70,573.45)**

California Connections Academy @ Central
Schedule of Fees
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:							
Enrollment/Unit Based Fees							
Accounting and Regulatory Reporting	2,198.08	2,198.09	19,782.75	26,026.50	25,900.11	27,800.00	(126.39)
Community Outreach	2,083.33	2,083.34	18,750.00	25,000.00	25,000.00	25,000.00	-
ConnexusTM Annual License (LMS)	26,377.00	26,377.00	237,393.00	312,318.00	310,801.33	333,600.00	(1,516.67)
Curriculum Postage	2,054.25	2,054.25	18,488.25	24,453.00	23,925.00	25,687.00	(528.00)
Direct Course Instruction Support	1,155.61	1,697.16	9,100.04	12,697.73	14,110.93	-	1,413.20
Educational Resource Center	5,539.17	5,539.17	49,852.53	65,586.78	65,268.28	70,056.00	(318.50)
Enrollment and Records Management	2,490.00	2,490.00	22,410.00	29,640.00	29,000.00	31,136.00	(640.00)
Facility Support Services	-	357.99	1,777.50	2,370.00	2,370.00	3,555.00	-
Hardware/Software - Employees	2,402.92	1,415.13	11,943.90	15,835.28	15,259.37	16,425.00	(575.91)
Human Resources Support	5,006.11	2,948.18	24,883.13	32,990.17	31,790.35	34,219.00	(1,199.82)
Internet Subsidy Payment Processing	845.83	4,175.65	10,942.32	10,475.00	9,575.00	11,349.00	(900.00)
School Curriculum Supplies	85.64	1,053.03	8,804.80	11,685.55	11,237.04	12,222.00	(448.51)
Short-Term Substitute Teaching	6,350.49	4,045.10	30,381.09	30,381.09	21,756.09	-	(8,625.00)
Student Technology Assistance	19,454.17	19,454.17	175,087.50	240,925.00	220,225.00	261,031.00	(20,700.00)
Tangible and Intangible Instructional Materials	63,247.92	63,247.92	569,231.25	754,750.00	736,225.00	796,364.00	(18,525.00)
Technical Support and Repairs	6,594.25	6,594.25	59,348.25	78,079.50	77,700.33	83,400.00	(379.17)
Voice Over IP Services	-	-	-	9,501.17	9,155.62	9,855.00	(345.55)
Total Enrollment/Unit Based Fees	**145,884.77**	**145,730.43**	**1,268,176.31**	**1,682,714.76**	**1,629,299.45**	**1,741,699.00**	**(53,415.31)**
Revenue Based Fees							
Marketing Services	3,067.65	3,932.06	35,388.53	46,567.91	47,273.64	49,857.00	705.73
School Administration	18,405.87	23,592.35	212,331.15	279,407.45	283,641.86	299,141.00	4,234.41
Special Education Direct Services	-	-	62,517.50	125,034.66	125,034.66	125,035.00	-
Special Education Oversight and Liability	7,669.11	9,830.15	88,471.32	116,419.77	118,184.11	124,642.00	1,764.34
Treasury Services	4,601.47	5,898.08	53,082.78	69,851.86	70,910.46	74,785.00	1,058.60
Total Revenue Based Fees	**33,744.10**	**43,252.64**	**451,791.28**	**637,281.65**	**645,044.73**	**673,460.00**	**7,763.08**
Total Fee Based Expenses	**179,628.87**	**188,983.07**	**1,719,967.59**	**2,319,996.41**	**2,274,344.18**	**2,415,159.00**	**(45,652.23)**
SCHEDULE OF COMPENSATION:							
Administrative Compensation							
Salaries	15,955.51	15,755.91	147,522.34	220,191.02	216,039.85	222,323.65	(4,151.17)
Benefits	3,909.10	3,860.20	36,142.98	53,946.80	52,929.77	54,469.29	(1,017.03)
Pension	1,889.54	1,879.89	12,440.91	20,222.63	18,216.15	19,637.37	(2,006.47)
Taxes	702.92	632.26	6,111.46	9,305.69	9,211.48	11,565.54	(94.21)
Total Administrative Compensation	**22,457.07**	**22,128.26**	**202,217.69**	**303,666.14**	**296,397.26**	**307,995.85**	**(7,268.88)**
Instructional Compensation							
Salaries	102,942.60	102,659.94	799,899.74	1,272,668.94	1,251,048.88	1,355,814.55	(21,620.05)
Benefits	25,195.89	25,069.78	195,824.65	311,653.10	306,506.98	332,174.57	(5,146.12)
Pension	19,485.87	19,294.25	117,311.13	194,277.96	178,496.33	220,726.61	(15,781.63)
Taxes	3,625.22	1,553.93	16,514.80	25,970.19	23,024.04	27,116.29	(2,946.15)
Total Instructional Compensation	**151,249.57**	**148,577.91**	**1,129,550.33**	**1,804,570.18**	**1,759,076.23**	**1,935,832.02**	**(45,493.96)**
Total Compensation	**173,706.65**	**170,706.16**	**1,331,768.02**	**2,108,236.32**	**2,055,473.48**	**2,243,827.87**	**(52,762.84)**

California Connections Academy @ Central
Schedule Other Expenses
For the Period Ended March 31, 2019

	July-18 Actual	August-18 Actual	September-18 Actual	October-18 Actual	November-18 Actual	December-18 Actual	January-19 Actual	February-19 Actual	March-19 Actual	April-19 Forecast	May-19 Forecast	June-19 Forecast	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:																
Assessment																
Student Testing & Assessment Facilities & Services	-	-	360.96	37.68	1,810.00	5,205.00	668.00	-	408.64	2,833.33	2,833.33	2,843.05	8,490.28	17,000.00	17,000.00	-
Student Testing & Assessment Travel	-	-	43.29	174.98	150.72	8.27	21.48	-	71.76	3,423.32	3,423.32	13,222.78	470.50	20,539.93	20,539.93	-
Student Testing Technology	560.00	-		-	-	-	-	-	-	1,000.00	1,000.00	3,440.00	560.00	6,000.00	6,000.00	-
Total Assessment	**560.00**	**-**	**404.25**	**212.66**	**1,960.72**	**5,213.27**	**689.48**	**-**	**480.40**	**7,256.65**	**7,256.65**	**19,505.84**	**9,520.78**	**43,539.93**	**43,539.93**	**-**
Authorizer Oversight																
District Administrative Fees	966.67	966.67	966.67	966.67	966.67	966.67	966.67	966.67	966.67	966.67	966.67	966.63	8,700.03	11,600.00	11,600.00	-
District Oversight	3,776.08	3,776.08	3,571.37	3,571.37	3,581.96	3,645.84	3,645.84	3,645.84	3,529.84	3,529.84	3,529.84	3,529.83	32,744.22	43,333.73	43,265.88	(67.84)
STRS Reporting	212.58	212.58	212.58	212.58	212.58	212.58	212.58	212.58	212.58	212.58	212.58	212.62	1,913.22	2,551.00	2,551.00	-
Total Authorizer Oversight	**4,955.33**	**4,955.33**	**4,750.62**	**4,750.62**	**4,761.21**	**4,825.09**	**4,825.09**	**4,825.09**	**4,709.09**	**4,709.09**	**4,709.09**	**4,709.08**	**43,357.47**	**57,484.73**	**57,416.88**	**(67.84)**
Employee Related																
Staff Recruiting/Background Checks	9.08	52.55	65.92	68.11	107.85	115.26	178.90	178.16	436.94	237.00	237.00	844.39	1,212.77	2,531.16	2,844.00	312.84
Staff Training/Prof. Dvlpmt	-	7,781.98	9,781.10	2,151.82	782.29	1,265.32	3,053.21	1,372.07	1,242.33	3,000.00	3,000.00	10,498.50	27,430.12	43,928.62	49,358.00	5,429.38
Team Building	-	377.54	48.17	(80.90)	3.68	48.53	12.41	7.52	12.14	336.42	336.42	2,491.01	429.09	3,592.93	4,037.00	444.07
Travel and Conferences - Teachers	-	18.76	237.13	106.96	54.77	-	2.88	-	5.12	555.00	555.00	4,391.78	425.62	5,927.40	6,660.00	732.60
Travel and Conferences - Administration	-	115.20	201.35	112.72	477.35	131.30	152.49	47.02	102.62	978.92	978.92	7,156.95	1,340.05	10,454.83	11,747.00	1,292.17
Total Employee Related	**9.08**	**8,346.03**	**10,333.67**	**2,358.71**	**1,425.94**	**1,560.41**	**3,399.89**	**1,604.77**	**1,799.15**	**5,107.33**	**5,107.33**	**25,382.62**	**30,837.65**	**66,434.94**	**74,646.00**	**8,211.06**
Facilities																
Copiers/ Reproduction	102.79	102.38	431.04	108.92	118.75	-	439.04	86.26	119.41	195.83	195.83	449.74	1,508.59	2,350.00	2,350.00	-
Expensed Furniture and Equipment	-	-	-	194.09	-	-	-	-	-	558.33	558.33	1,000.00	194.09	2,310.76	6,770.00	4,459.24
Internet	133.33	115.30	186.08	288.52	-	120.31	334.14	236.81	108.61	200.00	200.00	1,000.00	1,523.10	2,923.10	5,080.00	2,156.90
Maintenance & Repairs	59.81	312.74	33.58	240.06	210.54	203.65	56.70	233.63	155.37	500.00	500.00	500.00	1,506.08	3,006.08	5,530.00	2,523.92
Office Postage	25.61	268.43	41.84	101.13	264.02	121.88	59.71	530.89	450.15	500.00	500.00	500.00	1,863.66	3,363.66	4,395.00	1,031.34
Office Supplies	64.35	490.46	399.18	527.33	469.90	165.32	129.26	133.33	229.49	400.00	400.00	400.00	2,608.62	3,808.62	5,135.00	1,326.38
Office Rent	2,027.19	1,986.76	1,986.76	1,986.76	1,986.76	2,087.96	1,986.76	1,986.76	1,986.76	1,986.76	1,986.76	1,986.76	18,022.47	23,982.75	27,075.00	3,092.25
Rent Operating Expense	257.63	250.91	250.91	250.91	290.17	149.71	250.91	264.03	250.91	294.92	294.92	733.08	2,216.09	3,539.00	3,539.00	-
Rent Storage Unit	-	256.04	-	-	96.91	-	-	-	383.00	125.00	125.00	514.05	735.95	1,500.00	1,500.00	-
Telephone	47.61	69.56	74.05	90.81	52.11	198.44	110.51	101.30	65.35	100.00	100.00	100.00	809.74	1,109.74	4,195.00	3,085.26
Utilities	10.99	384.96	272.69	192.01	380.17	27.44	99.00	152.24	159.42	200.00	200.00	200.00	1,678.92	2,278.92	4,384.00	2,105.08
Total Facilities	**2,729.31**	**4,237.54**	**3,676.13**	**3,980.54**	**3,869.33**	**3,074.71**	**3,466.03**	**3,725.25**	**3,908.47**	**5,060.84**	**5,060.84**	**7,383.63**	**32,667.31**	**50,172.63**	**69,953.00**	**19,780.37**
Governance																
Accreditation	1,020.00	-	-	-	-	-	-	-	-	-	-	-	1,020.00	1,020.00	1,020.00	-
Banking Fees	55.00	31.58	30.00	30.00	30.00	30.00	30.00	30.00	30.00	50.00	50.00	203.42	296.58	600.00	600.00	-
Board-Related Expenses	-	63.02	-	-	-	-	-	6.13	-	197.50	197.50	1,905.85	69.15	2,370.00	2,370.00	-
Dues	884.60	75.00	-	-	1,760.00	2,720.00	-	-	22.53	-	-	1,472.87	5,462.13	6,935.00	6,935.00	-
Insurance Expenses	524.82	-	-	-	-	602.69	-	-	-	-	-	-	1,127.51	1,127.51	524.82	(602.69)
Total Governance	**2,484.42**	**169.60**	**30.00**	**30.00**	**1,790.00**	**3,352.69**	**30.00**	**36.13**	**52.53**	**247.50**	**247.50**	**3,582.14**	**7,975.37**	**12,052.51**	**11,449.82**	**(602.69)**
Internet Service Provider																
ISP Payment Reimbursement	-	-	-	-	8,940.26	-	-	-	8,490.76	-	-	9,000.00	17,431.02	26,431.02	29,000.00	2,568.98
Total Internet Service Provider	**-**	**-**	**-**	**-**	**8,940.26**	**-**	**-**	**-**	**8,490.76**	**-**	**-**	**9,000.00**	**17,431.02**	**26,431.02**	**29,000.00**	**2,568.98**
Instructional																
LiveSpeech	-	-	-	480.00	560.00	640.00	880.00	800.00	640.00	700.00	700.00	600.00	4,000.00	6,000.00	4,320.00	(1,680.00)
Math Time to Talk	-	-	-	-	-	-	-	-	-	450.33	450.33	4,503.33	-	5,404.00	5,404.00	-
Other Curriculum	-	-	-	-	-	-	4.17	4.17	-	293.58	293.58	2,927.49	8.34	3,523.00	3,523.00	-
Science Lab	213.38	528.94	2,481.74	150.25	803.17	337.69	106.48	150.64	937.50	873.58	873.58	3,026.04	5,709.79	10,483.00	10,483.00	-
Science Lab - Other Contracted Services	47.40	-	-	974.07	395.64	716.32	51.12	-	102.08	483.33	483.33	2,546.70	2,286.63	5,800.00	5,800.00	-
Summer School	-	4,927.00	-	-	-	-	-	-	-	-	-	-	4,927.00	4,927.00	4,927.00	-
Title I - SES Tutoring	-	-	-	-	-	-	-	-	-	416.67	416.67	4,166.67	-	5,000.00	5,000.00	-
Total Instructional	**260.78**	**5,455.94**	**2,481.74**	**1,604.32**	**1,758.81**	**1,694.01**	**1,041.77**	**954.81**	**1,679.58**	**3,217.50**	**3,217.50**	**17,770.24**	**16,931.76**	**41,137.00**	**39,457.00**	**-**
Professional Services																
Accounting Services/Audit	-	2,500.00	-		-	-	3,500.00	-	3,812.50	-	-	-	9,812.50	9,812.50	9,000.00	(812.50)
AERIES	-	-	-		-	-	-	-	-	162.50	162.50	1,625.00	-	1,950.00	1,950.00	-
Legal Services	653.44	93.27	30.98	2,445.68	76.70	-	910.94	419.09	406.37	675.42	675.42	1,717.70	5,036.47	8,105.00	8,105.00	-
Other School Contracted Services	-	-	5.98	827.27	3.11	316.96	535.71	3.22	3.22	248.17	248.17	786.20	1,695.47	2,978.00	2,978.00	-
Other School Expense	-	23.70	-		-	29.14	-	-	-	39.50	39.50	342.16	52.84	474.00	474.00	-
Total Professional Services	**653.44**	**2,616.97**	**36.96**	**3,272.95**	**79.81**	**346.10**	**4,946.65**	**422.31**	**4,222.09**	**1,125.58**	**1,125.58**	**4,471.05**	**16,597.28**	**23,319.50**	**22,507.00**	**(812.50)**
Student Related																
College and Career Grant	-	-	-		-	-	-	-	-	-	-	64,000.00	-	64,000.00	70,000.00	6,000.00
Graduation Expense	-	162.02	4.48		-	-	-	-	28.55	483.33	483.33	4,638.28	195.05	5,800.00	5,800.00	-
Low Performing Student Block Grant Expenses					-	-	-	-	-	-	-	8,892.00	-	8,892.00	8,892.00	-
Student Activities	-	445.67	534.13	2,141.08	332.40	1,278.13	(671.11)	81.93	(214.70)	1,383.33	1,383.33	9,905.80	3,927.53	16,600.00	16,600.00	-
Total Student Related	**-**	**607.69**	**538.61**	**2,141.08**	**332.40**	**1,278.13**	**(671.11)**	**81.93**	**(186.15)**	**1,866.67**	**1,866.67**	**87,436.09**	**4,122.58**	**95,292.00**	**101,292.00**	**6,000.00**
Pending Allocation																
Expenses Pending Allocation	2,722.63	8,684.90	(6,871.86)	(363.69)	55.16	(460.79)	(2,825.57)	3,475.75	3,415.43	-	-	(7,831.96)	7,831.96	-	-	-
Total Pending Allocation	**2,722.63**	**8,684.90**	**(6,871.86)**	**(363.69)**	**55.16**	**(460.79)**	**(2,825.57)**	**3,475.75**	**3,415.43**	**-**	**-**	**(7,831.96)**	**7,831.96**	**-**	**-**	**-**
Total Other Expenses	**14,374.99**	**35,074.00**	**15,380.12**	**17,987.19**	**24,973.64**	**20,883.62**	**14,902.23**	**15,126.04**	**28,571.35**	**28,591.17**	**28,591.17**	**171,408.73**	**187,273.18**	**415,864.25**	**449,261.63**	**33,397.38**

California Connections Academy @ Ripon
Revenue and Expense Statement
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Annual Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment								
Forecasted ADM				1,411	1,459	1,561	(48)	-3.31%
Forecasted Total Enrollment				1,962	2,029	2,224	(67)	-3.30%
Forecasted Funded Enrollment				1,265	1,308	1,400	(43)	-3.31%
Revenue								
State Funding	1,036,217.83	1,198,776.12	7,542,910.70	10,527,356.83	11,066,246.70	11,066,246.70	(538,889.87)	-4.87%
Federal & Other Program Funding	-	15,189.00	64,853.00	353,216.00	354,587.00	354,587.00	(1,371.00)	-0.39%
Local Aid	167,666.50	188,077.05	1,194,714.20	1,666,790.79	1,723,911.97	1,723,911.97	(57,121.18)	-3.31%
Other Funding Sources	3,240.92	218.69	8,175.36	8,175.36	2,500.00	2,500.00	5,675.36	227.01%
Total Revenue	**1,207,125.25**	**1,402,260.86**	**8,810,653.26**	**12,555,538.98**	**13,147,245.67**	**13,147,245.67**	**(591,706.69)**	**-4.50%**
Program Expenses								
Compensation Expense								
Administration Staff	63,049.44	62,126.28	569,018.52	853,840.52	833,432.74	833,432.74	(20,407.79)	-2.45%
Instructional Staff	399,302.64	392,365.82	3,079,405.59	4,903,944.78	4,877,426.22	4,877,426.22	(26,518.56)	-0.54%
Total Compensation Expense	**462,352.09**	**454,492.09**	**3,648,424.11**	**5,757,785.31**	**5,710,858.96**	**5,710,858.96**	**(46,926.35)**	**-0.82%**
Fee Based Expenses								
Enrollment/Unit Based Fees	381,130.90	391,150.40	3,374,798.09	4,436,109.26	4,481,396.02	4,481,396.02	45,286.76	1.01%
Revenue Based Fees	91,605.91	113,386.46	1,159,724.64	1,677,570.48	1,885,325.77	1,885,325.77	207,755.29	11.02%
Total Fee Based Expenses	**472,736.81**	**504,536.86**	**4,534,522.73**	**6,113,679.74**	**6,366,721.79**	**6,366,721.79**	**253,042.05**	**3.97%**
Other School Expenses								
Assessment	2,421.00	23,679.54	72,092.54	169,600.32	176,667.00	176,667.00	7,066.68	4.00%
Authorizer Oversight	11,181.72	11,033.85	102,143.57	135,251.16	138,475.77	138,475.77	3,224.60	2.33%
Employee Related	4,236.78	4,750.42	85,188.84	155,714.40	174,960.00	174,960.00	19,245.60	11.00%
Facilities	10,272.47	10,809.68	90,923.75	177,331.99	209,057.12	209,057.12	31,725.13	15.18%
Governance	315.17	453.78	20,323.02	31,401.29	29,073.13	29,073.13	(2,328.16)	-8.01%
Internet Service Provider	-	21,568.30	42,575.25	64,575.25	73,000.00	73,000.00	8,424.75	11.54%
Instructional	1,376.54	3,705.23	43,581.77	87,857.49	90,560.00	90,560.00	2,702.51	2.98%
Professional Services	1,114.94	5,512.99	31,682.48	56,380.35	57,449.00	57,449.00	1,068.65	1.86%
Student Related	216.25	3,209.57	7,878.03	102,066.25	120,394.25	120,394.25	18,328.00	15.22%
Pending Allocation	9,758.54	9,589.22	22,183.27	-	-	-	-	0.00%
Total Other School Expenses	**40,893.41**	**94,312.58**	**518,572.52**	**980,178.50**	**1,069,636.27**	**1,069,636.27**	**89,457.76**	**8.36%**
Adjustments and Credits								
Contractual Service Credit			-	(261,000.00)	-	(195,000.00)	261,000.00	-100.00%
Total Adjustments and Credits	**-**	**-**	**-**	**(261,000.00)**	**-**	**(195,000.00)**	**261,000.00**	**-100.00%**
Total Program Expenses	**975,982.31**	**1,053,341.53**	**8,701,519.36**	**12,590,643.55**	**13,147,217.02**	**12,952,217.02**	**556,573.47**	**4.23%**
Net Increase (Decrease)	**231,142.94**	**348,919.33**	**109,133.91**	**(35,104.57)**	**28.65**	**195,028.65**	**(35,133.23)**	**122610.30%**
Beginning fund balance	45,837.94	45,837.94	45,837.94	45,837.94		10,077.00		
Ending fund balance	**276,980.88**	**394,757.27**	**154,971.85**	**10,733.37**		**205,105.65**		

California Connections Academy @ Ripon
Balance Sheet
March 31, 2019

ASSETS		
Cash and Short-Term Investments:		
Checking	$	(2,727.37)
Operating		114,009.54
Checking - CALOPS		3,505,660.89
Savings		218.69
Petty Cash		260.00
Total Cash and Short Term Investments		***3,617,421.75***
Other Current Assets:		
Pupil Funding		2,234,537.79
SPED Funding State		25,816.11
Other State Receivables		92,610.71
Other Receivables		(7,870.33)
Prepaid Expenses		6,032.24
Total Other Current Assets		***2,351,126.52***
Total Current Assets		***5,968,548.27***
Other Assets:		
Ripon Unified School District - Science Lab Deposit		300.00
Total Other Assets		***300.00***
Total Assets	***$***	***5,968,848.27***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	4,917,165.40
Due to (from) Capistrano Connections Academy		703,894.94
Accrued Expenses		(1,922.83)
Deferred Revenue		143,136.75
Accounts Payable		51,602.16
Total Current Liabilities		***5,813,876.42***
Total Liabilities		***5,813,876.42***
FUND BALANCE		
Beginning Fund Balance		45,837.94
Change in Fund Balance		109,133.91
Ending Fund Balance		***154,971.85***
Total Liabilities and Fund Balance	***$***	***5,968,848.27***

California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	851,036.33	958,016.65	6,064,234.68	8,461,722.81	8,727,061.75	(265,338.93)
LCFF / General Purpose Block Grant - State EPA	144,104.10	168,121.45	1,032,746.05	1,441,041.00	1,441,041.00	-
Star Testing Reimbursement	2,052.00	-	2,267.00	2,267.00	2,184.00	83.00
Lottery	24,698.03	27,704.59	175,892.75	245,431.75	253,845.96	(8,414.21)
Special Education Pass Through Funds - State	18,419.18	21,489.04	132,004.11	184,191.78	184,191.78	-
One Time State Funding	20,095.19	23,444.39	144,015.54	200,951.92	371,324.20	(170,372.28)
Mandated Cost Reimbursement	-	-	33,073.00	33,073.00	33,073.00	-
Low Performing Student Block Grant	-	-	25,194.25	25,194.25	25,194.25	-
Classified Employee PD grant	-	-	734.00	734.00	-	734.00
Prior Year Revenue Adjustments	(24,187.00)	-	(67,250.68)	(67,250.68)	28,330.77	(95,581.45)
Total State Funding	**1,036,217.83**	**1,198,776.12**	**7,542,910.70**	**10,527,356.83**	**11,066,246.70**	**(538,889.87)**
Federal & Other Programs Funding						
Title I	-	15,189.00	55,361.00	163,434.00	160,687.00	2,747.00
Title II	-	-	6,977.00	27,822.00	32,000.00	(4,178.00)
Title IV	-	-	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	**-**	**15,189.00**	**64,853.00**	**353,216.00**	**354,587.00**	**(1,371.00)**
Local Funding						
LCFF / General Purpose Block Grant - Local	167,666.50	188,077.05	1,194,076.06	1,666,152.65	1,723,273.83	(57,121.18)
Microsoft Voucher Reimbursement Program	-	-	536.96	536.96	536.96	-
Donations/Tax Credits	-	-	101.18	101.18	101.18	-
Total Local Funding	**167,666.50**	**188,077.05**	**1,194,714.20**	**1,666,790.79**	**1,723,911.97**	**(57,121.18)**
Other Funding						
Interest	3,240.92	218.69	8,175.36	8,175.36	2,500.00	5,675.36
Total Other Funding	**3,240.92**	**218.69**	**8,175.36**	**8,175.36**	**2,500.00**	**5,675.36**
Total Revenue	**1,207,125.25**	**1,402,260.86**	**8,810,653.26**	**12,555,538.98**	**13,147,245.67**	**(591,706.69)**

California Connections Academy @ Ripon
Schedule of Fees
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Accounting and Regulatory Reporting	5,914.58	5,914.59	53,231.25	70,530.00	72,947.89	2,417.89
Community Outreach	4,166.67	4,166.66	37,500.00	50,000.00	50,000.00	-
ConnexusTM Annual License (LMS)	70,975.00	70,975.00	638,775.00	846,360.00	875,374.67	29,014.67
Curriculum Postage	5,544.00	5,544.00	49,896.00	64,746.00	66,957.00	2,211.00
Direct Course Instruction Support	3,050.84	4,481.87	24,724.27	34,498.98	39,617.77	5,118.79
Educational Resource Center	14,904.75	14,904.75	134,142.75	177,735.60	183,828.68	6,093.08
Enrollment and Records Management	6,720.00	6,720.00	60,480.00	78,480.00	81,160.00	2,680.00
Facility Support Services	-	1,065.47	4,990.50	6,653.88	6,653.88	-
Hardware/Software - Employees	3,564.52	3,745.33	31,541.56	42,801.84	42,524.41	(277.43)
Human Resources Support	7,426.09	7,802.76	65,711.58	89,170.49	88,592.52	(577.97)
Internet Subsidy Payment Processing	2,010.41	14,900.30	30,983.63	24,875.00	22,650.00	(2,225.00)
School Curriculum Supplies	2,628.18	2,786.92	23,251.78	31,585.35	31,354.66	(230.69)
Short-Term Substitute Teaching	16,765.44	10,682.34	82,426.02	82,426.02	61,276.23	(21,149.79)
Student Technology Assistance	46,239.59	46,239.58	416,156.25	572,125.00	520,950.00	(51,175.00)
Tangible and Intangible Instructional Materials	173,477.08	173,477.08	1,561,293.75	2,026,850.00	2,093,150.00	66,300.00
Technical Support and Repairs	17,743.75	17,743.75	159,693.75	211,590.00	218,843.67	7,253.67
Voice Over IP Services	-	-	-	25,681.10	25,514.65	(166.46)
Total Enrollment/Unit Based Fees	**381,130.90**	**391,150.40**	**3,374,798.09**	**4,436,109.26**	**4,481,396.02**	**45,286.76**
Revenue Based Fees						
Marketing Services	8,327.81	10,307.86	92,770.73	122,125.34	128,099.16	5,973.82
School Administration	49,966.86	61,847.16	556,624.40	732,752.01	768,594.94	35,842.92
Special Education Direct Services	-	-	139,246.58	334,191.78	334,191.78	-
Special Education Oversight and Liability	20,819.52	25,769.65	231,926.83	305,313.34	320,247.89	14,934.55
Treasury Services	12,491.72	15,461.79	139,156.10	183,188.01	334,192.00	151,003.99
Total Revenue Based Fees	**91,605.91**	**113,386.46**	**1,159,724.64**	**1,677,570.48**	**1,885,325.77**	**207,755.29**
Total Fee Based Expenses	**472,736.81**	**504,536.86**	**4,534,522.73**	**6,113,679.74**	**6,366,721.79**	**253,042.05**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	44,795.94	44,235.56	415,099.37	619,120.60	607,465.98	(11,654.63)
Benefits	10,975.01	10,837.71	101,699.35	151,684.56	148,829.20	(2,855.37)
Pension	5,305.00	5,277.89	35,025.60	56,873.18	51,239.90	(5,633.29)
Taxes	1,973.49	1,775.11	17,194.19	26,162.18	25,897.67	(264.51)
Total Administrative Compensation	**63,049.44**	**62,126.28**	**569,018.52**	**853,840.52**	**833,432.74**	**(20,407.79)**
Instructional Compensation						
Salaries	271,771.02	271,105.27	2,182,905.17	3,460,772.66	3,469,505.53	8,732.87
Benefits	66,517.78	66,204.48	534,413.88	847,491.41	850,028.85	2,537.45
Pension	51,443.18	50,952.43	317,529.55	525,566.38	494,108.33	(31,458.05)
Taxes	9,570.66	4,103.63	44,556.99	70,114.34	63,783.51	(6,330.83)
Total Instructional Compensation	**399,302.64**	**392,365.82**	**3,079,405.59**	**4,903,944.78**	**4,877,426.22**	**(26,518.56)**
Total Compensation	**462,352.09**	**454,492.09**	**3,648,424.11**	**5,757,785.31**	**5,710,858.96**	**(46,926.35)**

California Connections Academy @ Ripon
Schedule Other Expenses
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/2018	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	2,421.00	11,068.54	57,792.54	86,400.00	90,000.00	3,600.00
Student Testing & Assessment Travel	-	189.50	1,878.50	55,360.32	57,667.00	2,306.68
Student Testing Technology	-	12,421.50	12,421.50	27,840.00	29,000.00	1,160.00
Total Assessment	**2,421.00**	**23,679.54**	**72,092.54**	**169,600.32**	**176,667.00**	**7,066.68**
Authorizer Oversight						
District Administrative Fees	1,033.33	1,033.33	9,299.97	12,400.00	12,400.00	-
District Oversight	9,551.56	9,403.68	87,478.12	115,689.16	118,913.77	3,224.60
STRS Reporting	596.83	596.83	5,365.47	7,162.00	7,162.00	-
Total Authorizer Oversight	**11,181.72**	**11,033.85**	**102,143.57**	**135,251.16**	**138,475.77**	**3,224.60**
Employee Related						
Staff Recruiting/Background Checks	343.48	1,153.81	3,129.19	7,106.65	7,985.00	878.35
Staff Training/Prof. Dvlpmt	3,749.30	3,280.11	76,053.42	92,527.07	103,963.00	11,435.93
Team Building	19.87	32.05	1,194.85	10,087.26	11,334.00	1,246.74
Travel and Conferences - Teachers	-	13.51	1,135.47	16,640.33	18,697.00	2,056.67
Travel and Conferences - Administration	124.13	270.94	3,675.91	29,353.09	32,981.00	3,627.91
Total Employee Related	**4,236.78**	**4,750.42**	**85,188.84**	**155,714.40**	**174,960.00**	**19,245.60**
Facilities						
Copiers/ Reproduction	227.72	315.37	4,119.33	6,119.33	6,598.00	478.67
Equipment/Supplies	-	-	-	17,500.00	17,500.00	-
Expensed Furniture and Equipment	-	-	544.93	19,008.00	19,008.00	-
Internet	625.25	286.80	4,149.95	6,149.95	14,261.00	8,111.05
Maintenance & Repairs	653.97	434.55	4,617.54	7,617.54	15,526.00	7,908.46
Office Postage	1,401.57	1,188.75	5,008.69	8,508.69	12,339.00	3,830.31
Office Supplies	352.00	606.33	6,775.01	10,275.01	14,417.00	4,141.99
Office Rent	5,578.01	5,578.01	50,513.22	67,247.25	61,385.12	(5,862.13)
Prop 39 Clean Energy Planning	-	-	-	10,000.00	10,000.00	-
Rent Operating Expense	739.07	704.44	6,208.62	9,936.00	9,936.00	-
Rent Storage Unit	-	1,075.29	2,066.24	4,000.00	4,000.00	-
Telephone	267.47	172.57	2,206.54	3,556.54	11,777.00	8,220.46
Utilities	427.41	447.57	4,713.68	7,413.68	12,310.00	4,896.32
Total Facilities	**10,272.47**	**10,809.68**	**90,923.75**	**177,331.99**	**209,057.12**	**31,725.13**
Governance						
Accreditation	-	-	1,020.00	1,020.00	1,020.00	-
Banking Fees	298.98	254.29	811.71	1,261.71	600.00	(661.71)
Board-Related Expenses	16.19	-	193.11	6,654.00	6,654.00	-
Dues	-	199.49	15,180.62	19,348.00	19,348.00	-
Insurance Expenses	-	-	3,117.58	3,117.58	1,451.13	(1,666.45)
Total Governance	**315.17**	**453.78**	**20,323.02**	**31,401.29**	**29,073.13**	**(2,328.16)**
Internet Service Provider						
ISP Payment Reimbursement	-	21,568.30	42,575.25	64,575.25	73,000.00	8,424.75
Total Internet Service Provider	**-**	**21,568.30**	**42,575.25**	**64,575.25**	**73,000.00**	**8,424.75**
Instructional						
LiveSpeech	960.00	960.00	4,960.00	6,480.00	6,480.00	-
Math Time to Talk	-	-	-	14,564.16	15,171.00	606.84
Other Curriculum	11.01	-	22.01	9,496.33	9,892.00	395.67
Science Lab	405.53	2,475.64	15,770.33	26,400.00	27,500.00	1,100.00
Science Lab - Other Contracted Services	-	269.59	6,312.43	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	**1,376.54**	**3,705.23**	**43,581.77**	**87,857.49**	**90,560.00**	**2,702.51**
Professional Services						
Accounting Services/Audit	-	-	8,625.00	9,500.00	9,500.00	-
AERIES	-	4,431.35	4,431.35	4,431.35	5,500.00	1,068.65
Legal Services	1,106.44	1,073.15	13,840.60	22,756.00	22,756.00	-
Manager Services	-	-	-	10,000.00	10,000.00	-
Other School Contracted Services	8.50	8.49	4,638.16	8,362.00	8,362.00	-
Other School Expense	-	-	147.37	1,331.00	1,331.00	-
Total Professional Services	**1,114.94**	**5,512.99**	**31,682.48**	**56,380.35**	**57,449.00**	**1,068.65**
Student Related						
College and Career Grant	-	-	-	45,000.00	62,000.00	17,000.00
Graduation Expense	-	3,361.43	4,653.20	8,640.00	9,000.00	360.00
Low Performing Student Block Grant Expenses	-	-	-	25,194.25	25,194.25	-
Student Activities	216.25	(151.86)	3,224.83	23,232.00	24,200.00	968.00
Total Student Related	**216.25**	**3,209.57**	**7,878.03**	**102,066.25**	**120,394.25**	**18,328.00**
Pending Allocation						
Expenses Pending Allocation	9,758.54	9,589.22	22,183.27	-	-	-
Total Pending Allocation	**9,758.54**	**9,589.22**	**22,183.27**	**-**	**-**	**-**
Total Other Expenses	**40,893.41**	**94,312.58**	**518,572.52**	**980,178.50**	**1,069,636.27**	**89,457.76**

Capistrano California Connections Academy
Revenue and Expense Statement
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Annual Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment								
Forecasted ADM				4,103	4,210	4,717	(107)	-2.54%
Forecasted Total Enrollment				5,462	5,650	6,439	(188)	-3.33%
Forecasted Funded Enrollment				3,740	3,837	4,300	(97)	-2.54%
Revenue								
State Funding	1,257,926.05	485,872.71	8,201,965.05	11,363,028.96	13,465,916.30	14,465,715.00	(2,102,887.34)	-15.62%
Federal & Other Program Funding	-	123,723.00	292,496.00	1,160,496.00	1,163,556.00	1,165,700.00	(3,060.00)	-0.26%
Local Aid	2,374,264.87	3,759,965.84	17,999,590.61	25,118,065.72	24,365,371.18	27,309,300.00	752,694.54	3.09%
Other Funding Sources	4,897.41	6,609.15	48,813.59	48,813.59	15,000.00	15,000.00	33,813.59	225.42%
Total Revenue	**3,637,088.33**	**4,376,170.70**	**26,542,865.25**	**37,690,404.27**	**39,009,843.48**	**42,955,715.00**	**(1,319,439.21)**	**-3.38%**
Program Expenses								
Compensation Expense								
Administration Staff	190,521.60	187,732.00	1,725,706.98	2,586,376.67	2,524,708.81	2,612,979.00	(61,667.86)	-2.44%
Instructional Staff	1,167,439.36	1,150,135.17	9,046,036.52	14,322,202.99	14,246,799.44	16,423,237.00	(75,403.56)	-0.53%
Total Compensation Expense	**1,357,960.96**	**1,337,867.17**	**10,771,743.50**	**16,908,579.67**	**16,771,508.25**	**19,036,216.00**	**(137,071.42)**	**-0.82%**
Fee Based Expenses								
Enrollment/Unit Based Fees	1,123,896.09	1,132,320.15	9,786,977.30	12,962,228.15	12,985,700.76	14,634,228.00	23,472.61	0.18%
Revenue Based Fees	264,599.89	384,335.53	3,459,019.79	5,094,574.17	5,243,194.10	5,730,167.00	148,619.93	2.83%
Total Fee Based Expenses	**1,388,495.98**	**1,516,655.68**	**13,245,997.09**	**18,056,802.33**	**18,228,894.86**	**20,364,395.00**	**172,092.54**	**0.94%**
Other School Expenses								
Assessment	1,188.49	28,570.41	172,712.92	390,291.75	398,256.89	398,256.89	7,965.14	2.00%
Authorizer Oversight	29,906.64	29,960.04	276,129.51	366,009.61	373,878.99	413,269.00	7,869.38	2.10%
Employee Related	12,386.98	13,902.94	255,046.27	482,363.07	541,980.98	541,980.98	59,617.91	11.00%
Facilities	30,745.91	32,784.55	273,191.52	567,427.46	638,798.53	664,950.00	71,371.07	11.17%
Governance	335.05	372.86	58,715.98	90,698.72	85,329.97	85,390.00	(5,368.75)	-6.29%
Internet Service Provider	-	63,368.75	125,705.08	188,705.08	222,000.00	222,000.00	33,294.92	15.00%
Instructional	4,341.80	11,083.57	143,109.33	294,744.04	295,251.50	332,373.00	507.46	0.17%
Professional Services	8,505.72	18,215.17	82,529.82	143,470.60	144,052.00	144,052.00	581.40	0.40%
Student Related	264.64	5,693.72	28,819.94	214,976.60	252,529.00	162,620.00	37,552.40	14.87%
Pending Allocation	29,487.60	28,975.99	68,055.98	-	-	-	-	0.00%
Total Other School Expenses	**117,162.83**	**232,928.00**	**1,484,016.35**	**2,738,686.94**	**2,952,077.87**	**2,964,891.87**	**213,390.93**	**7.23%**
Adjustments and Credits								
Discretionary Service Credit			-	-	-	-	-	0.00%
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**0.00%**
Total Program Expenses	**2,863,619.77**	**3,087,450.86**	**25,501,756.94**	**37,704,068.93**	**37,952,480.98**	**42,365,502.87**	**248,412.05**	**0.65%**
Net Increase (Decrease)	**773,468.56**	**1,288,719.84**	**1,041,108.31**	**(13,664.66)**	**1,057,362.50**	**590,212.13**	**(1,071,027.16)**	**101.29%**
Beginning fund balance	449,678.93	449,678.93	449,678.93	449,678.93				
Ending fund balance	**1,223,147.49**	**1,738,398.77**	**1,490,787.24**	**436,014.27**				

Capistrano California Connections Academy
Balance Sheet
March 31, 2019

ASSETS		
Cash and Short Term Investments:		
Analysis Checking	$	(22,969.70)
Payroll		2,523,076.94
Operating Account		2,821,045.15
CalOPS Checking		1,027,544.41
OCDE Cash Account		5,191,437.71
Petty Cash		140.00
Total Cash and Short Term Investments		***11,540,274.51***
Other Current Assets:		
Pupil Funding		3,485,379.97
SPED Funding State		212,069.42
Other State Receivables		(15,100.43)
Federal Programs		5,976.13
Other Receivables		12,233.59
Prepaid Expenses		49,845.95
Total Other Current Assets		***3,750,404.63***
Total Current Assets		***15,290,679.14***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(1,264.76)
Net Fixed Assets		***31,256.74***
Other Assets:		
Rent Deposit InterPres Corporation		20,287.30
Total Other Assets		***20,287.30***
Total Assets	***$***	***15,342,223.18***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	14,040,740.79
Due to (from)CalOPS Schools		(1,067,679.18)
Pension Payable		370,843.57
Accrued Expenses		923.08
Deferred Revenue		461,312.00
Accounts Payable		45,295.68
Total Current Liabilities		***13,851,435.94***
Total Liabilities		***13,851,435.94***
FUND BALANCE		
Beginning Fund Balance		449,678.93
Change in Fund Balance		1,041,108.31
Ending Fund Balance		***1,490,787.24***
Total Liabilities and Fund Balance	***$***	***15,342,223.18***

Capistrano California Connections Academy
Schedule of Revenue
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	987,060.44	176,888.30	6,099,251.00	8,510,582.72	10,050,215.42	(1,539,632.70)
LCFF / General Purpose Block Grant - State EPA	68,214.80	79,583.94	488,872.74	682,148.00	682,148.00	-
Star Testing Reimbursement	6,387.00	-	6,802.00	7,009.74	7,000.00	9.74
Lottery	72,525.17	84,847.18	519,998.23	725,578.92	744,455.85	(18,876.94)
Special Education Pass through funds - State	59,249.03	69,315.41	424,809.55	592,757.50	592,490.22	267.28
One Time State Funding	64,489.61	75,237.88	462,175.53	644,896.08	1,191,655.80	(546,759.72)
Mandated Cost Reimbursement	-	-	108,042.00	108,042.00	108,042.00	-
Classified Employee PD grant	-	-	2,105.00	2,105.00	-	2,105.00
Low Performing Student Block Grant	-	-	89,909.00	89,909.00	89,909.00	-
Total State Funding	**1,257,926.05**	**485,872.71**	**8,201,965.05**	**11,363,028.96**	**13,465,916.30**	**(2,102,887.34)**
Federal & Other Programs Funding						
Title I	-	123,723.00	261,493.00	551,078.00	551,078.00	-
Title II	-	-	23,308.00	92,940.00	96,000.00	(3,060.00)
Title IV	-	-	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	**-**	**123,723.00**	**292,496.00**	**1,160,496.00**	**1,163,556.00**	**(3,060.00)**
Local Funding						
LCFF / General Purpose Block Grant - Local	2,374,264.87	3,759,965.84	18,005,555.18	25,124,030.29	24,371,335.75	752,694.54
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	**2,374,264.87**	**3,759,965.84**	**17,999,590.61**	**25,118,065.72**	**24,365,371.18**	**752,694.54**
Other Funding						
Interest	4,897.41	6,609.15	48,813.59	48,813.59	15,000.00	33,813.59
Total Other Funding	**4,897.41**	**6,609.15**	**48,813.59**	**48,813.59**	**15,000.00**	**33,813.59**
Total Revenue	**3,637,088.33**	**4,376,170.70**	**26,542,865.25**	**37,690,404.27**	**39,009,843.48**	**(1,319,439.21)**

Capistrano California Connections Academy
Schedule of Fees
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	17,087.29	17,087.30	153,785.63	205,140.00	210,477.00	5,337.00
Community Outreach	45,833.33	45,833.34	412,500.00	550,000.00	550,000.00	-
Connexus Annual License (EMS)	205,047.50	205,047.50	1,845,427.50	2,461,680.00	2,525,724.00	64,044.00
Curriculum Postage	15,287.25	15,287.25	137,585.25	180,246.00	186,450.00	6,204.00
Direct Course Instruction Support	8,919.72	13,137.56	72,885.02	101,700.03	119,714.21	18,014.18
Educational Resource Center	43,059.98	43,059.98	387,539.78	516,952.80	530,402.04	13,449.24
Enrollment and Records Management	18,530.00	18,530.00	166,770.00	218,480.00	226,000.00	7,520.00
Facility Support Services	-	3,514.35	15,079.95	20,106.56	20,106.56	-
Hardware/Software - Employees	18,644.41	11,189.51	92,457.22	123,773.50	122,329.09	(1,444.42)
Human Resources Support	38,842.54	23,311.47	192,619.21	257,861.47	254,852.26	(3,009.21)
ISP Processing Fee	5,508.33	39,318.34	83,385.00	68,975.00	64,075.00	(4,900.00)
School Curriculum Supplies	752.64	8,324.54	68,157.57	91,337.89	90,083.48	(1,254.41)
Short-Term Sub Teaching Services	49,017.06	31,312.97	242,490.79	242,490.79	62,933.67	(179,557.12)
Student Technology Assistance- Laptops	126,691.67	126,691.66	1,140,225.00	1,586,425.00	1,473,725.00	(112,700.00)
Tangible/Intangible Instr. Materials	479,412.50	479,412.50	4,314,712.50	5,647,375.00	5,844,000.00	196,625.00
Technical Support and Repairs	51,261.87	51,261.88	461,356.88	615,420.00	631,431.00	16,011.00
Voice Over IP Services	-	-	-	74,264.10	73,397.45	(866.65)
Total Enrollment/Unit Based Fees	**1,123,896.09**	**1,132,320.15**	**9,786,977.30**	**12,962,228.15**	**12,985,700.76**	**23,472.61**
Revenue-Based Fees						
Marketing Services	23,979.71	30,451.03	274,059.28	365,619.70	379,154.90	13,535.20
School Administration	143,878.26	182,706.19	1,644,355.71	2,193,718.18	2,274,929.39	81,211.20
Special Education Oversight and Liability	59,949.28	76,127.58	685,148.21	914,049.24	947,887.25	33,838.00
Special Education Direct Services	823.07	49,374.19	444,367.67	1,072,757.50	1,072,490.22	(267.28)
Treasury Services	35,969.57	45,676.54	411,088.92	548,429.55	568,732.35	20,302.80
Total Revenue Based Fees	**264,599.89**	**384,335.53**	**3,459,019.79**	**5,094,574.17**	**5,243,194.10**	**148,619.93**
Total Fee-Based Expenses	**1,388,495.98**	**1,516,655.68**	**13,245,997.09**	**18,056,802.33**	**18,228,894.86**	**172,092.54**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	135,363.53	133,670.18	1,258,843.91	1,875,351.36	1,840,133.63	(35,217.73)
Benefits	33,164.06	32,749.20	308,416.78	459,461.12	450,832.84	(8,628.29)
Pension	16,030.54	15,948.63	106,313.76	172,332.37	155,309.82	(17,022.55)
Taxes	5,963.47	5,363.99	52,132.53	79,231.82	78,432.53	(799.29)
Total Administrative Compensation	**190,521.60**	**187,732.00**	**1,725,706.98**	**2,586,376.67**	**2,524,708.81**	**(61,667.86)**
Instructional Compensation						
Salaries	794,575.72	794,686.21	6,417,057.66	10,112,369.67	10,139,239.02	26,869.34
Benefits	194,477.75	194,064.06	1,571,013.94	2,476,365.36	2,484,113.55	7,748.19
Pension	150,404.19	149,355.99	927,462.80	1,529,059.59	1,437,603.76	(91,455.83)
Taxes	27,981.70	12,028.91	130,502.12	204,408.36	185,843.11	(18,565.26)
Total Instructional Compensation	**1,167,439.36**	**1,150,135.17**	**9,046,036.52**	**14,322,202.99**	**14,246,799.44**	**(75,403.56)**
Total Compensation	**1,357,960.96**	**1,337,867.17**	**10,771,743.50**	**16,908,579.67**	**16,771,508.25**	**(137,071.42)**

Capistrano California Connections Academy
Schedule Other Expenses
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Revised Budget 12/03/18	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	439.00	6,328.23	145,363.71	194,040.00	198,000.00	**3,960.00**
Student Testing & Assessment Travel	-	575.47	4,473.01	170,771.75	174,256.89	**3,485.14**
Student Testing Technology	749.49	21,666.71	22,876.20	25,480.00	26,000.00	**520.00**
Total Assessment	**1,188.49**	**28,570.41**	**172,712.92**	**390,291.75**	**398,256.89**	**520.00**
Authorizer Oversight						
District Administrative Fees	100.00	100.00	900.00	1,200.00	1,200.00	-
District Oversight	28,003.14	28,056.54	258,998.01	343,167.61	351,036.99	7,869.38
STRS Reporting	1,803.50	1,803.50	16,231.50	21,642.00	21,642.00	-
Total Authorizer Oversight	**29,906.64**	**29,960.04**	**276,129.51**	**366,009.61**	**373,878.99**	**7,869.38**
Employee Related						
Staff Recruiting/Background Checks	1,004.20	3,380.91	9,195.78	21,473.92	24,128.00	2,654.08
Staff Training/Prof. Dvlpmt	10,961.78	9,595.80	227,978.87	291,425.16	327,444.00	36,018.84
Team Building	58.08	93.96	3,584.23	30,480.72	34,248.00	3,767.28
Travel and Conferences - Administration	362.92	792.67	10,830.84	88,698.77	99,661.54	10,962.77
Travel and Conferences - Teachers	-	39.60	3,456.55	50,284.51	56,499.45	6,214.94
Total Employee Related	**12,386.98**	**13,902.94**	**255,046.27**	**482,363.07**	**541,980.98**	**59,617.91**
Facilities						
Copiers/ Reproduction	665.79	924.38	12,247.23	17,747.23	19,939.00	2,191.77
Depreciation	-	361.36	1,264.76	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	1,828.03	840.69	12,325.98	23,325.98	43,095.00	19,769.02
Maintenance & Repairs	1,966.52	1,304.89	12,651.12	46,915.00	46,915.00	-
Office Postage	4,097.76	3,484.26	14,828.30	25,042.63	37,286.00	12,243.37
Office Rent	16,855.25	16,855.25	152,216.21	202,781.96	201,923.41	(858.55)
Office Supplies	1,029.12	1,777.60	20,309.14	37,569.81	43,564.00	5,994.19
Prop 39 Clean Energy Planning	-	-	-	10,000.00	10,000.00	-
Rent Operating Expense	2,229.88	2,128.62	18,703.82	30,026.00	30,026.00	-
Rent Storage Unit	-	3,249.22	6,243.60	7,700.00	7,700.00	-
Telephone	781.99	505.79	6,511.02	16,511.02	35,589.00	19,077.98
Utilities	1,291.57	1,352.49	14,243.71	24,243.71	37,197.00	12,953.29
Total Facilities	**30,745.91**	**32,784.55**	**273,191.52**	**567,427.46**	**638,798.53**	**71,371.07**
Governance						
Accreditation	-	-	1,060.00	1,060.00	1,020.00	(40.00)
Banking Fees	287.70	126.62	1,289.00	1,822.33	1,400.00	(422.33)
Board-Related Expenses	47.35	21.43	2,855.53	20,107.00	20,107.00	-
Dues	-	224.81	44,329.06	58,527.00	58,527.00	-
Insurance Expenses	-	-	9,182.39	9,182.39	4,275.97	(4,906.42)
Total Governance	**335.05**	**372.86**	**58,715.98**	**90,698.72**	**85,329.97**	**(5,368.75)**
Internet Service Provider						
ISP Payment Reimbursement	-	63,368.75	125,705.08	188,705.08	222,000.00	33,294.92
Total Internet Service Provider	**-**	**63,368.75**	**125,705.08**	**188,705.08**	**222,000.00**	**33,294.92**
Instructional						
LiveSpeech	3,120.00	3,040.00	15,520.00	21,520.00	17,680.00	(3,840.00)
Math Time to Talk	-	-	-	44,926.14	45,843.00	916.86
Other Curriculum	32.18	-	1,749.35	29,294.16	29,892.00	597.84
Science Lab	1,189.62	7,253.34	46,984.16	87,159.24	88,938.00	1,778.76
Science Lab - Other Contracted Services	-	790.23	18,657.32	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	**4,341.80**	**11,083.57**	**143,109.33**	**294,744.04**	**295,251.50**	**4,347.46**
Professional Services						
Accounting Services/Audit	3,975.00	2,100.00	12,575.00	12,575.00	9,500.00	(3,075.00)
AERIES	-	12,843.60	12,843.60	12,843.60	16,500.00	3,656.40
Legal Services	3,234.87	3,145.72	41,362.47	68,764.00	68,764.00	-
Manager Services	-	-	-	20,000.00	20,000.00	-
Other School Contracted Services	24.85	24.89	13,935.41	25,267.00	25,267.00	-
Other School Expense	1,271.00	100.96	1,813.34	4,021.00	4,021.00	-
Total Professional Services	**8,505.72**	**18,215.17**	**82,529.82**	**143,470.60**	**144,052.00**	**581.40**
Student Related						
College and Career Grant	-	-	-	-	35,000.00	35,000.00
Graduation Expense	-	251.55	3,587.58	41,846.00	42,700.00	854.00
Low Performing Student Block Grant Expenses	-	-	-	89,909.00	89,909.00	-
Student Activities	264.64	5,442.17	25,232.36	83,221.60	84,920.00	1,698.40
Total Student Related	**264.64**	**5,693.72**	**28,819.94**	**214,976.60**	**252,529.00**	**37,552.40**
Pending Allocation						
Expenses Pending Allocation	29,487.60	28,975.99	68,055.98	-	-	-
Total Pending Allocation	**29,487.60**	**28,975.99**	**68,055.98**	**-**	**-**	**-**
Total Other Expenses	**117,162.83**	**232,928.00**	**1,484,016.35**	**2,738,686.94**	**2,952,077.87**	**213,390.93**

SY19-20 Products and Services Memo

Introduction

As a pioneer in virtual education since 2001, Pearson's Online & Blended Learning division (Pearson) remains as committed as ever to helping educators implement their virtual education vision. We are proud and yet humbled to have helped our Connections Academy customers deliver on the promise of virtual education for hundreds of thousands of students. As your trusted partner, we promise to deliver on an ever-improving set of products and services so that your students, families, teachers, and staff are successful.

Our commitment to continuous improvement pushes us to regularly update our offerings, and the feedback you and your colleagues provide is a valued input. As we move closer to the 2019-20 school year, we wanted to take this opportunity to share a few of our priorities for the upcoming year and beyond.

Our Promise to You

Virtual education represents a tremendous opportunity and one with its own fair share of challenges. We leverage our years of experience to develop a deep empathy for learners, families, and teachers to understand the operational needs of virtual schools. Additionally, as part of the Pearson family, we are uniquely positioned to couple our knowledge and experience with the scale and expertise of the world's largest education company.

Our partnership with you is a promise to deliver against four key objectives:

- Educate students to achieve academic outcomes
- Support students, teachers, & school staff
- Ensure the financial viability of your school
- Maintain smooth operations

Our entire team at Pearson is striving for excellence across each of those four areas. Given your strong focus on academic outcomes & experience, we will be spotlighting the first two areas in this memo.

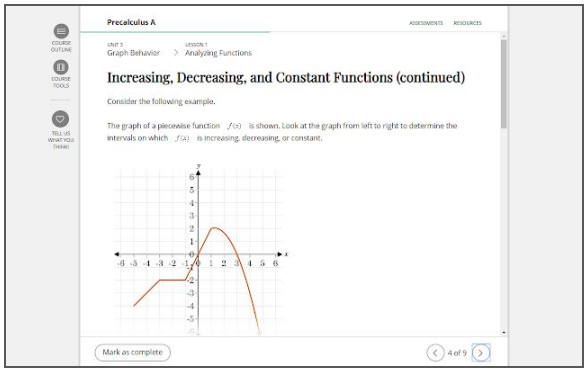
Educate Students to Achieve Academic Outcomes

At the heart of Connections Academy's value to a family is delivering a high quality and engaging learner experience that leads to positive academic outcomes. Each Connections Academy student has unique college or career goals and Connections Academy's array of K-12 courses and assessments serve as the academic core upon which students and their teachers rely.

The Year Ahead
Below, we outline our areas of focus in the next twelve months:

Courses
Our portfolio of courses provides students and teachers with engaging, grade-appropriate, and standards-aligned content across your school's grade spectrum and subject areas. As we plan for the future, we will be bringing more world-class content to your teachers and learners, particularly in the critical tested grades and subject areas.

Our plans over the coming months and years are to release dozens of new and revised courses across grade levels and subjects, including several customized courses to align with state, school, or educator needs. In addition to our core and elective subjects, we are also bolstering options across our career & technical education (CTE) portfolio to better support students aiming to enter the workforce after high school.



At Pearson, we are continually developing and testing new ways to improve our courses. Whether that includes our Biology virtual reality module to help students discover the world of cells, our new course viewer pilot that helps us improve the learning experience, or our redesigned Earth Science course that will deliver a far more engaging student experience, we commit to bringing our expertise to support success at your school.

Assessments
Assessments are a critical tool for teachers to understand student achievement, growth, and performance against learning objectives. The right assessment data delivered in a timely and actionable manner can be used to inform, adjust, and adapt instruction. And timely action and intervention can help schools perform better on state assessments often used for accountability ratings.

Ensuring that our assessments are valid, reliable, and action-oriented remain primary pillars of our assessment approach. To that end, we are reviewing our benchmark assessments, as well as other assessments used specifically for monitoring the progress of our most vulnerable students. Our research into learning design will play a key role in these reviews.

College & Career Readiness
Our College and Career Readiness program helps prepare students to successfully transition to college, vocational school, the military, workforce and other endeavors. Our resources provide guidance to students spanning this full spectrum of exciting next steps.

We currently offer direct-to-student programming including presentations by professionals in a variety of careers, former Connections Academy graduates, and visits from college admissions representatives. Additionally a number of clubs and newsletters support our students as they set post-graduation goals and shape their futures.

We will be reviewing the College and Career Readiness resources to ensure Connections Academy students are receiving the best, and most up-to-date supports with the most engaging ways. We will also explore how we can best augment the work of school-based counselors as they advise students on paths after high school.

Many of our course offerings also support our College and Career Readiness efforts. We are beginning early exploration of a future-ready credit recovery portfolio for differentiated content and a second chance to earn course credit. And, as previously mentioned, we are expanding our CTE course portfolio to more than 50 courses in the most in-demand career clusters, such as Business Management & Administration, Health Science, Human Services, Hospitality and Tourism, Information Technology, and Manufacturing.

Support Students, Teachers, and School Staff

In order to succeed, students, teachers, and school staff need the right tools and the right supports. This year, we are bringing a greater focus to our technology platform, teacher professional development, and finding ways to advance our students' social-emotional learning capabilities. Much of our work in this area has been guided by your feedback, for which we are grateful.

The Year Ahead

Below, we outline our areas of focus in the next twelve months:

Technology Platform

The technology platform is the backbone of your virtual school; it facilitates everything from the enrollment of a new family, to the delivery of a course, to the relationships between families and teachers. Critically, it also tracks performance against learning objectives and supports the collection of data for reporting purposes. Pearson is making major investments in upgrading our technology platforms to better support you and your schools through:

- Modernizing the enrollment experience for new families so it is more efficient and user-friendly
- Improving the quality of the student course experience through a more modern user interface
- Providing teachers with actionable data and dashboards to improve student performance
- Enabling personalization of courses to better align with school and teacher needs (e.g., integrating Khan Academy, YouTube, and open education resources)

- Enhancing communication among teachers, students, and caretakers

Teacher Professional Development

In order to attract and retain great educators at Connections Academy schools, we are committed to ongoing professional learning. Our high-quality professional development will help great educators become the best K-12 virtual educators. Our training programs and development provides teachers with research-based best practices for effective teaching within a virtual environment, including how to personalize learning for students, implement instructional practices aligned to learning science research, and increase student achievement.

Over the past few months, we have met with teachers and school leaders to hear feedback for how we can improve. This year, in addition to revising our content, we are also updating the way we deliver professional development to teachers. To ensure Pearson meets their needs, teachers and school-based staff will be provided with a catalog of various synchronous and asynchronous professional learning opportunities to choose from throughout the school year to support the continuation of their development as virtual educators.

Social and Emotional Learning (SEL)

Research is proving out the hypothesis that academic success isn't solely driven by cognitive skills (e.g., math, science, history), but also social-emotional learning (SEL) skills, such as grit, motivation, and self-awareness. In addition, today's students face almost unprecedented levels of cyber-bullying, stressors, and/or trauma that they may not be prepared for.

At Pearson, we feel strongly that students learn best when they are in a safe learning environment and given the tools to succeed; Connections Academy schools have often been that safe environment for students from brick-and-mortar schools. We are now aiming to increase our investment in SEL by understanding the core SEL competencies required for success and finding ways to integrate them into our curriculum and support services.

Looking Beyond 2019-20

While we're excited for the upcoming year, we also have our eye towards the road ahead. Over the next few months and years, we will be further exploring many other themes based on your feedback. Following is a sample of our upcoming priorities:

1. Supporting educators with tools that help make their jobs more efficient, allowing them to spend more time with students (e.g., logging, automated reporting)
2. Improving academic outcomes, with a particular focus on math scores and graduation rates (e.g., improved math curriculum, improved teacher professional development for math education, year-round pacing for credit-deficient students)
3. Enhancing academic integrity at Connections Academy schools so students value the journey of learning (and not just the answer!) through more engaging course content and collaborative work
4. Improving student engagement across Connections Academy schools so there is excitement and a sense of belonging in classrooms
5. Providing better tools for families and caretakers so they can support their learners

Conclusion

We are excited to be able to share what we are working on for the 2019-20 school year and beyond with you. While the above is focused on our academic and support promises to you, we also aim to continuously improve our operational and administrative services. We will update you on these topics throughout the year.

We would like to conclude with a word of thanks. Your partnership with Pearson is a key factor that allows us to successfully serve your school. The experiences you, your students, teachers, and staff share with us are the primary drivers of how we improve our services, so we also thank you for your continued feedback throughout the year.

We look forward to an exciting, engaging, and successful year!

The Pearson Online and Blended Learning team

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, February 26, 2019 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
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

I. Call to Order

Ms. Pavlich called the meeting to order at 3:39 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, Dave Souza, Diana Rivas, Brooke Watkins and Adam Pulsipher (all via phone);

Board Members Absent: Mike Henjum, Veronica Schreiver and Paul Hedrick;

Guests Present: Richard Savage, Executive Director; Leslie Dombek, CalCAN Site Administrator; Marcus White, CenCA Site Administrator; Kara Mannix, CalCAR Site Administrator; Franci Sassin and Ritchie Ramero, School staff; Brian Rosta, Jay W. Ragley, Kwang Sauer 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. Approval of Audit Firm Engagement for the 2018-2019 School Year

Dr. Sassin reviewed the audit firm engagement letter, as included in the Board materials. She noted that the proposed audit firm is the same firm the school had engaged for the previous school year's audit. Dr. Sassin further reviewed the estimated audit-related charges and scope of work as outlined in the engagement letter. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the engagement of CliftonLarsonAllen LLP for the 2018-2019 school year financial audit, as presented, is hereby accepted.

The motion passed unanimously.

V. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted by February 22, 2019 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 February 26, 2019 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

VI. Oral Reports

a. Executive Director's Report

i. Enrollment Opening for the 2019-2020 School Year Update

Dr. Savage provided the Board with an update on this item. He reviewed the opening enrollment date of March 4, 2019, for the 2019-2020 school year, and advised that this date would allow for the best enrollment experience for families at the school. Board members were supportive of the enrollment start date.

ii. Winter Leadership Retreat Update

Dr. Savage reported to the Board on the Winter Leadership Retreat that he recently attended, including professional development initiatives and networking opportunities.

iii. Potential New Charter School Update

Dr. Savage provided the Board with an update on the upcoming 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. 990 Update

Dr. Sassin provided the Board with an update on the annual review and filing process for the schools' Form 990s. She advised the Board that the Form 990s will be sent for their review as required by law prior to submission to the Internal Revenue Service (IRS).

ii. Form 700 Update

Dr. Sassin provided the Board with an update on the annual filing process for the Form 700.

iii. IRS Audit Update

Dr. Sassin provided the Board with an update on the recent IRS audit, including the necessary filing of amended returns.

iv. Consolidated Financial Report

Dr. Sassin reviewed with the Board the new consolidated financial report, as included in the Board meeting materials. The Board discussed Title Funding in detail with Dr. Sassin.

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.

VII. Consent Agenda

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

RESOLVED, the Consent Items:

a. Approval of Minutes from the January 22, 2019 Board Meeting;
b. Approval of Staffing Report;
c. Approval of Connections Education Invoice(s);
d. Approval of LiveSpeech Invoice(s);
e. Approval of the Revised 2019-2020 Master Agreement;
f. Approval of Draft Second Interim Reports;
g. Approval of Consolidated Applications for the 2018-2019 School Year;
h. Approval of California Attendance Calendar for the 2019-2020 School Year; and
i. Approval of School-Funded Summer School Scholarship Offering; are hereby approved.

The motion passed unanimously.

VIII. Action Items

a. Approval of Revised Funded Enrollment Targets for the 2019-2020 School Year

Mr. Ragley reviewed the revised Funded Enrollment Targets for the 2019-2020 school year of 234 students for CalCAN, 510 students for CenCA, 1,417 students for CalCAR, and 3,951 students for CapoCA and sought Board input in regards to the number. He further advised these were better targets to set for the upcoming school year based on anticipated growth, staffing and budget. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the revised funded enrollment targets for the 2019-2020 school year, as discussed, are hereby approved.

The motion passed unanimously.

b. Appointment of Board Designee to Negotiate, Finalize and Submit the California Connections Academy Central Coast School Memorandum of Understanding and all Charter Related Documents

Dr. Sassin provided the Board with an update on the charter school application and memorandum of understanding with Cuyuma Joint Unified School District. The Board members briefly discussed the best candidate(s) to serve as Board Designee to finalize and submit all related charter application documents on behalf of the Board. Mr. Souza volunteered to serve in this capacity. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of Dave Souza as Board Designee to negotiation, finalize and submit the California Connections Academy Central Coast Charter School Memorandum of Understanding and all Charter related documents, as discussed, is hereby approved.

The motion passed unanimously.

c. Approval of School Safety Plan

Mr. Romero presented the School Safety Plan to the Board. He further reviewed staff training preparations in order for the schools to achieve compliance with the state statute. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the School Safety Plan, as presented, is hereby approved.

The motion passed unanimously.

d. Approval of Spending Plans for Low Performing Student Block Grant

Mr. Romero reviewed with the Board the Spending Plans for Low Performing Student Block Grant, as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Spending Plans for Low Performing Student Block Grant, as presented, is hereby approved.

The motion passed unanimously.

IX. Information Items

a. State & Strategic Client Relations Update

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

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. Dr. Rosta reviewed additional POBL support for aligning curriculum.

c. Sponsoring District(s) Update

There was no update at this time.

d. California School Dashboard Update

Mr. Romero reviewed with the Board the Dashboard as included in the meeting materials.

X. Adjournment and Confirmation of Next Meeting on Tuesday, April 23, 2019 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 4:58 p.m. The next meeting is scheduled for Tuesday, April 23, 2019 at 3:30 p.m. PT.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Gilliland, Brian	Teacher - Secondary	$46,500.00	0.04	03/11/2019
Goodrich, Christin D.	Teacher - Secondary	$54,000.00	0.04	03/25/2019
Hickey, Amy M.	Teacher - Elementary	$44,000.00	0.04	03/18/2019
Medina O'Neill, Melinda S.	Teacher - Secondary	$46,500.00	0.04	02/25/2019
Olsen, Mackenzie J.	Teacher - Special Edu	$54,000.00	0.04	02/25/2019
Perez, Crystal K.	School Counselor	$53,000.00	0.05	04/01/2019
Quesada, Christine E.	Teacher - Secondary	$52,000.00	0.04	02/07/2019
Whitehead, Christopher R.	Teacher - Secondary	$49,000.00	0.04	03/11/2019

Departing Employees

Name	Area	Last Day Worked	Reason
Arndt, Heather L.	Teacher - Secondary	02/01/2019	Family Reasons(Parenting)
Callahan, Amber E.	Teacher - Secondary	02/08/2019	Family Reasons(Parenting)
Chung, Lea C.	Teacher - Secondary	02/28/2019	Family Reasons(Parenting)
Gammell, Alex D.	Teacher - Special Edu	03/27/2019	Not Good Fit
Gridley, Joyce M.	Teacher - Secondary	03/24/2019	Transferred out
Orozco, Sophie L.	Teacher - Secondary	02/08/2019	Family Reasons(Parenting)
Patzin, Stephanie	Teacher - Secondary	04/05/2019	Retirement/Early Retire
Gridley, Joyce M.	Teacher - Substitute	03/25/2019	Transferred out

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Westa Esq., Joseph M.	Family Relationship Coord	504 Coordinator	$49,920.00	0.05	03/18/2019

BRIAN GILLILAND
briangilliland@gmail.com (562) 388-5583 Long Beach, CA

Trilingual professional educator, Teacher Trainer and Wrestling Coach with approximately 14 years experience implementing 25 lesson plans per week for youth and adult instruction in China and the Continental US. Studied in and traveled throughout China, Jordan, Egypt, Israel, and Brazil to
enhance my cultural awareness. Possess California Single Subject Credential for Spanish and working towards EL certification.

WORK EXPERIENCE
Substitute Teacher, Intellectual Virtues Academy, Long Beach, CA May 2018 - Present
-Implement effective classroom management skills to maintain orderly instruction.
-Oversee approximately 180 middle school students of various skill levels.
-Daily reports given to teachers in order to maintain continuous flow of curriculum.

Wrestling Coach, Lakewood High School, Lakewood, CA 2010 to Present
-Organize and direct athletic practices, weight training, and tournaments for approximately 550 student athletes over a 8 year period.
-Coordinate with 45 parents and 20 teachers of athletes to assist in meeting educational goals within a culturally diverse student population.
-Successfully mentor student athletes which resulted in 100% graduation rate.

Spanish Teacher / Substitute, Fairfax County Public Schools, Fairfax, VA 2004 to 2010
-Planned, prepared, and executed 25 lessons with tests per week to high school and middle school students of various skill levels and ethnicities.
-Mentored with approximately 150 students to answer questions regarding coursework.
-Resolved parental concerns regarding specific disabilities of students and their academic progress throughout the school year.
-Motivated approximately 150 students to progress to the next level of Spanish, including the University level.

Teacher Trainer, Teachers University Suzhou, China
Summer 2007 and 2009
Created curriculum for 70 professional Chinese Teachers to enhance teaching skills of the English language.
Advised Teachers of specific needs of Chinese students learning English.
Presentations on the differences between Eastern and Western teaching techniques.

EDUCATION
Bachelor of Arts Degree, Spanish, Minor in Portuguese,
California State University, Fullerton, Fullerton, CA GPA 3.2
National Language Service Corps Volunteer
2017 to present

*Professionally trained and experienced using Microsoft Office, School Loop, and Google Classroom

Christin Goodrich

Certification
California Standard Secondary Certification in Biological Science and General Science, since July 2005

Education
Concordia University Irvine, CA May 2008
Master of Education

Concordia University Irvine, CA June 2005
Secondary School Teaching Certification
Standard Secondary Certification in Biological Science and General Science
Cross-cultural, Language, and Academic Development (CLAD) Emphasis
No Child Left Behind (NCLB) Compliance Verification

University of California Los Angeles, CA June 2003
Bachelor of Science, Biology
Conducted research at Bodega Marine Laboratory (September – December 2002)

Teaching Experience
Moody Bible Institute Chicago, IL August 2014 – December 2016
Adjunct Professor
Taught the course Methods of Teaching Science (Fall 2015, Fall 2016)
Designed curriculum to show students how to incorporate the Next Generation Science Standards into their teaching
Instructed students how to utilize hands-on learning experiences to enhance the classroom learning environment
Taught the course Contemporary Issues in Science and Christian Thought (Fall 2014, Spring 2015)

Durham High School for Girls Durham, England September 2007 – June 2010
Science Teacher
Taught middle school and high school science
Designed curriculum for multiple science units
Utilized a variety of teaching strategies, including lectures, demonstrations, discussions, and laboratory experiments
Provided a stimulating, motivating, and safe learning environment designed to enhance educational opportunities
Used differentiation strategies to reach at-risk students, including pupils with dyslexia
Performed general administrative duties and counseled students as needed
Organized and co-led a 4-week service project to the Kingdom of Lesotho (Africa), (i) designing and implementing creative activities for at-risk children to promote self-esteem, and (ii) participating in an HIV/AIDS awareness course (August 2009)

Dana Hills High School Dana Point, CA August 2005 – August 2007
Science Teacher
Designed curriculum for multiple science units
Utilized a variety of teaching strategies, including lectures, demonstrations, discussions, and laboratory experiments
Used differentiation strategies to reach at-risk students, including English as a Second Language students and Special Education students

References
Mrs. Julia Tomlinson
Science Department Chair and Teacher, Deputy Head of High School
Durham High School for Girls
Farewall Hall
South Rd.
Durham, DH1 3TB
United Kingdom
(+44)191-384-3226
j.tomlinson@dhsfg.org.uk

Dr. Mary Martin
Chair and Professor of Christian School Education
Moody Bible Institute
820 N. La Salle Blvd.
Chicago, IL 60610
(312) 329-4000
mary.martin2@moody.edu

Mr. Bill Cunningham
Retired Science Teacher and Science Department Chairman
Dana Hills High School
33333 Golden Lantern
Dana Point, CA 92629
(949) 285-6604
cunningham26@cox.net

Amy Hickey

Montgomery STEAM Middle School (2017-2018)
San Diego, California

- Served as a 6th grade teacher in multiple subjects and held the responsibilities as a full time teacher.
- Differentiated lesson plans for 30 students with diverse racial, socioeconomic, and academic backgrounds.
- Utilized available technology such as chromebooks, promethean boards and GoPros in my lessons whenever possible
- Integrated educational software such as Front Row Ed, Xtra Math, Google Classroom, and Weebly as a tool for learning
- Assisted in developing new curriculum associated with the design thinking process and STEAM learning
- Created engaging activities by implementing curriculum into real-life situations to promote higher level thinking

VIPKid (2017-2018)
Home-based

- Taught English online to Chinese students aged 4-12, part-time daily
- Connected through the online platform and used powerpoints, props, videos and enthusiasm to enhance engagement, especially for younger aged students
- Managed scheduling, multiple students meetings, and continual professional development

Riverview Elementary School (2016-2017)
Lebanon, Oregon

- Taught 25 fourth grade students with many high-need students from low-income households as a full-time teacher
- Developed 4 RTI behavior plans and addressed the needs of 7 IEP's within the classroom.
- Coordinated a weekly update to parents of each individual students behavior and academics including student reflections and goals.
- Assisted implementing AVID strategies into a first year AVID school.
- Promoted a high level of engagement through whole brain teaching strategies such as think-pair-share and whole class signaling.

Welby Elementary School (April 2016- July 2016)
South Jordan, Utah

- Acted as a full time student-teacher to 25 third grade students.
- Created formal lesson plans that met state standards and objectives.
- Developed formative and summative assessments to check progress and adjust lessons as needed.
- Fostered a positive learning environment through visuals and hands on activities.

Taylor's Crossing Charter School (January 2016 - April 2016)
Idaho Falls, Idaho

- Acted as a student teacher to 25 third-grade students
- Created positive classroom relationships with students and mentor teacher
- Consistently used technology to make lessons more interactive and novel.

MELINDA MEDINA O'NEILL

melinda.s.medina@gmail.com
909-573-5698
25183 Golden Maple Drive, Santa Clarita, CA 91387 artwithmrsoneill.weebly.com

EDUCATION

CALIFORNIA STATE UNIVERSITY, LONG BEACH — LONG BEACH, CA
Single Subject Credential, May 2016
Specialization: Art Education
GPA: 4.0

PASADENA CITY COLLEGE — PASADENA, CA
Post-Graduate Studies, Life Drawing, May 2014 - June 2014
GPA: 4.0

SAN DIEGO STATE UNIVERSITY —
SAN DIEGO, CA
Bachelor of Arts in Applied Arts and Sciences, 2009
Major: Art with Emphasis in Interior Design
Minors: Art History & Spanish
GPA: 3.79

CERTIFICATION

STATE OF CALIFORNIA
Single Subject Teaching Credential: Art

SKILLS

Drawing: All mediums
Painting: Acrylic, Gouache, Watercolor
Design
Photoshop
AutoCAD
Sketch Up

Microsoft Office: Word, Excel, PowerPoint
Apple Productivity Apps: Pages, Keynote, iMovie
Prezi
Intermediate level Spanish: speaking, reading, and writing

TEACHING EXPERIENCE
BURBANK UNIFIED SCHOOL DISTRICT — BURBANK, CA
Substitute Teacher/ January 2018 - Present
• Manage classrooms and implement lesson plans
• Three week Studio Art Substitute (Art Structure 1 and AP Studio Art)

BURBANK UNIFIED SCHOOL DISTRICT, BURBANK HIGH SCHOOL — BURBANK, CA
Student Teacher/ 9th -12th grade/ Art Structure 1 & Art History/ January 2016 - May 2016
• Taught three art classes (average class size 32)
• Developed and implemented art and art history lesson plans, projects, and presentations
• Updated and posted grades weekly on Aeries portals
• Utilized a variety of instructional strategies, including cross curricular lessons, lecture demonstrations, formative assessments, and student self-assessments
• Adapted lessons and modified curriculum according to students' educational needs and abilities

LONG BEACH UNIFIED SCHOOL DISTRICT, GOMPERS — LAKEWOOD, CA
Student Teacher/ 5th grade/ Art / February 2015 - April 2015
• Taught two classes of 35 students for eight 50 minute sessions
• Developed a three lesson unit on Surrealism covering drawing, printmaking, and sculpture
• Collaborated with student teachers to create gallery for student artwork

WOMEN TO WOMEN OUTPATIENT — LONG BEACH, CA
Student Teacher/ Adult/ Art / September 2014 - December 2014
• Taught a small group of adults for eight 2 hour sessions
• Developed and implemented art therapy lessons
• Sourced and purchased supplies

PROFESSIONAL DEVELOPMENT

THE GETTY VILLA, TEACHING FROM THE CORE
Attendee, March 2016
• Participated in workshops lead by the Getty Villa staff

Mackenzie Olsen
31 Cassidy, Irvine, CA 92620
(714) 660-8798
molsen@csu.fullerton.edu

Summary

Dedicated special education teacher with an innate ability to support the individual needs of each student. Fosters an energetic and positive learning environment on a daily basis. Utilizes excellent communication and leadership skills to promote a proactive staff dynamic.

Education

Grand Canyon University
Masters in Special Education April 2018
• Cum Laude Honor
• Mild/Mod Credential
California State University Fullerton
Bachelor in Communications/Public Relations May 2016
• Dean's List Spring 2014

Work Experience

• Olive Crest Academy December 2016-Present
o Special Education Teacher
o Created and implemented multiple subject lesson plans aligned with Common Core Standards per student levels
o Assessed, evaluated and created IEP goals
o Followed and implemented student BIPs
• Pioneer High School August 2018-Present
o Head Girls and Boys Volleyball Coach
o Lead Girls volleyball to a CIF appearance in first season as a head coach
o Created a high energy practice environment
o Managed game day operations
• Orange Unified School District January 2016- August 2016
o Substitute Teacher & Head JV/Assistant Varsity Boys Volleyball Coach
o Implement teacher's lesson plan
o Generate positive classroom/practice atmosphere

Athletics Experience

• Division I Volleyball Spring 2014-May 2016
o California State University, Fullerton
o Team Captain
o Ranked 8th on all-time assist list
o Big West All Academic
• Division I Volleyball Spring 2012-Fall 2013
o University of Delaware
o Court Captain
o Ranked 8th on all-time assist list
o All Tournament Selection at Loyola Greyhound Challenge
o CAA rookie of the week selection
o CAA all-rookie team
o CAA academic honor roll

CRYSTAL PEREZ
1821 Calle Don Guillermo
La Habra, CA 90631
(714) 742 – 7040
Ckperez11@gmail.com

EDUCATION
University of California, San Diego July 2017
• College Counseling Certificate
National University April 2013
• Masters of Science in Educational Counseling
California State University, Fullerton May 2011
• Bachelors of Science in Human Services
Fullerton College May 2008
• Associates of Arts
CREDENTIALS
• PPSC – School Counseling Credential April 2013
PROFESSIONAL EXPERIENCE
Saddleback Valley Unified School District December 2015 – Current
El Toro High School
Guidance Counselor
2015-2016 WASC Mid-Cycle Coordinator
Section 504 Coordinator
• Establish guidance programs at the school level through Naviance that provide student preparation for post-high school options including college, career technical education, regional occupation programs, military careers, apprenticeships and other careers.
• Assist with the creation of the master schedule; make recommendations for proper student placement in regard to graduation and beyond; work with student services technicians to assign students to classes; plan and direct the work of student services technicians, in conjunction with the school site administrator.
• Provides identification and referral services for students having emotional, health, and/or learning problems; participate in student study teams and IEP meetings; assist with tutoring programs when appropriate; facilitate 504 meetings; 504 plan development; and distribution of 504 plans to appropriate staff members.
• Provide crisis counseling on an as-needed basis at all elementary, intermediate and high schools in the District; act as school site coordinator for off-site mental health providers who may provide services for students, including inpatient hospital care, outpatient care, or on-campus group or individual counseling.
• Identify at-risk students at designated grade levels and provide individual counseling for students and their parents, to review academic and deportment records, educational options, coursework and academic progress needed for satisfactory completion of high school.

Saddleback Valley Unified School District August 2015 – November 2015
El Toro High School
Intervention Counselor
• As an intervention counselor I provided crisis counseling on an as-needed basis to 9-12 grade students; such as on-campus small group or individual counseling.
• Participated in professional development opportunities in order to continually upgrade skills and knowledge of relevant programs, college requirements, State and Federal grant requirements, financial aid requirements, etc.
• Assisted in the administration and interpretation of tests administered to students as part of the District Testing Program such as PSAT, AP and IB exams.
• Trained teachers in counseling and guidance techniques and provide staff with current information regarding behavior and other problems that interfere with learning; facilitate communication between parents, teachers, guidance specialist, and students regarding issues which affect the students' educational progress.
• Provided identification and referral services for students having emotional, health, and/or learning problems; participate in student study team and IEP meetings; assist with tutoring programs when appropriate; facilitate 504 meetings; 504 plan development; and distribution of 504 plans to appropriate staff members.
• Provided Brief Intervention Counseling to students as well as other community resources.

Montebello Unified School District January 2014 – August 2015
Rosewood Park School K-8
Student Assessment Technician
• Under general supervision of administrators and certificated staff, I interview and administer various individual student placement and diagnostic tests on the school wide and statewide levels.
• Implement and facilitate invention computer based programs in the PreK-8 Setting. Programs include: Scholastics iRead, Read 180, and System 44. Accelerated Young Minds, Let's Go Learn, and iReady.
• Administered and Facilitated SBAC and CELDT Testing.
• Common tests in which I use to help gain academic support include: language and academic proficiency exams, vocational interest, aptitude tests, psychological tests, standardized state tests and other assessment tools and instruments deemed necessary.
• Proficient in the Synergy, QuickBooks, Aeries, Edusoft, Illuminate and School Loop systems and their functions such as student profiles, schedules, reports, data and queries.
• Collect and gather data and scores and maintain related records for students in grades K – 8 grades as well as keep confidential records and reports.
• Helped identify at risk students and monitor their progress through after school intervention programs as well as include relevant data for School Wide Plans, ASB and PTA partnerships.
• Provided proper documentation and bookkeeping for ASB and AVID.
• Helped support staff and administration as a substitute teacher when needed in the classroom.

National University October 2014 – January 2015
Student Support Advisor – Financial Aid Advisor
Long Beach Online Information Center

Christine E. Quesada
2669 Elm Circle, El Centro, CA 92243
(760) 562-3069 Email: christinequesada@outlook.com

OBJECTIVE - To obtain a position as a Physical Education Teacher.

LINCENSURE

Single Subject Teaching Credential – Physical Education (California)

Cross Cultural, Language and Academic Development Certificate "CLAD" (California)

EDUCATION

Master of Science – Health, Physical Education & Recreation Emporia State University
Emporia, Kansas – August 2011

Bachelor of Science in Kinesiology – Physical Education California State University of San Marcos
San Marcos, California – May 2009
PROFESSIONAL EXPERIENCE

9th – 12th Grade Long Term Substitute High School Physical Education Teacher
California Virtual Academies California State Wide
October 2018 – January 2019
• Implemented age appropriate online academic Instruction for a 9th – 12th grade Physical Education classes.
• Participated in student IEP meetings.
• Made adaptations to meet the needs of various students including: behavior plans, teacher modeling, repeated instruction
• Actively participated in department meetings and staff meetings
• Communicated with parents and students through phone and email.
• Homeroom teacher for 30 students
• Provided academic guidance to homeroom students and their parents.
• Conducted parent teacher conferences for homeroom students.

9th – 12th Grade Education Specialist
California Virtual Academies California State Wide
April 2017 – Present
• Implemented age appropriate online Specialized Academic Instruction for a 9th – 12th grade SPED classroom
• Participated in student IEP meetings.
• Provided student IEP Goals and Accommodations to GE teachers.
• Made many adaptations to meet the needs of various students including: behavior plans, teacher modeling, repeated instruction
• Actively participated in department meetings and staff meetings

9th – 12th Grade Long Term Special Education Substitute California State Wide
California Virtual Academies October 2017 – April 2018
• Implemented age appropriate online lesson plans for a 9th – 12th grade SPED classroom
• Provided student IEP Goals and Accommodations to GE teachers.
• Made many adaptations to meet the needs of various students including: behavior plans, teacher modeling, repeated instruction
• Actively participated in department meetings and staff meetings

Long Term Substitute El Centro, California
Martin Luther King School May – June 2017
• Planned and implemented age appropriate lesson plans for a 5th grade classroom
• Made many adaptations to meet the needs of various students including: behavior plans, teacher modeling, repeated instruction
• Actively participated in department meetings and staff meetings
Lincoln Elementary School El Centro, California
• Planned and implemented age appropriate lesson plans for a 3rd grade classroom April – May2017
• Made many adaptations to meet the needs of various students including: behavior plans, teacher modeling, repeated instruction
• Actively participated in department meetings and staff meetings
El Centro, California
Kn – 5th Grade Physical Education Teacher August 2013 – June 2016
Kn – 8th Grade Physical Education Teacher August 2012 – June 2013
Kn – 2nd Grade Physical Education Teacher August 2009 – June 2012
St. Mary's School
• Created and implemented lesson plans in line with California standards as well as standards from the Catholic Diocese of San Diego.
• Instructed physical education classes for kindergarten through 8th grade with an average of 25 students.
• Maintained discipline within the class.
• Made many adaptations to meet the needs of various students including: behavior plans, teacher modeling, repeated instruction
• Focused on inclusion and participation of all students.
• Collaborated with teachers and parents to promote and motivate students on lifelong health and fitness.
• Substituted when needed for kn-8th
"Live Your Faith in Color 5K," Creator and coordinator - 2015 and 2016.
• Coordinated St. Mary's School's "Live Your Faith in Color 5K" fun run.
• Contacted sponsors.
• Worked with a budget to buy materials and hire outside entertainment (DJ).
• Created and traced the 5K route.

CHRIS WHITEHEAD
8035 Dorian Way, Fair Oaks California ☐ Home:(916) 792-8369 ☐ whitehead.chris@gmail.com

Professional Summary
• 4 years High School Mathematics classroom teaching
• 1 year High School Physics teaching
• 5 years private tutoring to high school students, Algebra 1 through Calculus
• Clear Single Subject Mathematics Credential received July 2013
• Clear Single Subject Physics Credential received April 2016

Employment History
Mathematics Teacher, 09/2016 to March 2017
Casa Roble High School – Orangevale, CA
• Taught Integrated Math 1 with Support to 9th grade students
• Integrated Technology to improve instruction/engagement for all learners
• Maintained strong professional relationships with colleagues, administrators and parents to support and improve teaching and learning goals
• Actively involved in professional development to improve teaching

Mathematics/Physics Teacher, 09/2015 to June 2016
Futures High School – North Highlands, CA
• Taught Algebra 1 and Physics to students grades 9-12
• Integrated technology to improve instruction/engagement for all learners
• Maintained strong relationships with colleagues, administrators and parents to support and improve teaching and learning goals
• Actively involved in professional development to improve teaching

Mathematics Teacher, 09/2013 to June 2015
Sacramento Unified School District – Sacramento, CA
• Prepared, taught and assessed 9-12th grade Geometry and Pre-Calculus classes
• Taught an Introductory Engineering class for 10th and 11th grade students
• Attended professional development trainings to improve instructional practices as well as specific training for the new Common Core Mathematics curriculum
• Worked collaboratively in team groups to improve instruction, lesson planning and to resolve student issues to improve learning

Education
Simpson University, Redding CA: Single Subject Curriculum and Instruction 2013
California State University, Fresno CA: Multiple Subjects Teaching Credential 2011

Bachelors: Mechanical Engineering, 1989
University of Birmingham – Birmingham, England

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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	
2557051	0000954		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	February Service	$11,023.63	$11,023.63
1.00	ENROLLMENT BASED	February Service	$51,657.69	$51,657.69
1.00	REVENUE BASED	February Service	$13,684.77	$13,684.77
1.00	OTHER CA CHARGE	February Service	$2,417.01	$2,417.01
1.00	OTHER CA CREDIT	February Service	($714.22)	($714.22)

Discount	$0.00
Total	$78,068.88

Please note invoice number 151152 on remittance. Thank you.

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

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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	PASS THROUGH	February Service	$3,188.28	$3,188.28
1.00	WITHHOLDINGS	February Service	$4,791.77	$4,791.77

Discount	$0.00
Total	$7,980.05

Please note invoice number 151153 on remittance. Thank you.

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Chicago, IL 60693-0323

Charges for the Following Period:	February 2019
Compensation Expenses	
Benefits - Administration	1,434.00
Benefits - Instructional	9,589.63
	11,023.63
Enrollment/Unit Based Charges	
Student Technology Assistance	6,325.00
ConnexusTM Annual License (EMS)	10,273.00
Internet Subsidy Payment Processing	275.00
Technical Support and Repairs	2,568.25
Tangible and Intangible Instructional Materials	25,593.75
Curriculum Postage	811.25
Enrollment and Records Management	983.34
Educational Resource Center	2,157.33
Direct Course Instruction Support	439.83
School Curriculum Supplies	265.48
Hardware/Software - Employees	359.80
Human Resources Support	749.58
Accounting and Regulatory Reporting	856.08
	51,657.69
Revenue Based Charges	
Special Education Oversight and Liability	3,110.18
School Administration	7,464.42
Marketing Services	1,244.07
Treasury Services	1,866.10
	13,684.77
Pass Through Expenses	3,188.28
Short Term Substitute Teaching Services	2,417.01
Withholdings	4,791.77
Credit for Non-Billable Earnings Paid By the Schools	(714.22)
Total Amount Due	**$ 86,048.93**

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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	
2557051	0000954		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	March Service	$10,771.81	$10,771.81
1.00	ENROLLMENT BASED	March Service	$54,283.69	$54,283.69
1.00	REVENUE BASED	March Service	$17,014.75	$17,014.75
1.00	OTHER CA CHARGE	March Service	$1,509.59	$1,509.59
1.00	OTHER CA CREDIT	March Service	($477.58)	($477.58)

Discount	$0.00
Total	$83,102.26

Please note invoice number 151441 on remittance. Thank you.

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Connections Education LLC

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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	PASS THROUGH	March Service	$3,308.41	$3,308.41
1.00	PASS THROUGH	March Service	$1,579.95	$1,579.95
1.00	WITHHOLDINGS	March Service	$4,636.26	$4,636.26
1.00	OTHER CA CHARGE	March Service	$2,864.93	$2,864.93

Discount	$0.00
Total	$12,389.55

Please note invoice number 151442 on remittance. Thank you.

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Charges for the Following Period:	March 2019
Compensation Expenses	
Benefits - Administration	1,416.06
Benefits - Instructional	9,355.75
	10,771.81
Enrollment/Unit Based Charges	
Student Technology Assistance	6,325.00
ConnexusTM Annual License (EMS)	10,273.00
Internet Subsidy Payment Processing	2,297.00
Technical Support and Repairs	2,568.25
Tangible and Intangible Instructional Materials	25,593.75
Curriculum Postage	811.25
Enrollment and Records Management	983.33
Educational Resource Center	2,157.33
Direct Course Instruction Support	633.36
School Curriculum Supplies	335.50
Hardware/Software - Employees	450.05
Human Resources Support	937.59
Accounting and Regulatory Reporting	856.09
Facility Support Services	62.19
	54,283.69
Revenue Based Charges	
Special Education Oversight and Liability	3,866.99
School Administration	9,280.77
Marketing Services	1,546.79
Treasury Services	2,320.20
	17,014.75
Pass Through Expenses - Allocated	3,308.41
Pass Through Expenses	1,579.95
Short Term Substitute Teaching Services	1,509.59
Withholdings	4,636.26
Credit for Non-Billable Earnings Paid By the Schools	(477.58)
ISP Payment Reimbursement	2,864.93
Total Amount Due	**$ 95,491.81**

Invoice	151158
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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	
2557049	0000013		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	February Service	$29,105.00	$29,105.00
1.00	ENROLLMENT BASED	February Service	$139,534.28	$139,534.28
1.00	REVENUE BASED	February Service	$33,744.10	$33,744.10
1.00	OTHER CA CHARGE	February Service	$6,350.49	$6,350.49
1.00	OTHER CA CREDIT	February Service	($1,881.18)	($1,881.18)

Discount	$0.00
Total	$206,852.69

Please note invoice number 151158 on remittance. Thank you.

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Connections Education LLC

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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	PASS THROUGH	February Service	$8,573.14	$8,573.14
1.00	WITHHOLDINGS	February Service	$12,644.34	$12,644.34

Discount	$0.00
Total	$21,217.48

Please note invoice number 151159 on remittance. Thank you.

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

Charges for the Following Period:	February 2019
Compensation Expenses	
Benefits - Administration	3,909.11
Benefits - Instructional	25,195.89
	29,105.00
Enrollment/Unit Based Charges	
Student Technology Assistance	19,454.17
ConnexusTM Annual License (EMS)	26,377.00
Internet Subsidy Payment Processing	845.83
Technical Support and Repairs	6,594.25
Tangible and Intangible Instructional Materials	63,247.92
Curriculum Postage	2,054.25
Enrollment and Records Management	2,490.00
Educational Resource Center	5,539.17
Direct Course Instruction Support	1,155.61
School Curriculum Supplies	85.64
Hardware/Software - Employees	2,402.92
Human Resources Support	5,006.11
Community Outreach	2,083.33
Accounting and Regulatory Reporting	2,198.08
	139,534.28
Revenue Based Charges	
Special Education Oversight and Liability	7,669.11
School Administration	18,405.87
Marketing Services	3,067.65
Treasury Services	4,601.47
	33,744.10
Pass Through Expenses - Allocated	8,573.14
Short Term Substitute Teaching Services	6,350.49
Credit for Non-Billable Earnings Paid By the Schools	(1,881.18)
Withholdings	12,644.34
Total Amount Due	**$ 228,070.17**

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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	
2557049	0000013		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	March Service	$28,929.99	$28,929.99
1.00	ENROLLMENT BASED	March Service	$141,685.33	$141,685.33
1.00	REVENUE BASED	March Service	$43,252.64	$43,252.64
1.00	OTHER CA CHARGE	March Service	$4,045.10	$4,045.10
1.00	OTHER CA CREDIT	March Service	($1,279.92)	($1,279.92)

Discount	$0.00
Total	$216,633.14

Please note invoice number 151447 on remittance. Thank you.

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

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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	PASS THROUGH	March Service	$8,941.70	$8,941.70
1.00	PASS THROUGH	March Service	$408.64	$408.64
1.00	WITHHOLDINGS	March Service	$12,450.89	$12,450.89
1.00	OTHER CA CHARGE	March Service	$8,490.76	$8,490.76

Discount	$0.00
Total	$30,291.99

Please note invoice number 151448 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:	March 2019
Compensation Expenses	
Benefits - Administration	3,860.21
Benefits - Instructional	25,069.78
	28,929.99
Enrollment/Unit Based Charges	
Student Technology Assistance	19,454.17
ConnexusTM Annual License (EMS)	26,377.00
Internet Subsidy Payment Processing	4,175.65
Technical Support and Repairs	6,594.25
Tangible and Intangible Instructional Materials	63,247.92
Curriculum Postage	2,054.25
Enrollment and Records Management	2,490.00
Educational Resource Center	5,539.17
Direct Course Instruction Support	1,697.16
School Curriculum Supplies	1,053.03
Hardware/Software - Employees	1,415.13
Human Resources Support	2,948.18
Community Outreach	2,083.34
Accounting and Regulatory Reporting	2,198.09
Facility Support Services	357.99
	141,685.33
Revenue Based Charges	
Special Education Oversight and Liability	9,830.15
School Administration	23,592.35
Marketing Services	3,932.06
Treasury Services	5,898.08
	43,252.64
Pass Through Expenses - Allocated	8,941.70
Pass Through Expenses	408.64
Short Term Substitute Teaching Services	4,045.10
Credit for Non-Billable Earnings Paid By the Schools	(1,279.92)
Withholdings	12,450.89
ISP Payment Reimbursement	8,490.76
Total Amount Due	**$ 246,925.13**

Invoice	151154
Date	3/11/2019
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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	February Service	$77,492.99	$77,492.99
1.00	ENROLLMENT BASED	February Service	$364,365.46	$364,365.46
1.00	REVENUE BASED	February Service	$91,605.91	$91,605.91
1.00	OTHER CA CHARGE	February Service	$16,765.44	$16,765.44
1.00	OTHER CA CREDIT	February Service	($4,987.78)	($4,987.78)

Discount	$0.00
Total	$545,242.02

Please note invoice number 151154 on remittance. Thank you.

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

Invoice	151155
Date	3/11/2019
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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

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	PASS THROUGH	February Service	$23,604.63	$23,604.63
1.00	WITHHOLDINGS	February Service	$33,633.29	$33,633.29

Discount	$0.00
Total	$57,237.92

Please note invoice number 151155 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:	February 2019
Compensation Expenses	
Benefits - Administration	10,975.21
Benefits - Instructional	66,517.78
	77,492.99
Enrollment/Unit Based Charges	
Student Technology Assistance	46,239.59
ConnexusTM Annual License (EMS)	70,975.00
Internet Subsidy Payment Processing	2,010.41
Technical Support and Repairs	17,743.75
Tangible and Intangible Instructional Materials	173,477.08
Curriculum Postage	5,544.00
Enrollment and Records Management	6,720.00
Educational Resource Center	14,904.75
Direct Course Instruction Support	3,050.84
School Curriculum Supplies	2,628.18
Hardware/Software - Employees	3,564.52
Human Resources Support	7,426.09
Community Outreach	4,166.67
Accounting and Regulatory Reporting	5,914.58
	364,365.46
Revenue Based Charges	
Special Education Oversight and Liability	20,819.52
School Administration	49,966.86
Marketing Services	8,327.81
Treasury Services	12,491.72
	91,605.91
Pass Through Expenses - Allocated	23,604.63
Short Term Substitute Teaching Services	16,765.44
Credit for Non-Billable Earnings Paid By the Schools	(4,987.78)
Withholdings	33,633.29
Total Amount Due	$ 602,479.94

Invoice	151443
Date	4/10/2019
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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	March Service	$77,042.39	$77,042.39
1.00	ENROLLMENT BASED	March Service	$380,468.06	$380,468.06
1.00	REVENUE BASED	March Service	$113,386.46	$113,386.46
1.00	OTHER CA CHARGE	March Service	$10,682.34	$10,682.34
1.00	OTHER CA CREDIT	March Service	($3,381.73)	($3,381.73)

Discount	$0.00
Total	$578,197.52

Please note invoice number 151443 on remittance. Thank you.

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

Invoice	151444
Date	4/10/2019
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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

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	PASS THROUGH	March Service	$24,629.39	$24,629.39
1.00	PASS THROUGH	March Service	$10,598.25	$10,598.25
1.00	WITHHOLDINGS	March Service	$33,150.09	$33,150.09
1.00	OTHER CA CHARGE	March Service	$21,568.30	$21,568.30

Discount	$0.00
Total	$89,946.03

Please note invoice number 151444 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:	March 2019
Compensation Expenses	
Benefits - Administration	10,837.91
Benefits - Instructional	66,204.48
	77,042.39
Enrollment/Unit Based Charges	
Student Technology Assistance	46,239.58
ConnexusTM Annual License (EMS)	70,975.00
Internet Subsidy Payment Processing	14,900.30
Technical Support and Repairs	17,743.75
Tangible and Intangible Instructional Materials	173,477.08
Curriculum Postage	5,544.00
Enrollment and Records Management	6,720.00
Educational Resource Center	14,904.75
Direct Course Instruction Support	4,481.87
School Curriculum Supplies	2,786.92
Hardware/Software - Employees	3,745.33
Human Resources Support	7,802.76
Community Outreach	4,166.66
Accounting and Regulatory Reporting	5,914.59
Facility Support Services	1,065.47
	380,468.06
Revenue Based Charges	
Special Education Oversight and Liability	25,769.65
School Administration	61,847.16
Marketing Services	10,307.86
Treasury Services	15,461.79
	113,386.46
Pass Through Expenses - Allocated	24,629.39
Pass Through Expenses	10,598.25
Short Term Substitute Teaching Services	10,682.34
Credit for Non-Billable Earnings Paid By the Schools	(3,381.73)
Withholdings	33,150.09
ISP Payment Reimbursement	21,568.30
Total Amount Due	$ 668,143.55

Invoice	151156
Date	3/11/2019
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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	February Service	$227,641.87	$227,641.87
1.00	ENROLLMENT BASED	February Service	$1,074,879.03	$1,074,879.03
1.00	REVENUE BASED	February Service	$264,599.89	$264,599.89
1.00	OTHER CA CHARGE	February Service	$49,017.06	$49,017.06
1.00	OTHER CA CREDIT	February Service	($14,617.94)	($14,617.94)

Discount	$0.00
Total	$1,601,519.91

Please note invoice number 151156 on remittance. Thank you.

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

Invoice	151157
Date	3/11/2019
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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	PASS THROUGH	February Service	$70,592.20	$70,592.20
1.00	PASS THROUGH	February Service	$25.84	$25.84
1.00	WITHHOLDINGS	February Service	$98,747.30	$98,747.30

Discount	$0.00
Total	$169,365.34

Please note invoice number 151157 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:	February 2019
Compensation Expenses	
Benefits - Administration	33,164.12
Benefits - Instructional	194,477.75
	227,641.87
Enrollment/Unit Based Charges	
Student Technology Assistance	126,691.67
ConnexusTM Annual License (EMS)	205,047.50
Internet Subsidy Payment Processing	5,508.33
Technical Support and Repairs	51,261.87
Tangible and Intangible Instructional Materials	479,412.50
Curriculum Postage	15,287.25
Enrollment and Records Management	18,530.00
Educational Resource Center	43,059.98
Direct Course Instruction Support	8,919.72
School Curriculum Supplies	752.64
Hardware/Software - Employees	18,644.41
Human Resources Support	38,842.54
Community Outreach	45,833.33
Accounting and Regulatory Reporting	17,087.29
	1,074,879.03
Revenue Based Charges	
Special Education Oversight and Liability	59,949.28
Special Education Direct Services	823.07
School Administration	143,878.26
Marketing Services	23,979.71
Treasury Services	35,969.57
	264,599.89
Pass Through Expenses - Allocated	70,592.20
Pass Through Expenses	25.84
Short Term Substitute Teaching Services	49,017.06
Withholdings	98,747.30
Credit for Non-Billable Earnings Paid By the Schools	(14,617.94)
Total Amount Due	**$ 1,770,885.25**

Invoice	151445
Date	4/10/2019
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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	March Service	$226,813.31	$226,813.31
1.00	ENROLLMENT BASED	March Service	$1,101,007.24	$1,101,007.24
1.00	REVENUE BASED	March Service	$384,335.53	$384,335.53
1.00	OTHER CA CHARGE	March Service	$31,312.97	$31,312.97
1.00	OTHER CA CREDIT	March Service	($9,915.43)	($9,915.43)

Discount	$0.00
Total	$1,733,553.62

Please note invoice number 151445 on remittance. Thank you.

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

Invoice	151446
Date	4/10/2019
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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	PASS THROUGH	March Service	$73,737.12	$73,737.12
1.00	PASS THROUGH	March Service	$8,629.50	$8,629.50
1.00	WITHHOLDINGS	March Service	$97,582.86	$97,582.86
1.00	OTHER CA CHARGE	March Service	$63,368.75	$63,368.75

Discount	$0.00
Total	$243,318.23

Please note invoice number 151446 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:	March 2019
Compensation Expenses	
Benefits - Administration	32,749.25
Benefits - Instructional	194,064.06
	226,813.31
Enrollment/Unit Based Charges	
Student Technology Assistance	126,691.66
ConnexusTM Annual License (EMS)	205,047.50
Internet Subsidy Payment Processing	39,318.34
Technical Support and Repairs	51,261.88
Tangible and Intangible Instructional Materials	479,412.50
Curriculum Postage	15,287.25
Enrollment and Records Management	18,530.00
Educational Resource Center	43,059.98
Direct Course Instruction Support	13,137.62
School Curriculum Supplies	8,324.54
Hardware/Software - Employees	11,189.51
Human Resources Support	23,311.47
Community Outreach	45,833.34
Accounting and Regulatory Reporting	17,087.30
Facility Support Services	3,514.35
	1,101,007.24
Revenue Based Charges	
Special Education Oversight and Liability	76,127.58
Special Education Direct Services	49,374.19
School Administration	182,706.19
Marketing Services	30,451.03
Treasury Services	45,676.54
	384,335.53
Pass Through Expenses - Allocated	73,737.12
Pass Through Expenses	8,629.50
Short Term Substitute Teaching Services	31,312.97
Withholdings	97,582.86
Credit for Non-Billable Earnings Paid By the Schools	(9,915.43)
ISP Payment Reimbursement	63,368.75
Total Amount Due	**$ 1,976,871.85**

Invoice	150946
Date	2/18/2019
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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 - January	$80.00	$80.00

Discount	$0.00
Total	$80.00

Please note invoice number 150946 on remittance. Thank you.

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

Invoice	151208
Date	3/12/2019
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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 - February	$80.00	$80.00

Discount	$0.00
Total	$80.00

Please note invoice number 151208 on remittance. Thank you.

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

Invoice	150944
Date	2/18/2019
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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
10.00	CENCA LIVESPEECH	Case Management - January	$80.00	$800.00

Discount	$0.00
Total	$800.00

Please note invoice number 150944 on remittance. Thank you.

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

Invoice	151206
Date	3/12/2019
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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 - February	$80.00	$640.00

Discount	$0.00
Total	$640.00

Please note invoice number 151206 on remittance. Thank you.

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

Invoice	150945
Date	2/18/2019
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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
12.00	CALCAR LIVESPEECH	Case Management - January	$80.00	$960.00

Discount	$0.00
Total	$960.00

Please note invoice number 150945 on remittance. Thank you.

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

Invoice	151207
Date	3/12/2019
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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
12.00	CALCAR LIVESPEECH	Case Management - February	$80.00	$960.00

Discount	$0.00
Total	$960.00

Please note invoice number 151207 on remittance. Thank you.

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

Invoice	150943
Date	2/18/2019
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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	
2621847	0000010		NET30	

QTY	Item	Description	Unit Price	Ext. Price
39.00	CAPOCA LIVESPEECH	Case Management - January	$80.00	$3,120.00

Discount	$0.00
Total	$3,120.00

Please note invoice number 150943 on remittance. Thank you.

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

Invoice	151205
Date	3/12/2019
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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	
2621847	0000010		NET30	

QTY	Item	Description	Unit Price	Ext. Price
38.00	CAPOCA LIVESPEECH	Case Management - February	$80.00	$3,040.00

Discount	$0.00
Total	$3,040.00

Please note invoice number 151205 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 Bay

CDS #: 17-64055-0129601
Charter Approving Entity: Middletown Unified School District
County: Lake
Charter #: 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	573,005		573,005
Education Protection Account State Aid - Current year	8012	32,088		32,088	16,044		16,044
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	513,662		513,662	255,266		255,266
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		1,703,596	0	1,703,596	844,315	0	844,315
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		36,686			10,077	10,077
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	10,077	10,077
3. Other State Revenues							
Special Education - State	StateRevSE		30,246	30,246		15,123	15,123
All Other State Revenues	StateRevAO	110,490	9,933	120,423	60,058	0	60,058
Total, Other State Revenues		110,490	40,179	150,669	60,058	15,123	75,181
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	37,557	0	37,557	37,620	0	37,620
Total, Local Revenues		37,557	0	37,557	37,620	0	37,620
5. TOTAL REVENUES		1,851,843	97,865	1,949,708	941,993	25,200	967,193
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	388,206	52,535	440,741	179,697	23,415	203,112
Certificated Pupil Support Salaries	1200	14,066	22,686	36,752	15,597	1,258	16,855
Certificated Supervisors' and Administrators' Salaries	1300	41,248	8,468	49,716	22,405	4,070	26,475
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		443,520	83,689	527,209	217,699	28,743	246,442
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	14,965	0	14,965
Total, Non-certificated Salaries		28,498	0	28,498	14,965	0	14,965
3. Employee Benefits							
STRS	3101-3102	66,308	8,883	75,191	25,210	7,297	32,507
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	8,611	1,213	9,824	4,338	380	4,718
Health and Welfare Benefits	3401-3402	100,918	18,946	119,864	52,075	4,432	56,507
Unemployment Insurance	3501-3502	6,372	1,130	7,502	3,175	354	3,529
Workers' Compensation Insurance	3601-3602	9,440	1,674	11,114	4,704	525	5,229
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	89,502	12,988	102,490
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	179,158	0	179,158
Materials and Supplies	4300	143,099	0	143,099	79,600	0	79,600
Noncapitalized Equipment	4400	62,400	10,000	72,400	44,275	0	44,275
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		494,692	16,475	511,167	303,033	0	303,033

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	158,816	53,449	212,265
Travel and Conferences	5200	18,953	0	18,953	1,626	0	1,626
Dues and Memberships	5300	2,490	0	2,490	2,432	0	2,432
Insurance	5400	218	0	218	465	0	465
Operations and Housekeeping Services	5500	2,029	0	2,029	424	0	424
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,350	0	12,350	7,014	0	7,014
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	39,842	0	39,842
Communications	5900	25,954	0	25,954	9,671	0	9,671
Total, Services and Other Operating Expenditures		483,309	102,140	585,449	220,290	53,449	273,739
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	845,489	95,180	940,669
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		210,175	(136,285)	73,890	96,504	(69,980)	26,524
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	(69,980)	69,980	0
4. TOTAL OTHER FINANCING SOURCES / USES		(136,285)	136,285	0	(69,980)	69,980	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		73,890	0	73,890	26,524	0	26,524
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	100,261	0	100,261
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0	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	98,826	0	98,826
* Percent of Total Expenditures and Other Uses		7.87%	0.00%	7.87%	10.51%	0.00%	10.51%

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 @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				616,090	0	616,090
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				179,131	0	179,131
4. Due from Grantor Government	9290					0	0
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					796,656	0	796,656
H. LIABILITIES							
1. Accounts Payable	9500				692,937	0	692,937
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				3,458	0	3,458
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0		0
6. TOTAL LIABILITIES					696,395	0	696,395
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6)							
(must agree with Line F2)					100,261	0	100,261

ADA ESTIMATES:	
Estimated P2 ADA for Revised Budget	185
Estimated P2 ADA as of January 31	183

CHARTER SCHOOL 2018/2019 Second Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2019

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 SECOND 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: 10-Mar-19
Charter School Official

Printed Name: Frances Sassin Title: Director of Business Services

To the County Superintendent of Schools:

(___) 2018/19 CHARTER SCHOOL SECOND 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 SECOND 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 Second Interim Report, please contact:

For Approving Entity:	For Charter School:
Heather Rantala	Frances Sassin
Name	Name
Director of Business Services	Director of Business Services
Title	Title
707-987-4100	949-306-8498
Telephone	Telephone
heather.rantala@middletownusd.org	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

Fiscal Year Ending June 30, 2019

☐ First Interim/October 31st - Due December 15th

☑ Second Interim/January 31st - Due March 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: California Connections Academy @ Central

☐

CDS #: 54-71803-0112458

Charter Approving Entity: Alpaugh Unified School District

County: Tulare

Charter #: 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	1,803,042		1,803,042
Education Protection Account State Aid - Current year	8012	552,141		552,141	276,071		276,071
State Aid - Prior Years	8019	0		0	0		0
Transfers to charters for in Lieu of Property Taxes	8096	217,541		217,541	110,774		110,774
Other LCFF transfers	80,918,097	0		0	0		0
Total, LCFF Sources		4,326,588	0	4,326,588	2,189,887	0	2,189,887
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	27,811	27,811
Total, Federal Revenues		700	177,379	178,079	0	27,811	27,811
3. Other State Revenues							
Special Education - State	StateRevSE		62,035	62,035		31,017	31,017
All Other State Revenues	StateRevAO	260,495	25,202	285,697	137,857	0	137,857
Total, Other State Revenues		260,495	87,237	347,732	137,857	31,017	168,874
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	23,150	0	23,150	23,222	0	23,222
Total, Local Revenues		23,150	0	23,150	23,222	0	23,222
5. TOTAL REVENUES		4,610,933	264,616	4,875,549	2,350,966	58,828	2,409,794
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	988,305	166,236	1,154,541	482,038	66,494	548,532
Certificated Pupil Support Salaries	1200	67,494	29,014	96,508	45,765	0	45,765
Certificated Supervisors' and Administrators' Salaries	1300	114,177	23,415	137,592	62,821	11,427	74,248
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		1,169,976	218,665	1,388,641	590,624	77,921	668,545
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	41,563	0	41,563
Total, Non-certificated Salaries		78,448	0	78,448	41,563	0	41,563
3. Employee Benefits							
STRS	3101-3102	144,444	52,269	196,713	68,099	19,103	87,202
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	22,966	3,171	26,137	11,744	1,130	12,874
Health and Welfare Benefits	3401-3402	267,577	48,811	316,388	103,519	49,863	153,382
Unemployment Insurance	3501-3502	16,854	2,952	19,806	8,535	1,052	9,587
Workers' Compensation Insurance	3601-3602	24,968	4,373	29,341	12,644	1,558	14,202
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	204,541	72,706	277,247
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	442,740	0	442,740
Materials and Supplies	4300	355,003	0	355,003	203,037	0	203,037
Noncapitalized Equipment	4400	216,225	10,000	226,225	136,739	0	136,739
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		1,294,666	26,310	1,320,976	782,516	0	782,516

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	418,220	133,490	551,710
Travel and Conferences	5200	37,377	0	37,377	6,133	0	6,133
Dues and Memberships	5300	6,935	0	6,935	5,440	0	5,440
Insurance	5400	525	0	525	1,128	0	1,128
Operations and Housekeeping Services	5500	5,530	0	5,530	1,117	0	1,117
Rentals, Leases, Repairs, and Noncap. Improvements	5600	38,848	0	38,848	18,773	0	18,773
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	102,092	0	102,092
Communications	5900	75,751	0	75,751	26,023	0	26,023
Total, Services and Other Operating Expenditures		1,150,518	252,111	1,402,629	578,926	133,490	712,416
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	2,198,170	284,117	2,482,287
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		440,516	(344,046)	96,470	152,796	(225,289)	(72,493)
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	(225,289)	225,289	0
4. TOTAL OTHER FINANCING SOURCES / USES		(344,046)	344,046	0	(225,289)	225,289	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		96,470	0	96,470	(72,493)	0	(72,493)
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	(21,512)	0	(21,512)
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0	0	0	0
Reserve for Stores (equals object 9320)	9712			0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713			0	8,029	0	8,029
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 *	147,451	0	147,451	(29,541)	0	(29,541)
* Percent of Total Expenditures and Other Uses		3.09%	0.00%	3.09%	-1.19%	0.00%	-1.19%

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				589,713	0	589,713
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				0	0	0
4. Due from Grantor Government	9290				579,992	0	579,992
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					1,177,834	0	1,177,834
H. LIABILITIES							
1. Accounts Payable	9500				1,190,454	0	1,190,454
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				8,892	0	8,892
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0	0	0
6. TOTAL LIABILITIES					1,199,346	0	1,199,346
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6)							
(must agree with Line F2)					(21,512)	0	(21,512)

ADA ESTIMATES:

Estimated P2 ADA for Budget	466
Estimated P2 ADA as of January 31	474

CHARTER SCHOOL 2018/19 Second Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2019

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 SECOND 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: 10-Mar-19
Charter School Official

Printed Name: Frances Sassin Title: Director of Business Services

To the County Superintendent of Schools:

( ) 2018/19 CHARTER SCHOOL SECOND 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 SECOND 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 Second Interim Report, please contact:

For Approving Entity:	For Charter School:
Gary Mekeel	Frances Sassin
Name	Name
Interim Superintendent	Director of Business Services
Title	Title
559-949-8413	949-306-8498
Telephone	Telephone
GaryMekeel@alpaugh.k12.ca.us	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

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

CDS #: 39-68650-0125849
Charter Approving Entity: Ripon Unified School District
County: San Joaquin
Charter #: 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	4,255,181		4,255,181
Education Protection Account State Aid - Current year	8012	1,441,041		1,441,041	720,521		720,521
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	838,333		838,333
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		11,891,377	0	11,891,377	5,814,035	0	5,814,035
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		202,687			49,664	49,664
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	49,664	49,664
3. Other State Revenues							
Special Education - State	StateRevSE		184,192	184,192		92,096	92,096
All Other State Revenues	StateRevAO	643,515	70,974	714,489	234,656	5,462	234,656
Total, Other State Revenues		643,515	255,166	898,681	234,656	97,558	332,214
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	2,601	0	2,601	5,354	0	5,354
Total, Local Revenues		2,601	0	2,601	5,354	0	5,354
5. TOTAL REVENUES		12,539,393	607,853	13,147,246	6,054,045	147,222	6,201,267
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	2,767,958	433,853	3,201,811	1,343,882	169,804	1,513,686
Certificated Pupil Support Salaries	1200	214,133	53,562	267,695	121,197	5145	126,342
Certificated Supervisors' and Administrators' Salaries	1300	321,123	65,848	386,971	176,937	32,191	209,128
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		3,303,214	553,263	3,856,477	1,642,016	207,140	1,849,156
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	116,940	0	116,940
Total, Non-certificated Salaries		220,495	0	220,495	116,940	0	116,940
3. Employee Benefits							
STRS	3101-3102	427,295	118,053	545,348	181,433	58,144	239,577
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	64,764	8,022	72,786	32,755	3,004	35,759
Health and Welfare Benefits	3401-3402	756,239	122,935	879,174	388,060	36,223	424,283
Unemployment Insurance	3501-3502	47,570	7,469	55,039	23,746	2,796	26,542
Workers' Compensation Insurance	3601-3602	70,474	11,065	81,539	35,179	4,143	39,322
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	661,173	104,310	765,483
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	45,780	45,780	0	5,462	5,462
Books and Other Reference Materials	4200	2,057,262	0	2,057,262	1,208,890	0	1,208,890
Materials and Supplies	4300	1,009,179	0	1,009,179	546,547	0	546,547
Noncapitalized Equipment	4400	539,950	10,000	549,950	323,677	0	323,677
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		3,606,391	55,780	3,662,171	2,079,114	5,462	2,084,576

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	1,102,873	324,584	1,427,457
Travel and Conferences	5200	82,532	0	82,532	7,740	0	7,740
Dues and Memberships	5300	19,348	0	19,348	14,981	0	14,981
Insurance	5400	1,451	0	1,451	3,118	0	3,118
Operations and Housekeeping Services	5500	15,526	0	15,526	3,529	0	3,529
Rentals, Leases, Repairs, and Noncap. Improvements	5600	94,229	0	94,229	52,528	0	52,528
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	279,449	0	279,449
Communications	5900	203,849	0	203,849	67,238	0	67,238
Total, Services and Other Operating Expenditures		3,094,554	679,634	3,774,188	1,531,456	324,584	1,856,040
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	6,030,699	641,496	6,672,195
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		948,397	(948,368)	29	23,346	(494,274)	(470,928)
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	(494,274)	494,274	0
4. TOTAL OTHER FINANCING SOURCES / USES		(948,368)	948,368	0	(494,274)	494,274	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		29	0	29	(470,928)	0	(470,928)
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	(425,088)	0	(425,088)
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	(431,120)	0	(431,120)
* Percent of Total Expenditures and Other Uses		0.35%	0.00%	0.35%	-6.46%	0.00%	-6.46%

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				4,557,014	0	4,557,014
In Revolving Fund	9130				300	0	300
With Fiscal Agent	9135				0	0	0
Collections Awaiting Deposit	9140				0	0	0
2. Investments	9150				0	0	0
3. Accounts Receivable	9200				0	0	0
4. Due from Grantor Government	9290				1,892,308	0	1,892,308
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					6,455,954	0	6,455,954
H. LIABILITIES							
1. Accounts Payable	9500				6,428,489	0	6,428,489
2. Due to Grantor Government	9590				309,416	0	309,416
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				143,137	0	143,137
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0	0	0
6. TOTAL LIABILITIES					6,881,042	0	6,881,042
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6)							
(must agree with Line F2)					(425,088)	0	(425,088)

ADA ESTIMATES:

Estimated P2 ADA for Revised Budget	1308
Estimated P2 ADA as of January 31	1273

CHARTER SCHOOL 2018/2019 Second Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2019

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 SECOND 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-Mar-19
Charter School Official

Printed Name: Frances Sassin Title: Director of Business Services

To the County Superintendent of Schools:

( ) 2018/19 CHARTER SCHOOL SECOND 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 SECOND 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 Second Interim Report, please contact:

For Approving Entity:	For Charter School:
Frank Jerome	Frances Sassin
Name	Name
Chief Business Official	Director of Business Services
Title	Title
209-293-1985	949-306-8498
Telephone	Telephone
fjerome@sjcoe.net	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

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

CDS #: 30-66464-0106765
Charter Approving Entity: Capistrano Unified School District
County: Orange
Charter #: 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)

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	10,050,215		10,050,215	4,935,302		4,935,302
Education Protection Account State Aid - Current year	8012	682,148		682,148	341,074		341,074
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	11,871,325		11,871,325
Other LCFF transfers	8091,8097	0		0	0		0
Total, LCFF Sources		35,103,699	0	35,103,699	17,147,701	0	17,147,701
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		677,856			168,773	168,773
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	168,773	168,773
3. Other State Revenues							
Special Education - State	StateRevSE		592,490	592,490		296,245	296,245
All Other State Revenues	StateRevAO	1,926,652	221,264	2,147,916	868,665	16,880	868,665
Total, Other State Revenues		1,926,652	813,754	2,740,406	868,665	313,125	1,181,790
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	2,182	0	2,182	31,342	0	31,342
Total, Local Revenues		2,182	0	2,182	31,342	0	31,342
5. TOTAL REVENUES		37,038,233	1,971,610	39,009,843	18,047,708	481,898	18,529,606
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	8,063,740	1,293,404	9,357,144	3,929,404	526,678	4,456,082
Certificated Pupil Support Salaries	1200	598,402	183,693	782,095	328,652	43,062	371,714
Certificated Supervisors' and Administrators' Salaries	1300	973,120	199,505	1,172,625	537,422	97,801	635,223
Other Certificated Salaries	1900	0	0	0	0	0	0
Total, Certificated Salaries		9,635,262	1,676,602	11,311,864	4,795,478	667,541	5,463,019
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	354,586	0	354,586
Total, Non-certificated Salaries		667,508	0	667,508	354,586	0	354,586
3. Employee Benefits							
STRS	3101-3102	1,220,619	372,295	1,592,914	507,929	194,108	702,037
PERS	3201-3202	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	190,776	24,311	215,087	96,660	9,679	106,339
Health and Welfare Benefits	3401-3402	2,317,014	265,812	2,582,826	844,788	410,255	1,255,043
Unemployment Insurance	3501-3502	139,087	22,634	161,721	69,526	9,012	78,538
Workers' Compensation Insurance	3601-3602	206,055	33,532	239,587	103,001	13,351	116,352
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	1,621,904	636,405	2,258,309
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0	131,355	131,355	0	16,880	16,880
Books and Other Reference Materials	4200	5,742,537	0	5,742,537	3,340,725	0	3,340,725
Materials and Supplies	4300	2,948,339	0	2,948,339	1,579,521	0	1,579,521
Noncapitalized Equipment	4400	1,468,947	30,778	1,499,725	887,302	0	887,302
Food	4700	0	0	0	0	0	0
Total, Books and Supplies		10,159,823	162,133	10,321,956	5,807,548	16,880	5,824,428

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	3,452,269	943,243	4,395,512
Travel and Conferences	5200	261,188	0	261,188	35,405	0	35,405
Dues and Memberships	5300	58,527	0	58,527	44,104	0	44,104
Insurance	5400	4,276	0	4,276	9,182	0	9,182
Operations and Housekeeping Services	5500	46,915	0	46,915	9,380	0	9,380
Rentals, Leases, Repairs, and Noncap. Improvements	5600	296,785	0	296,785	158,102	0	158,102
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	806,282	0	806,282
Communications	5900	597,817	0	597,817	191,474	0	191,474
Total, Services and Other Operating Expenditures		8,747,105	2,110,286	10,857,391	4,706,198	943,243	5,649,441
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	903	0	903
Total, Capital Outlay		1,626	0	1,626	903	0	903
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	17,286,617	2,264,069	19,550,686
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,753,358	(2,695,995)	1,057,363	761,091	(1,782,171)	(1,021,080)
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	(1,782,171)	1,782,171	0
4. TOTAL OTHER FINANCING SOURCES / USES		(2,695,995)	2,695,995	0	(1,782,171)	1,782,171	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,057,363	0	1,057,363	(1,021,080)	0	(1,021,080)
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	(571,401)	0	(571,401)
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	0	0	0
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	(571,401)	0	(571,401)
* Percent of Total Expenditures and Other Uses		3.97%	0.00%	3.97%	-2.92%	0.00%	-2.92%

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				3,469,002	0	3,469,002
Fair Value Adjustment to Cash in County Treasury	9111				0	0	0
In Banks	9120				7,010,205	0	7,010,205
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				0	0	0
4. Due from Grantor Government	9290				98,630	0	98,630
5. Stores	9320				0	0	0
6. Prepaid Expenditures (Expenses)	9330				45,846	0	45,846
7. Other Current Assets	9340				51,905	0	51,905
8. *Capital Assets (for accrual basis only)*	*9400-9499*				0	0	0
9. TOTAL ASSETS					10,675,812	0	10,675,812
H. LIABILITIES							
1. Accounts Payable	9500				9,815,931	0	9,815,931
2. Due to Grantor Government	9590				0	0	0
3. Current Loans	9640				0	0	0
4. Deferred Revenue	9650				1,431,282	0	1,431,282
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*				0		0
6. TOTAL LIABILITIES					11,247,213	0	11,247,213
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)					(571,401)	0	(571,401)

ADA ESTIMATES:

Estimated P2 ADA for Budget	3837
Estimated P2 ADA as of January 31	3738

CHARTER SCHOOL 2018/19 Second Interim Report
FINANCIAL REPORT -- ALTERNATIVE FORM
Actuals through January 31, 2019

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 SECOND 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: 10-Mar-19
Charter School Official

Printed Name: Frances Sassin Title: Director of Business Services

To the County Superintendent of Schools:

( ) 2018/19 CHARTER SCHOOL SECOND 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 SECOND 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 Second Interim Report, please contact:

For Approving Entity:	For Charter School:
Kathleen Lange	Frances Sassin
Name	Name
Business Analyst	Director of Business Services
Title	Title
949-234-9328	949-306-8498
Telephone	Telephone
klange@capousd.org	fsassin@calca.connectionsacademy.org
E-mail address	E-mail address

To: California Connections Academy Board
From: Claudia Burns
Re: 2019-20 School Calendar
Date: March 15, 2019

Attached is a draft calendar for the 2019-20 school year. This calendar has been carefully reviewed by your school principal and the Director of Schools, and represents 180 student days. Once board-approved, this calendar will become the official school calendar for 2019-20 and will be added to the State-Specific School Handbook Supplement.

3.4.1 CalCA School Calendar

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

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

School Status Legend:

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

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

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

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

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

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

A network of California Public Charter Schools

Operated by California Online Public Schools

2019 ADMINSTRATIVE WORK CALENDAR

Administrative employees of California Online Public Schools work 12 months per year. The work calendar includes all regular weekdays with the exception of the following paid holidays. The school offices are closed on the following holidays (with the exception of individual employee floating holidays).

HOLIDAY	DATES
New Year's Day	January 1
Martin Luther King Day	January 21
Memorial Day	May 27
Independence Day	July 4 and July 5
Summer Holiday	July 8 through July 12
Labor Day	September 2
Thanksgiving Holiday	November 28 and November 29
Winter Holiday	December 25 through December 31
Floating Holidays	Two Days at Employee's Discretion with Supervisor Approval

From: Amy Pymm
To: California Online Public Schools Board of Directors
Re: School-Specific Handbook Supplement for 2018-2019

Attached for board approval is an update to the “Conduct, Due Process, Grievance, and Communication” section of 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.

Student and Employee Communications

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by California Connections Academy. All communications must be appropriate and remain educationally relevant.

Please let us know if we can aid in the review process in any way or if you require further information on this policy.

California Connections Academy North Bay

CalCA NORTH BAY

CHARTER RENEWAL

Submitted to

Middletown Unified School District

RENEWAL APPROVED on April 10, 2019

Charter originally approved on January 15, 2014

Dr. Richard Savage, Executive Director
California Connections Academy North Bay
rsavage@calca.connectionsacademy.org

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The 15+ Elements of a Charter Petition

Education Code section 47605 requires petitioners to provide a reasonably comprehensive description of the 15+ elements outlined in the Education Code Section 47605(b)(5)(A-O)[1]. These and other requirements are listed in Figure 1.

Figure 1. 15+ Elements of a Charter Petition.

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

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

EXECUTIVE SUMMARY

California Connections Academy North Bay[2] (abbreviated herein as "CalCA North Bay") has set a new standard for virtual education excellence in California. Students have benefitted from a top-quality curriculum that meets all California Common Core State Standards. Each student has a Personalized Learning Plan and one or more fully qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs.

More than an online school, CalCA North Bay is a virtual learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA North Bay serves students in grades K-12 in Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties. CalCA North Bay represents an outstanding educational choice for families in Lake County and contiguous counties and will continue to build awareness of Middletown Unified School District's ("MUSD" or the "District") innovative approach to learning.

CalCA North Bay "serves highly mobile students with complex needs known to impact academic performance." Students benefit from instruction that is individualized, personalized, and flexible.

CalCA North Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom. These include:

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

[2] The school name was previously California Connections Academy @ North Bay. The "@" symbol is being removed from the name to conform to a new naming convention and because it created difficulties to include it.

There are currently four other California Connections Academy (CalCA) virtual public schools in the charter network referred to as "California Connections Academy Schools"[3]:

- California Connections Academy Central (CalCA Central) opened under a charter authorized by Alpaugh Unified School District in 2006 and serves approximately 450 students in the lower Central Valley,
- California Connections Academy Ripon (CalCA Ripon) opened under a charter authorized by Ripon Unified School District in 2012 and serves approximately 1,150 students in the upper Central Valley and Northern California regions including Sacramento and East Bay,
- Southern California Connections Academy (CalCA SoCal) opened under a charter authorized by Capistrano Unified School District in 2004 and serves approximately 3,600 students in Southern California, and
- California Connections Academy Central Coast (CalCA Central Coast) will open under a charter authorized by Cuyama Joint Unified School District in 2019-2020 and will serve approximately 200 students in the Central Coast region.

CalCA North Bay plans to continue to contract with Connections Education (referred to herein as ("Connections")) for certain curriculum, technology, and school support services consistent with California law under AB 406 during the term of the renewal charter.

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

The curriculum is updated regularly, with revisions and improvements communicated to the school's Governing Board[4], based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. Connexus facilitates the

[3] Each school operated by California Online Public Schools (CalOPS), a California public benefit corporation, will be updating its name to reflect a change to a unified name convention. The existing California Connections Academy@Central, the existing California Connections Academy@Ripon and the existing Capistrano California Connections Academy will be updated to remove the @ symbol from their names as well as to best reflect regional areas served. Similarly, the existing California Connections Academy @ North Bay will be updated to conform to this naming convention by removing the "@" sign, with the updated name of California Connections Academy North Bay, as reflected in this charter renewal application.

[4] In this document, use of the term "Board" or "Governing Board" refers to the Governing Board for the nonprofit public benefit corporation that operates CalCA North Bay, California Online Public Schools (CalOPS), unless otherwise specifically indicated as the MUSD Board of Trustees (the Middletown Unified School District's Board).

effective delivery of the curriculum via an optimal combination of technology and print media. CalCA North Bay staff facilitate enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of this “high-tech, high-interaction” instructional model is student achievement. Students master the core subjects of reading/language arts, mathematics, science, and social studies through a challenging curriculum that meets California Content Standards (including the Common Core State Standards) and are prepared to perform well on the state assessments. High school core courses and many elective courses are also University of California “a-g” and NCAA approved.

CalCA North Bay’s highly trained and experienced California-certified teachers are integral to student and school success. Teachers are in regular contact with students via WebMail (Connections’ proprietary, closed-system email program), telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers motivate, provide instruction, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. Ongoing and comprehensive professional development in online learning pedagogy and curriculum with a focus on common core instructional shifts, data-driven instructional decisions, and the school’s adopted Core Competencies for Facilitating Student Learning is an integral part of teacher success with students. Additional California-focused professional development is offered throughout the year.

CalCA North Bay integrates school, community, and home. Another critical factor for success is the Learning Coach. The Learning Coach, a parent or other parent-designated caring adult, plays an active role in the learning process, providing input and communicating regularly with teachers. The CalCA North Bay program integrates school, community, and home via online and face-to-face activities. School staff members in coordination with parent volunteers facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. Ninety-six percent of CalCA North Bay families report that their child/children are satisfied with the program and 93% report that the quality of the curriculum is high quality.

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

HISTORY AND ACCOMPLISHMENTS

CalCA North Bay was first chartered in June 2014 by the Governing Board of MUSD. This renewal will be the first renewal for the school. CalCA North Bay has served students in all grades K-12 as a non-classroom-based, independent charter school since 2014, with enrollment in the high school grade levels making up approximately 60% of the total enrollment. CalCA North Bay has experienced a steady increase in enrollment from year to year. School enrollment has increased by an average growth of 25% over the past four years.

In recognition of its effective and innovative educational approach, CalCA North Bay has been accredited for grades K-12 by the Western Association of Schools and Colleges (WASC), while Connections, which provides curriculum, technology, and school support services, is accredited by AdvancED.

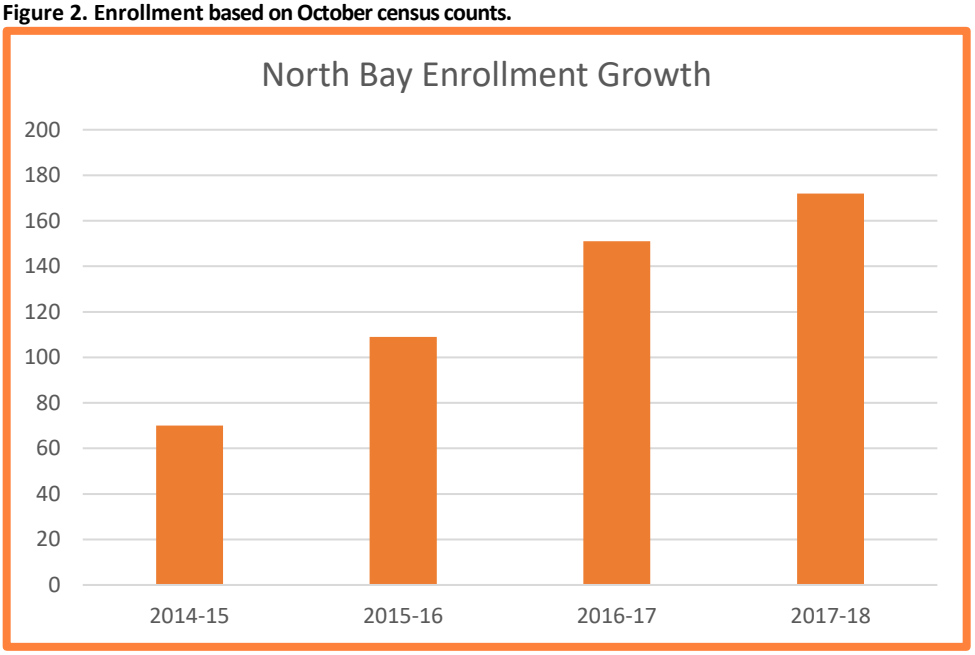
The California Connections Academy Schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED™[5]. During its reaccreditation process in 2015, Connections' overall scores exceeded AdvancED's average score for all of the schools and corporations AdvancED accredits. AdvancED reviewers noted that "Connections Education's quality assurance processes and data-driven culture lead to systemic, systematic, and sustainable continuous improvement."

ENROLLMENT AND DEMOGRAPHICS

CalCA North Bay serves a diverse population and has experienced steady enrollment growth. Figure 2 demonstrates the growth trends from the school year 2014–15 through 2017-18 for the school in grades Kindergarten through 12th grade.

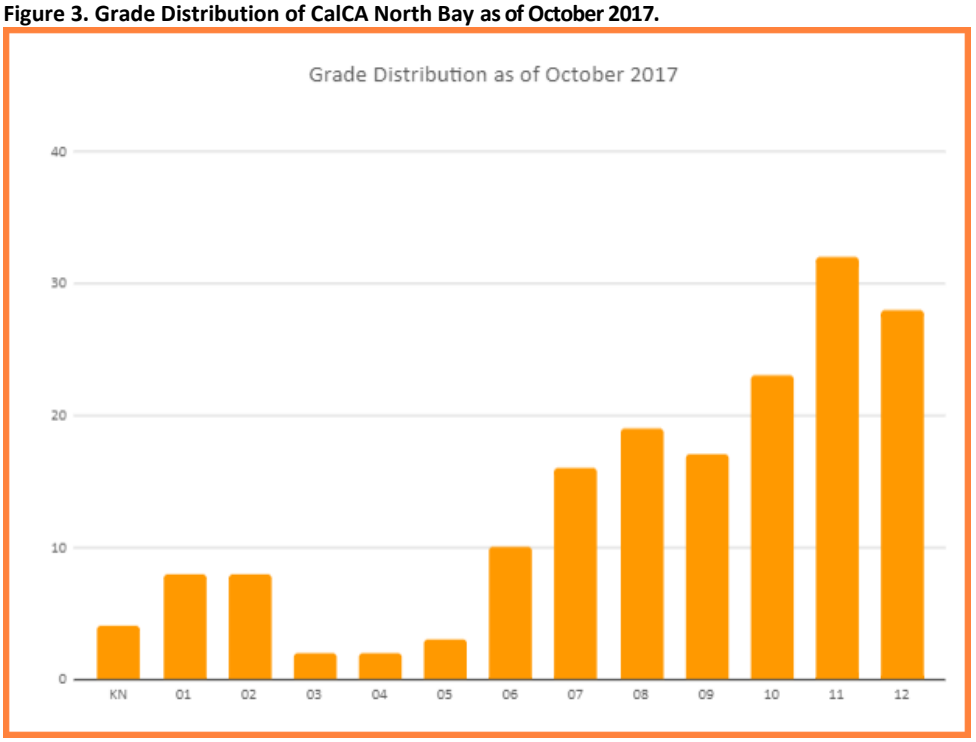
[5] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

Figure 2. Enrollment based on October census counts.



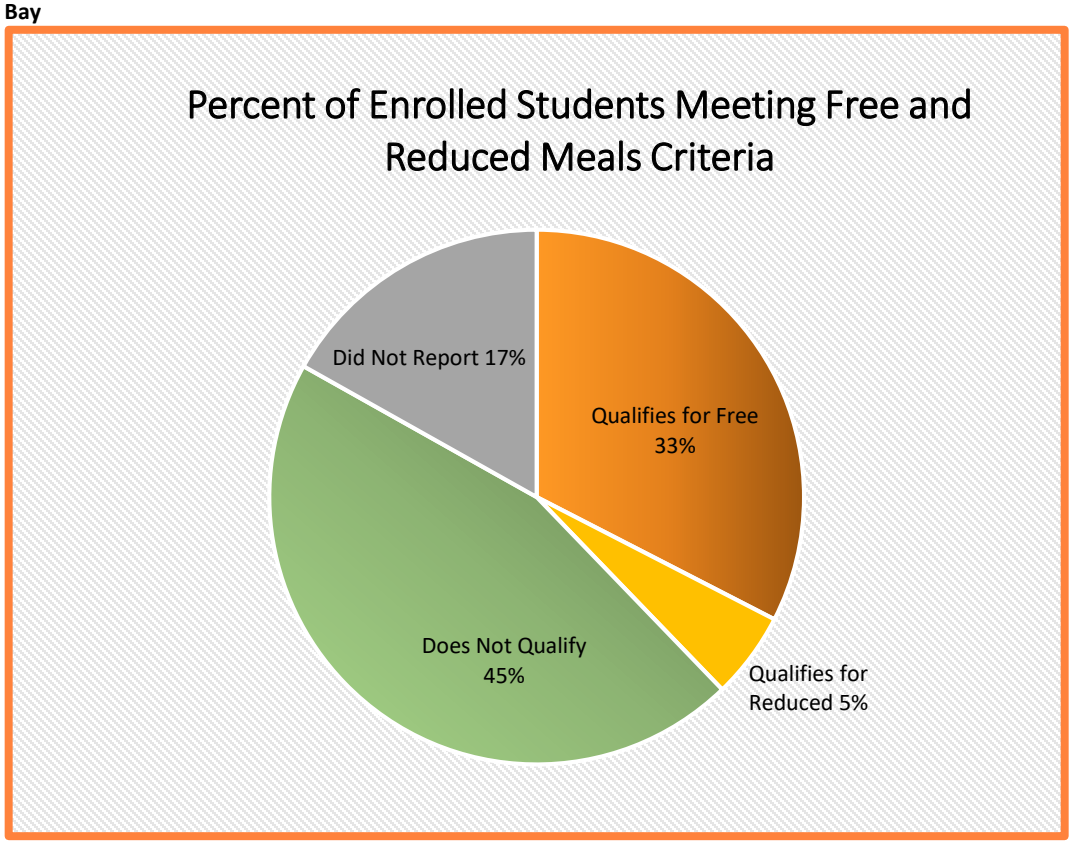
The following data points are compiled based on the official state data for CalCA North Bay. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2017, with grades 9-12 representing the largest number of students.

Figure 3. Grade Distribution of CalCA North Bay as of October 2017.



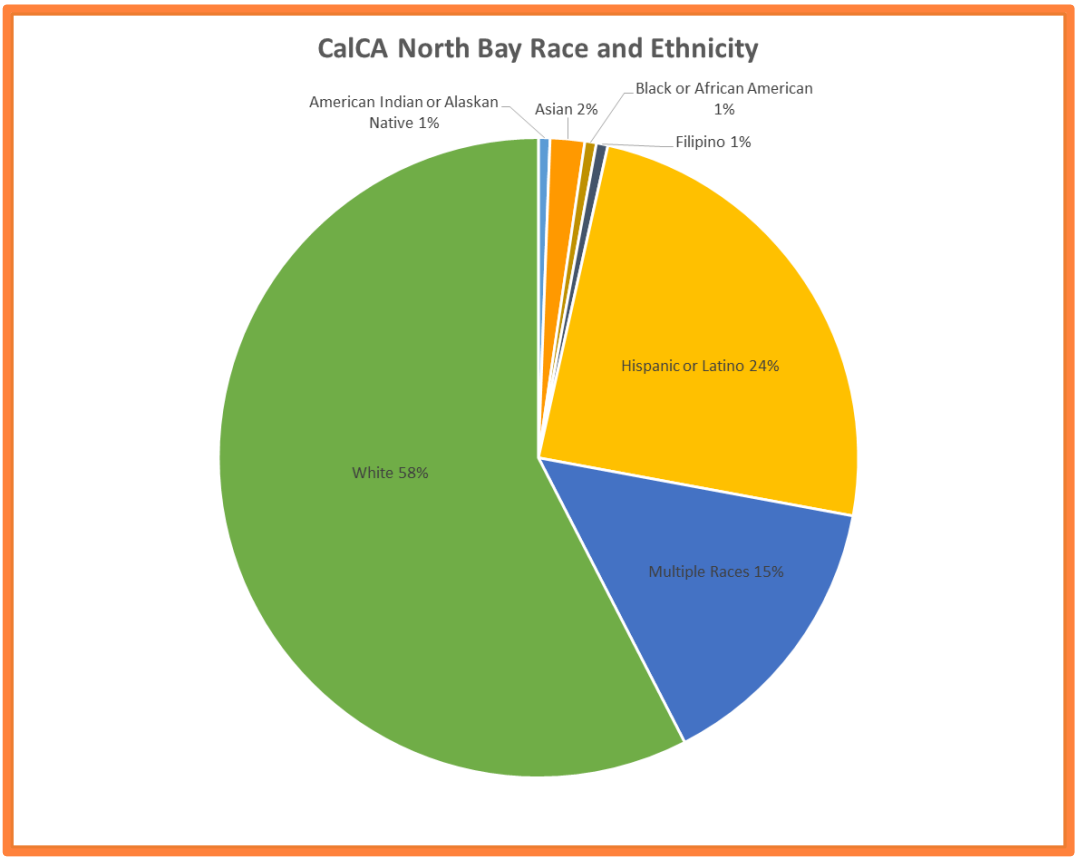
In addition, approximately 38% of the students served by the CalCA North Bay school (as of October 2017) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced price meal benefits), as illustrated in Figure 4. Please note that this number is an estimate as 17% of families choose not to report this information.

Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Priced Meals Criteria as of October 2017 for CalCA North Bay



CalCA North Bay also serves a diverse student population with 24% of students identifying as Hispanic/Latino, 15% of students identified as Multiple Races, 2% of students identified as Asian, 1% identified as American Indian or Alaskan Native, and 1% of students identified as African American, as of October 2017 as illustrated in Figure 5.

Figure 5. Ethnicity Breakdown of CalCA North Bay as of October 2017.



ACADEMIC ACCOUNTABILITY

California Accountability

The following information shows that the school has demonstrated pupil academic achievement over its charter term. Additional academic and other achievements are also listed in the Accomplishments section.

Based on a review of test data from the past several years, CalCA North Bay students overall have exceeded the state average in English Language Arts. Due to the small size of the school, most grade levels tested did not have enough students to perform a more detailed analysis. Figures 6 and 7 show overall school performance on the state assessments administered in Spring of 2016 and 2017. These figures also demonstrate that the school has shown academic improvement in both academic areas between the 2015-16 and 2016-17 school years. Initial analysis of the testing from Spring of 2018 indicates that CalCA North Bay students are continuing to exceed the state average in English Language Arts. Math scores appear to show a downward trend in 2017-18; however, interpretation of these trends is limited due to the low number of students tested.

Figure 6. SBAC English Language Arts/Literacy State Test Proficiency Two Year Comparison.[6]

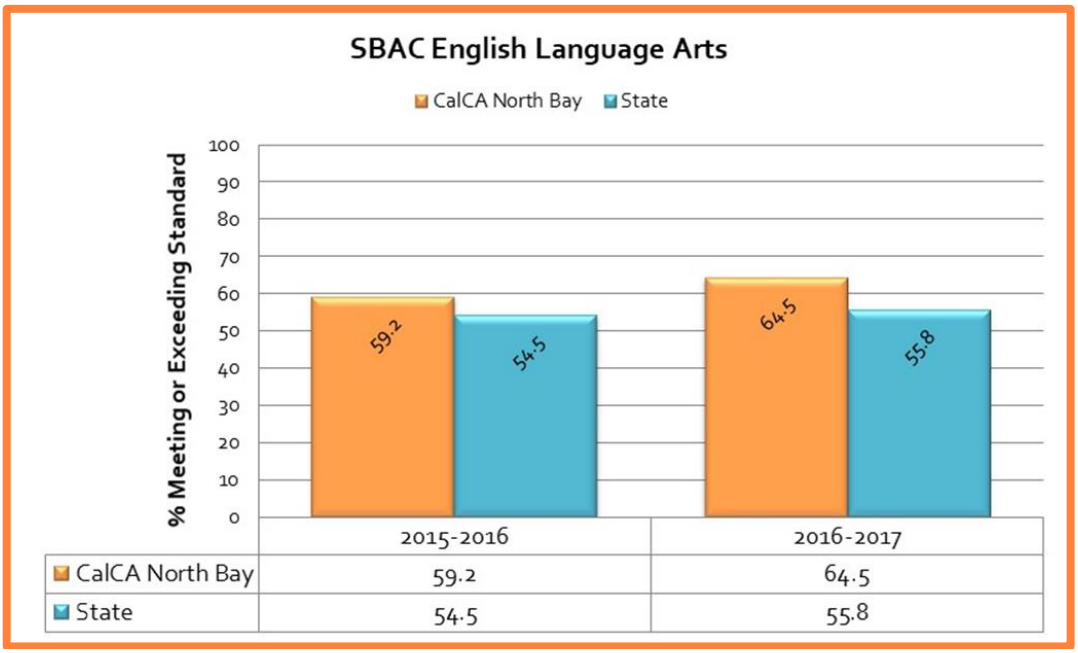
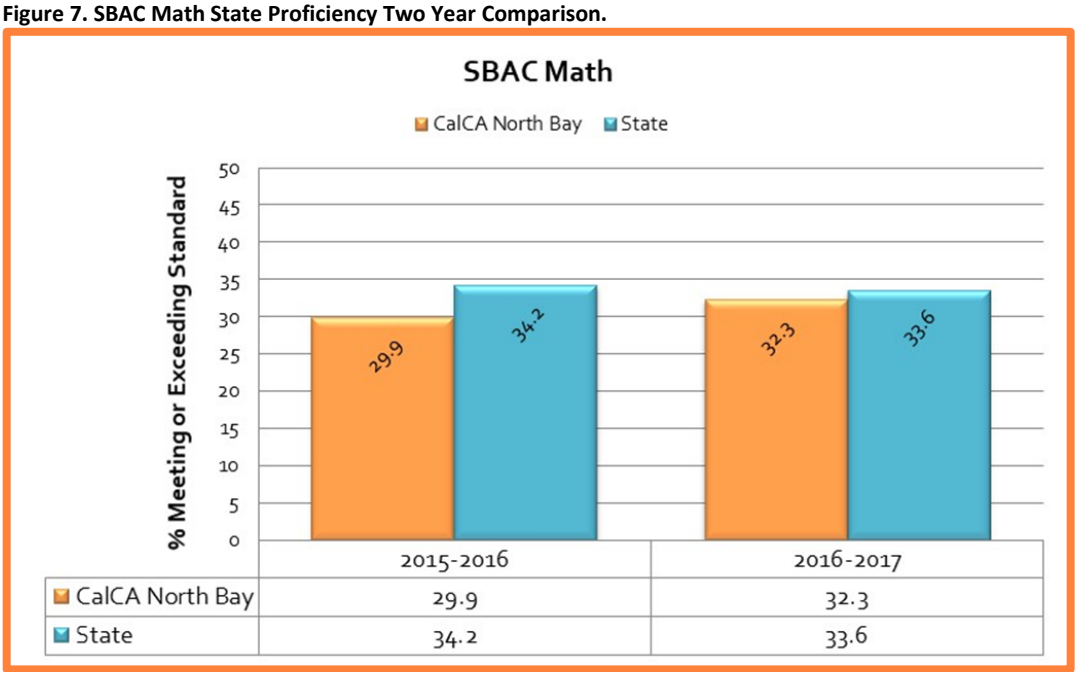


Figure 7. SBAC Math State Proficiency Two Year Comparison.



[6] For figures 6 and 7, our comparisons include data from the CDA CAASPP website and are limited to grades that CalCA North Bay served and where a sufficient number of students were tested. Our state-level performance includes those same grade-levels as opposed to all students tested in the state of California.

In addition, the school conducts internal pre- and post- assessments for students in all grade levels (see Sections II.B and III.C for a description of the LEAP and Scantron assessments). When comparing student performance on these assessments over several years, the percentage of students making satisfactory progress (defined as at least one year of growth over one academic year) increased annually for English Language Arts, with a total increase of approximately 10% over the first three school years since the school opened. The trend in Math was not as strong, but between 2015-16 and 2016-17 the percentage of students making satisfactory progress in Math increased by 2%.

One important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many schools which serve students in all grades K-12 and which would therefore have comparable academic data. One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking. The CalCA schools in existence at that time were consistently rated very high on this measure—ranging from 7 to 10, obtaining a rank of 10, the highest possible, in multiple years.[7]

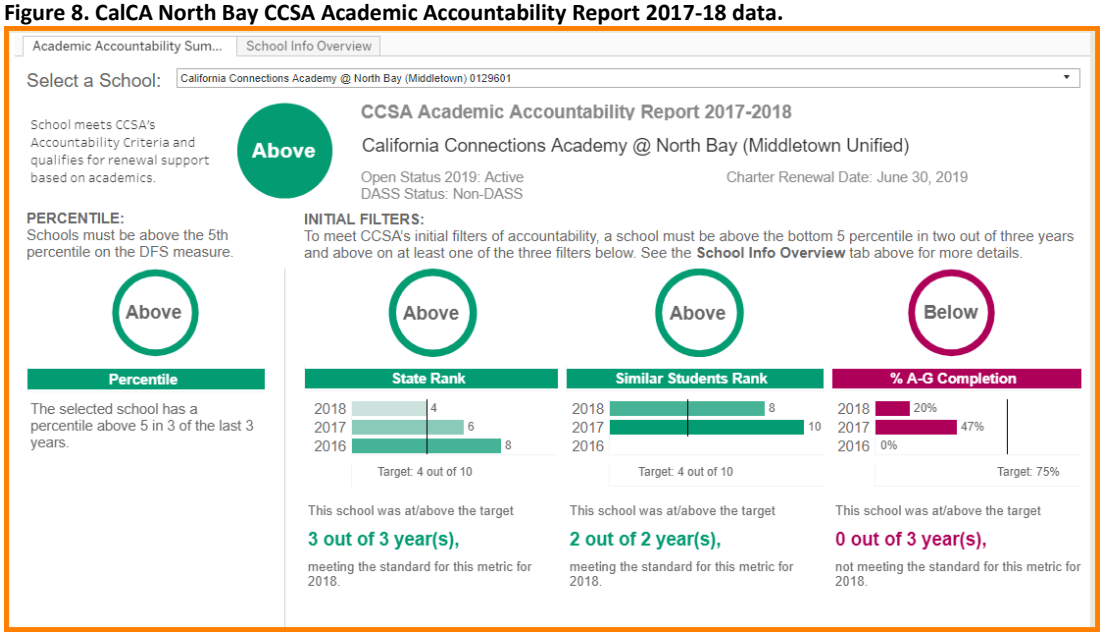
While the state has not yet devised a replacement for the similar schools ranking, it is expected that when the state does provide school to school comparisons, CalCA North Bay's academic performance relative to other schools which serve similar student populations will demonstrate that it is doing well educationally with the students it is serving. The California Charter School Association ("CCSA") has already begun comparing data between schools, including both charter schools and traditional public schools. Based on their complex analysis, CalCA North Bay is scored a 10, the highest possible decile rating, when compared to other public schools serving similar demographics (See Figure 8 "Similar Students Rank") in 2017 and scored an 8 out of 10 in 2018.[8] CCSA's ranking system is equivalent to the former API ranking, which means CalCA North Bay performs significantly better than other schools which serve similar student populations. There is also a ranking given by CCSA (See Figure 8 "State Rank") where CalCA North Bay is compared to all public schools in California and on this measure, the school has been ranked around the state average, ranging from 4 to 8 on that measure over the past several years.

Given that the school is small and mobility rates are relatively high, this method of looking at school performance demonstrates that while the overall school rates in math on the state assessment may still be below state averages, the school actually exceeds expectations when demographic factors are taken into account. Figure 8 is one illustration of the CCSA Academic Accountability reports, which can also be found on the CCSA public website (www.ccsa.org/advocacy/accountability).

[7] https://www.cde.ca.gov/ta/ac/ar/index.aspresults

[8] http://www.ccsa.org/advocacy/accountability/index.html#tab-school_results

Figure 8. CalCA North Bay CCSA Academic Accountability Report 2017-18 data.



It is important to note that schoolwide standardized test scores may fluctuate from year to year. In addition, the school is still small and so analysis of any grade level is difficult. State test scores do not necessarily represent overall performance at CalCA North Bay, given the limited number of grades with a sufficient number of students tested. (Note that the state does not report on grades with 10 or fewer students tested.) Over the past few years, there was only one grade level, Grade 11, which had enough students testing over at least two years to report. All other grade levels had fewer than 10 students who tested over two consecutive years.

Student mobility and growth rate are important factors in analyzing academic performance, especially in a small school. Due to the unique virtual school program offered, which uses an independent study model, the school experiences student turnover both during the year, as well as from year to year. Many students and families choose a virtual school program to serve a unique need for a particular period of time, i.e. medical reasons, sports, family move, bullying, and so forth. Their intent is to solve a family issue and enroll in a virtual school for a limited time.

Due to the relatively small size of CalCA North Bay, as well as the relatively rapid growth rate each year, it is particularly susceptible to enrollment fluctuations which have an impact on academic performance data.

In addition, the state has used several methods in calculating the school's scores on the CAASPP tests that create a negative impact for any student who does not participate. For example, those students may be assigned the lowest possible score when calculating the school's overall academic performance. Due to the challenges of setting up in-person testing locations, as well as the challenge of many parents who elect to "opt out" of state testing, the school's test scores may be negatively impacted by these methods of calculation in use by the CDE.

In the context of the study conducted of representative Connections Academy schools nationally for students enrolled during the 2013–2014 to 2015–2016 academic years, the following comparative statements about the efficacy of Connections Academy schools have been validated:[9]

- There was no statistical difference in percentage scoring proficient in math and reading between student cohorts in Connections Academy schools and cohorts in brick-and-mortar schools that were matched on prior achievement; and after adjusting for district-mean student mobility and school-mean student socioeconomic status and other demographic factors.
- Student cohorts in Connections Academy schools statistically outperformed (by 7.9 percentage points) cohorts in other virtual schools (matched on prior achievement) in terms of the percentage scoring proficient in reading on state assessments.
- There was no statistical difference in percentage scoring proficient in math between student cohorts in Connections Academy schools and cohorts in other virtual schools that were matched on prior achievement.

Student academic achievement is the highest priority for CalCA North Bay. Over the past several years, the school has put in place several significant interventions to ensure that student performance exceeds the growth targets, especially among the subgroup populations. These activities have been included in the school's improvement planning, including the Western Association of Schools and Colleges (WASC) Action Plan and the Local Control and Accountability Plan (LCAP). These include:

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

[9] https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/audited/Connections-Academy-research-report.pdf

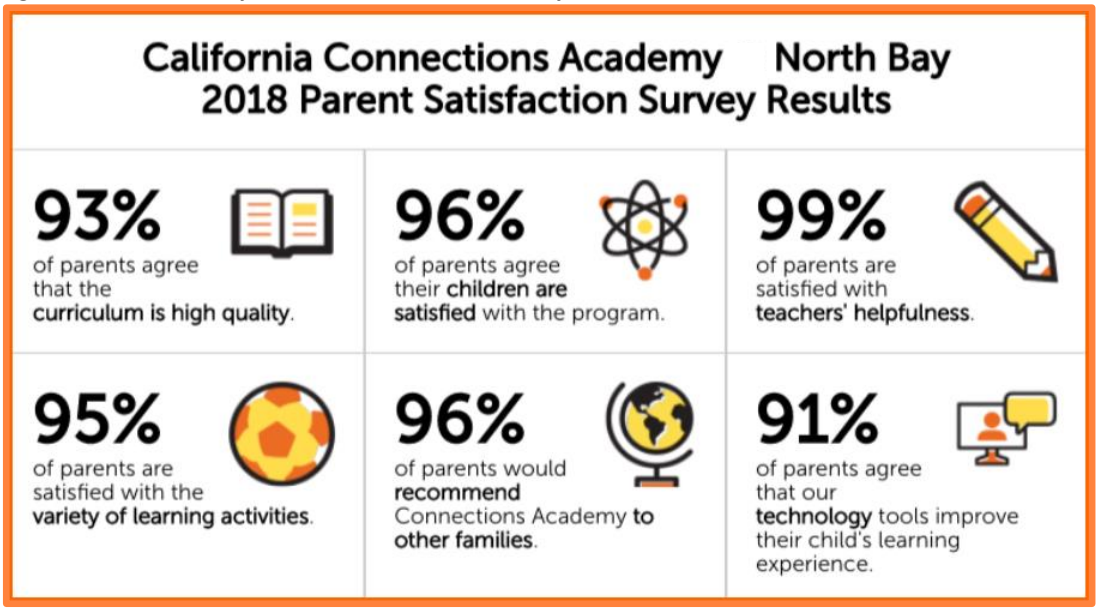
Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

PARENT SATISFACTION

Figure 9 presents the most recently compiled parent satisfaction survey results from CalCA North Bay. The school has consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and its respective Board. The results over the past three years demonstrate that the school is meeting the parent satisfaction goal laid out in the charter in Section III.A.

Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the LCAP. Over the past several years, the percent of parents responding to surveys from CalCA North Bay in 2017-18 was 93%. Therefore, these results are considered reflective of the overall experience of the families.

Figure 9. CalCA North Bay 2018 Parent Satisfaction Survey Results.



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

Top Reason Why I like Connections Academy

Some of my top reasons why I like Connections Academy are: Flexibility of coursework schedule; Ease of getting answers from all staff, from teachers to administration; Availability of coursework, including many AP, Honors, and elective course; Students are encouraged to dual enroll in college classes which opens up even more options for the student; The school set up feels more familiar to a brick and mortar school, in that you don't need to find your own curriculum, everything is still provided for you with a teacher for each class; Your entire syllabus year is laid out so a student knows what work is ahead and can plan accordingly; The school doesn't want to see the student fail or fall through the cracks; Help is always available; and My child is given the opportunity to learn from errors and make improvements to his work which leads to better understanding.

– CalCA North Bay parent

Personalized Attention from Teachers.

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

– CalCA North Bay parent

Connections Exceeds Expectations.

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

– CalCA North Bay parent

Top Reasons a Parent Likes Connections

Some of my top reasons why I like Connections Academy – the flexibility of coursework schedule; ease of getting answers from all staff; from teachers to administration; availability of coursework, many more AP, Honors and elective course offerings than many other online schools in my area; students are encouraged to dual enroll in college classes which opens up even more options for the student; the school set up feels more familiar to a brick and motor school, in that you don't need to find your own curriculum; everything is still provided for you with a teacher for each class; your entire syllabus year is laid out so student knows what work is ahead and can plan accordingly; and the school doesn't want to see the student fail, unlike our experience at a local HS this school hasn't let my kid fall through the cracks when he needs help it is always available and he is given the opportunity to learn from errors and make improvements to his work which leads to better understanding.

– CalCA North Bay parent

Connections Academy is Great!

I feel compelled to reach out and let you know that I believe Connections Academy is a great school. When my students were enrolled in a "credited public school" that was being recognized for their academics, my student was not being challenged to excel. Since enrolling my first child, my family has grown. I now have had all four of my children attend Connection's Academy from K-9, my youngest being in first grade. My oldest son who is a junior in high school is taking college courses at CalPoly which is adjacent to his high school. Your program has allowed my children to have the time to train in Jujitsu from the age of 6. Now at the ages of 16 and 14 my older two sons are physically fit and well educated enough to be Fire Explorers and give back to their community. Your program has allowed them to learn time management that has hugely impacted the way they run their lives. These things will not show up on a state test.

– CalCA North Bay parent

Teacher Supports her Students.

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

– CalCA North Bay parent

Our Teacher is a Great Communicator.

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

– CalCA North Bay parent

Students Appreciate the California Connections Academy Teachers.

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

– CalCA North Bay student

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

– CalCA North Bay student

Connections Academy is Amazing!

"We miss you all already....
Thank you to the best school, staff, and teachers we've ever had. We will never forget our amazing experience with Connections Academy. Best Wishes to you all!"

– CalCA North Bay parent

ACCOMPLISHMENTS

CalCA North Bay is proud of its accomplishments:

Academic and Educational Achievements and Other Alternative Measures Showing Increases in Academic Achievement

- CalCA North Bay students have met or exceeded the state in English Language Arts on the state assessments in all grades with sufficient numbers tested for the past three years, with only one exception (7th grade in 2017-2018, which was the first year 7th grade had enough students to report).
- CalCA North Bay students have shown increases in Math on the state assessments between 2015 and 2018, given the volatility of the data analyzed over the past several years.
- CalCA North Bay students have shown improvement on internal assessments designed to demonstrate annual academic growth in Math and English Language Arts.
- When compared to other schools serving similar demographic populations, the California Connections Academy Schools show that they outperform these comparator schools. This was evident in the similar schools' rankings given by the state in past years. Since that ranking has been discontinued, the comparisons done by CCSA have continued to show that the California Connections Academy Schools are providing a high quality education for the students served, based on high Similar Student Measure rankings and CCSA's similar school ranking metric (see also the Academic Accountability section). CalCA North

Bay scored the highest possible ranking of 10 in 2017 when academic performance was analyzed using other demographically comparable schools.

- CalCA North Bay has received positive reports from the Western Association of Schools and Colleges (WASC). In the most recent full self-study, conducted in spring of 2018 by a WASC team led by one of the Coordinators from the WASC office, the school received affirmation of all aspects of its program as well as for its ongoing and consistent efforts towards school improvement.
- The CalCA North Bay 2018 spring graduating class included 4 students graduating with the highest honors with GPAs of 4.0 or higher, as well as 11 additional students graduating with honors (GPA 3.0 to 3.99).
- The CalCA North Bay graduating class grew from 5 graduates in June of 2015 (first graduating class was from the first year 2014-15) to 24 graduates in June 2018.
- CalCA North Bay joined the Tulare SELPA in 2014 and has been successfully managing its Special Education program through its own Local Education Agency (LEA) membership in that Special Education Local Plan Area (SELPA).
- California Connections Academy Schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director and multiple Education Specialists on the school staff. On the most recent parent satisfaction survey, over 90% of parents agree that they are satisfied with special education services provided through CalCA North Bay. Survey responses were provided by 32 parents of children who were diagnosed with a learning disability and have an IEP.
- CalCA North Bay has improved and expanded on the English Learner (EL) program, including introducing credit bearing courses for high school EL students in the fall of 2017.
- Although CalCA North Bay does not yet have a large enough number of EL students to analyze the effectiveness of our program, over the past years, the California Connections Academy Schools have shown success with the EL students served. For all CalCA EL students who took the CELDT test two years in a row, 83% showed improvement in scores from 2013-14 to 2014-15, 55% improved between 2014-15 and 2015-16 and 71% of those tested improved between 2015-16 and 2016-17. (NOTE: Because of changes in the state language test, comparisons were not conducted during 2017-18.) In addition, the percent of all CalCA EL students who were reclassified to fluent was approximately 13% between the fall of 2016 to the fall of 2017 and approximately 16% from the fall of 2015 to the fall of 2016.
- California Connections Academy Schools have implemented an Advancement via Individual Determination (AVID) program to support students in grades 6–11 in order to further prepare them for college and other post-secondary options. Grade 12, along with a credit bearing AVID course, has been added in 2018-19.
- CalCA North Bay has successfully implemented and expanded programs for Gifted and Talented students (GATE).

- Connections is a University of California (UC) approved provider, and has over 100 courses on the approved "a-g" course list, covering all four core content areas as well as many electives. California Connections Academy Schools have been able to integrate in-person wet labs into science courses, thereby meeting the current “a-g” requirements for lab science courses.
- Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received “a-g” approval, allowing California Connections Academy students to more easily meet the “a-g” requirements while enrolled in an online school setting.
- More than eighty courses offered by Connections meet National Collegiate Athletic Association (NCAA) approval.
- California Connections Academy Schools implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.
- California Connections Academy Schools hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.
- California Connections Academy Schools consistently increase the offerings and effectiveness of staff training and professional development.
- California Connections Academy Schools enroll many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of students who are off their cohort for graduation, the schools are able to successfully support many of these students so that they are ultimately able to graduate.
- Graduates from the CalCA North Bay in 2017-18 were awarded $60,000 in scholarships.
- Students who graduated from schools supported by CalCA North Bay have been accepted at the colleges listed in Figure 10.

Figure 10. College Acceptances

College Acceptances for Recent CalCA North Bay Graduates
• California State University – Chico • California State University – Davis • California State University – Fullerton • California State University – Long Beach • California State University – Sacramento • Iowa State University • Napa Valley Community College • Sacramento City College • Santa Rosa Junior College • Solano Community College • University of California – Davis • University of California – Irvine • University of the Pacific • Utah State University • Woodland Community College

Other Achievements

- 98.6% of CalCA North Bay parents were satisfied with helpfulness of their teachers according to the 2018 Parent Satisfaction Survey.
- School climate and culture are strong across all California Connections Academy schools. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very positive experience with the school. Annual surveys show that California Connections Academy schools earn a high level of parent, staff, and student satisfaction.
- California Connections Academy North Bay has increased the number, location, and type of field trips offered to families each year. During the 2017-18 school year, CalCA North Bay had 10 field trips with 224 family members in attendance.
- California Connections Academy North Bay hosts a joint in-person graduation ceremony each year, along with other CalCA schools, for their graduates. Since the school opened in 2014, the number of senior graduates from CalCA North Bay that attended a commencement ceremony has increased each year. Total attendance for graduates of all CalCA schools, along with families, was approximately 2,300, not including staff. In-person grade 8 promotion ceremonies are also offered.
- Families attend multiple school functions, such as picnics and celebrations. Each school typically offers three picnic events each year to allow family members to meet each other and to meet staff in person.
- The California Connections Academy Schools have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.
- CalCA North Bay enjoys a strong partnership with the existing California Connections Academy non-classroom-based "sister" charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.
- School suspension rates are very low at the California Connections Academy schools — there have been no disciplinary suspensions or expulsions since the inception of CalCA North Bay.
- California Connections Academy North Bay serves socioeconomically, racially, ethnically, and geographically diverse student populations.
- California Connections Academy North Bay builds strong school communities through both face-to-face and virtual interactions.

- California Connections Academy North Bay performs outreach and participates in many community events, and also collaborates with community organizations. Examples of community involvement include:
    - CalCA North Bay has participated in several Earth Day events, including the Earth Day Festivals hosted by the City of Santa Rosa and the Environmental Education Coalition of Napa County. In addition, the school has participated in multiple community events such as the City of Sebastopol Apple Blossom Festival (hosted by the Chamber of Commerce), the City of Petaluma Butter and Egg Days, the Celebrate Davis event (in conjunction with the Chamber of Commerce), the 123rd annual Luther Burbank Rose Parade and Festival, the NASCAR Toyota event at the Sonoma Raceway, and the City of Windsor Holiday Tree Decorating event.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences recently, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.
- California Connections Academy North Bay is fiscally stable as evidenced by balanced budgets, adequate cash flow, and a stable reserve balance.
- Each of the annual audit reports for CalCA North Bay since inception has been completed with no findings.
- California Connections Academy North Bay implements thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- California Connections Academy North Bay complies with the requirements of state and federal law as applicable to charter schools.
- California Connections Academy North Bay complies with the terms of its charter including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

I. FOUNDING GROUP

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

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

I.A GOVERNING BOARD

CalCA North Bay is governed by the non-profit Governing Board, California Online Public Schools (CalOPS).[10] The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

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

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

[10] In August of 2018, all three existing non-profit corporations were merged to form California Online Public Schools which now governs all the California Connections Academy schools.

- **Mr. Michael Henjum, Board Vice President:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and principal. He is currently the Head of Advancement at Saddleback Valley Christian School in San Juan Capistrano. Mr. Henjum earned his B.A. from Vanguard University, M.Ed. in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join this board because of his dedication to schools that provide a rigorous, college-prep curriculum to students and his belief that school choice is an effective way to achieve greater student achievement, with charter schools being one of the most effective vehicles to accomplish this goal. He has also served as Treasurer in past years.
- **Mr. Dave Souza, Board Secretary:** Dave Souza has extensive experience in business management. He earned an Associate's degree in Business Marketing and an Associate's degree in Fire Science from Chabot College. Mr. Souza continued his education with Cal State University, receiving his Bachelor's Degree in Business Administration. Throughout his professional career, Mr. Souza was a firefighter for four years, a Facilities Manager at Renaissance Old World, an Outside Sales Manager for Settco, Inc. in Fresno, and Director of Operations for Tesei Petroleum in Madera for ten years. He has served on a California Connections Academy Board for the past ten years and has served as Board President. He recently agreed to fill the role of Board Secretary.
- **Ms. Diana Rivas, Board Treasurer**: Diana Rivas is an involved parent representative to two children currently enrolled in the California Connections Academy program. She has a wealth of experience as a manager, team leader, and motivator, including experience in the food service industry. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. As a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas started serving as a parent representative in the spring of 2017.
- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 17 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.
- **Veronica Schreiver, Board Member:** Veronica Schreiver earned her Bachelor of Science in Biology from Keene State College in Keene, NH. She started her career in banking while in college in New Hampshire and moved up to Operations Manager prior to moving to the west coast. She began working at E*TRADE in California where she worked more than

seven years as an Active Trading Manager and became an Options and Trading principal, as well as passing her Series 7 and 63 licenses. She then moved on to Fidelity Investments where she has been 11 years and is a Financial Consultant and Vice President working directly with high net worth clients (over $520 M in net assets). In March 2018 she became a certified financial planner. Ms. Schreiver loves her work helping clients realize their retirement goals and needs. Ms. Schreiver chose to serve on the board to use her expertise in business/education/parent to help make the California Connections Academy program the best it can be.

- **Adam Pulsipher, Board Member:** Adam Pulsipher is currently serving as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home. He has been working with disabled Veterans since 2015. He has enjoyed a career in the operations of Healthcare Facilities for nearly 20 years. He is small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.
- **Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to one of her children who was a California Connections Academy student. Ms. Watson holds a Bachelor of Science degree in School Health from California State University, Long Beach, and has experience working as a Dental Assistant. She also has experience volunteering for the Cub Scouts as a Webelos Den Leader where she helped boys achieve their Arrow of Light awards, and volunteering as an adult leader for a local church where she currently plans lessons and activities to teach leadership skills to young girls.

I.B SCHOOL LEADERSHIP

CalCA North Bay has a strong and experienced leadership team to serve students. The following individuals demonstrate the quality of the leadership team who are responsible for creating high expectations for student achievement and collaboration among all stakeholders.

- **Dr. Richard Savage, Executive Director:** Dr. Savage is the Executive Director of CalOPS which operates all of the California Connections Academy Schools. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7–12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University. He earned a Master's degree in Education Administration at California State University, Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of La Verne.
- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for the California Connections Academy Schools. Her background in education is diverse, with teaching experience in grades 3–12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Bay Area Schools, and most recently, served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in Psychology from University of California, Davis and her Master's degree in Educational Psychology from Columbia University.
- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for the California Connections Academy Schools. She has been part of the school organization for over a decade. She began her teaching career at CalCA SoCal in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including Master Teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.
- **Scott Ervin, High School Assistant Principal:** Mr. Ervin serves as one of the High School Assistant Principals for the California Connections Academy Schools. Mr. Ervin is a graduate of California State University, Fresno where he earned his Bachelor's degree in English. He earned his teaching credential from Chapman University. His first teaching

position was in a self-contained grade 7 class for one year and he then went on to teach high school English for seven years. Mr. Ervin then went back to California State University, Fresno to earn his Master's degree in Educational Leadership and his Administrative credential. After earning his Administrative credential, Mr. Ervin spent three years as an Assistant Principal at the middle school level, before beginning work for California Connections Academy.

- **Lauren Cunningham, High School Assistant Principal:** Ms. Cunningham serves as one of the High School Assistant Principals for California Connections Academy Schools. Ms. Cunningham has been involved in education for over 12 years. She began her teaching career working in the brick and mortar setting as a 2nd and 5th grade teacher in Capistrano Unified School District. She joined California Connections Academy in August of 2008 and taught 3rd grade, including gifted and talented, for nine years. During her time at California Connections Academy, she moved up the positions on the career ladder as a lead, coordinating, and then master teacher. Ms. Cunningham earned two Bachelor's degrees in Psychology and Sociology from University of California, Santa Barbara, her Multiple-Subject Teaching Credential and Reading Certificate from Cal State Fullerton, and is currently working on earning her Master's degree in Educational Leadership from National University.
- **Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for the California Connections Academy Schools. Prior to joining the organization, Ms. Tamayo spent the previous seven years working at the middle school level with Palm Springs Unified School District. In that time, she worked largely with English Learners of every stage in language acquisition. She found herself in many different roles, her most rewarding one being in the classroom with the students, forming relationships with them and watching them become fluent English speakers. She earned a Bachelor's degree in History from California State University, Long Beach, and a Master's degree in Educational Administration from California State University, San Bernardino, and a Master's degree in Cross-Cultural Education from National University.
- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney is the Middle School Assistant Principal for the California Connections Academy Schools. She started her career as a High School English and AVID teacher as well as a coach in Fresno. She then transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes. Ms. Pinckney earned her Bachelor's degree in Communications from California State University, Fresno and her Master's degree in Educational Administration from National University.

- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for the California Connections Academy Schools. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr. White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree from Chapman University before earning a teaching credential. He earned a Master's degree in Teaching from Chapman to more effectively drive student achievement.
- **Marissa Carter, Elementary School Assistant Principal:** Ms. Carter is a member of the California Connections Academy Schools' leadership team as the Elementary Assistant Principal. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with California Connections Academy Schools in 2009. As a California Connections Academy teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the California Connections Academy's Director of State Testing for California Connections Academy Schools. Ms. Carter has been impressed with the opportunities teachers at California Connections Academy Schools have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor's degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.
- **Mia Hardy, Director of Counseling Services**: When Ms. Hardy joined the California Connections Academy Schools, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master's degree in Educational Counseling and Guidance from California State University, San Bernardino and, in support of her degree, she earned a Pupil Personnel Services (P.P.S.) credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds, including underrepresented student populations such as African American students, Native American students, and Hispanic/Latino students from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.
- **Tanya Gustin, Director of Student Services (Special Education/504/English Learners):** Ms. Gustin has worked in the field of Special Education for over 20 years. She started her career as a behavior technician at a non-public school for students with Autism. Ms. Gustin earned a Bachelor's degree from Sacramento State University, and a Master's degree in Special Education from National University. Over the course of her career, Ms. Gustin has held many positions in the Special Education field including paraprofessional,

in-home Applied Behavior Analysis tutor, and Special Day Class Teacher for students with Autism from preschool to postsecondary settings. As an administrator, Ms. Gustin served as a Program Specialist at the Special Education Local Plan Area (SELPA) level. In this role, Ms. Gustin worked closely with multiple agencies to create programs for students in her community with special needs, such as the Collaborative Autism Diagnostic Clinic which is associated with the North Bay Regional Center. Ms. Gustin brings a wealth of knowledge on various special education topics, allowing her to provide ongoing trainings at many levels and present at conferences, such as the statewide Association of California School Administrator (ACSA) conference for Special Education. Just prior to joining the staff of California Connections Academy Schools, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- **Dr. Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for California Connections Academy Schools. Prior to joining the team, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.
- **Ashley Silver, Assistant Director of Student Services:** Ms. Silver received her Bachelor's degree and Master's degree from California State University, Fullerton. She is beginning her sixth school year at California Connections Academy Schools working in the world of virtual education. Prior to her current role, Ms. Silver worked as an Applied Behavior Analysis (ABA) case manager, special education teacher, and instructional assistant. While at California Connections Academy, Ms. Silver has taught K–8 reading, writing, basic math, and pre-algebra. Ms. Silver was an integral player in co-designing and implementing the school's inclusion plan for students in grades K–12 in online

classrooms. She continues to provide training and mentorship in the area of inclusion to online special educators across the nation.

- **Dr. Frances Sassin, Director of Business Services:** Before joining CalOPS, Dr. Sassin performed financial and compliance consulting work for over ten years for three charter schools, including the California Connections Academy Schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 18 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years. Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C OTHER SUPPORT

- Assisting the Governing Board will be the legal team at **Procopio, Cory, Hargreaves and Savitch, LLP**, a law firm with extensive experience in charter school law. Lead counsel is Greg Moser, Esq. Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost experts in charter school law in the state. He has been a legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.
- **CliftonLarsonAllen, LLP:** Also providing assistance for the Governing Board is the audit firm of CliftonLarsonAllen. CliftonLarsonAllen employs more than 5,400 people, including more than 700 principals and 2,300 CPAs, in more than 110 locations across the United States. The firm is approved by the California Department of Education to audit charter schools and has extensive experience with non-profit accounting and auditing.
- **Support Agencies:** CalCA North Bay is a member of both **California Charter School Association** (CCSA) and **Charter School Development Center** (CSDC) and accesses many resources for charter operators from both of these statewide charter support organizations.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

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

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

II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

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

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

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

- ***Assessment Objective Performance Reports (AOPR)***: These reports provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should

master by the end of identified grade levels based upon the California Common Core State Standards as well as the Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may complete individual or small group tutoring virtually with these students targeting specific skills. Currently, the AOPR supports secondary courses.

- ***Collaboration Among Students:*** Using Adobe Connect™ in LiveLesson® sessions, teachers may group students into break-out rooms to facilitate collaboration. Teachers then "visit" each room to observe student collaboration and provide targeted instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small-group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.
- ***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation or through one on one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. The results of this type of CBA may indicate a need for additional support or intervention for the student (see also Section II. E on interventions for at risk students). Verified curriculum-based assessments (VCBAs) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher. This type of CBA helps to make sure that students are doing their own work and have gained an understanding of the material that has been presented. Both types of CBAs allow teachers to get to know their students and develop strong relationships.
- ***Connexus® Education Management System (EMS):*** Connexus is the platform for organizing the school's entire educational environment. This proprietary, web-based software delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Parents and students access Connexus to organize, document, and interact, ensuring an unprecedented level of engagement. All new releases and updates of Connexus are automatically provided.
- ***Longitudinal Evaluation of Academic Progress (LEAP)***: This assessment tool is used for students in grades K-8 as a technology-facilitated pre- and post-test. It provides an essential benchmark relative to the student's grade level standards. This data is used for

developing and planning instruction, provides an early read on a student's performance on state-mandated tests, and reports key accountability data on student progress throughout the academic year. See also Section III. C below for more information. It is expected that the school will use this benchmark assessment for K-8 students. However, benchmark assessments may change as the school progresses through the term of its charter.

- ***Learning Coach:*** Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA North Bay will promote this significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches initially complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of the California Connections Academy program, the school then offers multiple types of ongoing supports for Learning Coaches. See also the Learning Coach below.
- ***LiveLesson Session:*** A real-time web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect. LiveLesson sessions can be recorded for students to watch later as well.
- ***Multi-tiered Instruction:*** The school employs a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support teams (SST) meet regularly to develop an intervention plan and strategies for improvement for students who are in need of additional support. More information about the Multi-tiered model can be found in Section II. E and Section II. F.
- ***Personalized Performance Learning™ (PPL):*** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and/or School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) is then developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths. For example, when a teacher completes a CBA assessment (see above), the teacher updates the student's PLP

(see Exhibit A for an example of a PLP) with any information gathered as a result of these conversations. This allows teachers to further personalize a student's educational program by providing additional support as needed, and to be able to track and monitor progress to make sure students are mastering concepts where they previously had difficulty.

- ***Progression Plan:*** Within Connexus, there is a Progression Plan tool which will assist teachers, administrators, and school counselors with the implementation of a plan which defines and tracks requirements and ensures students are on target for graduation, meeting their college and career goals.
- ***Scantron Performance Series® (SPS):*** Students in grades 9–11 are currently assessed with the Scantron Performance Series. The Scantron assessment is a valid and reliable test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. It therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment that automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that CalCA North Bay currently uses is aligned with the California Common Core State Standards and provides teachers with reports and information to address individual student needs. See also Section III.C for more information.
- ***StarTrack™:*** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments are used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well.
- ***Student Status/Escalation Process:*** The school tracks and reports ongoing student progress based on the objective quantitative data generated by Connexus. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option through this unique school choice. More details about the escalation process are included in Section II.E, "Escalation Process."
- ***Synchronous Contact:*** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students. This type of communication helps to build a relationship between teachers and students. Teachers schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students.

Teachers document all synchronous contact with a student within the student's Log in Connexus. Students must contact teachers in accordance with school policy and the Master Agreement (see also Exhibit C and Section III.C below.)

- ***Teacher:*** The school employs fully qualified, California-credentialed teachers, as required by applicable law, who are also specially trained in online delivery and personalized instruction. Teachers primarily work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers maintain a one-on-one relationship with each student.
- ***Teacher Feedback Notification:*** This feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.
- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need in order to master learning objectives and standards.
- ***WebMail System:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers use it to communicate with each other, protecting them from spam, contact from those outside of Connexus, and other mainstream email issues.

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

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

Students, including many who have not thrived in the traditional classroom, engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs fulfill all of the frameworks put forth by the Partnership for 21st Century Learning[11] which are:

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

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

- **Incorporation of 21st century interdisciplinary themes into academic content:** The curriculum incorporates global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.
- **Use 21st century tools to develop learning and innovation skills:** As the Partnership recommends, students develop proficiency in creativity and innovation; critical thinking and problem solving; and communication and collaboration.
- **Use 21st century tools to develop information, media, and technology skills:** Students develop information literacy; media literacy; information, communication, and technology literacy.
- **Students will develop life and career skills:** Students develop adequate life and career skills, including flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.
- **Use 21st century support systems to ensure student mastery of 21 century skills:** 21st century standards, assessments, curriculum and instruction, professional development, and learning environments are aligned to produce a support system that produces 21st century outcomes for today's students.

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

How does learning best occur?

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

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

Personalized Learning Plan

The centerpiece of instruction at CalCA North Bay is the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that is developed by the California-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians).

The PLP is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the California Common Core State Standards-based Connections curriculum. All daily lessons are provided to students and families online.

Learning Coach Guides are provided digitally for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online (see Exhibit A for examples of a PLP).

Key Facets of Instructional Model

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

1) ***The Learning Triad*:** The Connections instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 11. Each student has a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources —technological, instructional, and interpersonal —for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

    a) **Fully Qualified Teachers** —Student learning benefits from committed educators who, in collaboration with parents, provide total support. Each student has certified California teachers specially trained in teaching in an online environment, the Connections curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level core subjects, students are taught by a certified teacher with expertise in a particular grade level or content area. Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand, or replace assignments; they also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact —via telephone, LiveLesson session, and/or WebMail —with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. In order to be in compliance with the requirements of the school, every student must have direct contact with one or more of their teachers at least every two weeks. Every contact between a student and teacher is documented in Connexus. Many students have more frequent contact than this and teachers are accessible and responsive to students. The Master Agreement (see Exhibit C) also states that "each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the

Administration." Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

b) **Supportive Learning Coaches** —Each student has a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving in an important supervisory role for the student. The Learning Coach does not replace the teacher(s) but rather provides an important supportive role.

c) **A high quality, standards-aligned curriculum** —The California Connections Academy curriculum is aligned to the California Common Core State Standards and Next Generation Science Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. A sample of the curriculum and instructional materials can be viewed within the Program Guide. Additional information about the curriculum is provided in Section II.E, Overview of Curriculum, Technology, and Materials as well as in supplementary materials provided.

Figure 11. Learning Triad.

2) **Counseling Support:** Students in high school are assigned a credentialed school counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, develops progression plans for high school students, and closely tracks students' overall academic progress. Counselors work with students via the phone, WebMail, and LiveLesson sessions to help students overcome non-academic barriers to learning and to create and implement postsecondary plans. Student academic progress can be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. Other parameters of student success, such as attendance and participation, are also tracked regularly. The school counselors can also provide support in non-academic areas, such as social-emotional support, to help ensure student success. Counseling support is also available to students in grades K-8 on a referral and/or consultative basis. For students in middle school, an Advisory teacher is assigned who develops the PLP and then monitors student progress and attendance regularly. At the elementary level, the student's primary

teacher is known as the homeroom teacher and fulfills these responsibilities in addition to their role in instruction in core subject areas.

3) **Student Motivation**[12]: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.
   - **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
   - **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
   - **Help Students Succeed:** It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Asynchronous Model with Synchronous Support

CalCA North Bay utilizes the California Connections Academy program which provides an asynchronous model that uses synchronous support.[13] In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions[14] at home;
- Reviewing course materials online or offline;
- Completing lessons and course assessments; and
- Collaborating with other students via secure message and discussion boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows virtual schools to create a more personalized learning experience[15] that supports different learning styles.

[12] http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx
[13] http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx
[14] https://www.connectionsacademy.com/online-school/technology/classroom-demo
[15] http://blog.connectionsacademy.com/the-secret-of-individualized-education/

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

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

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

- Students to demonstrate their knowledge and practice their communication skills;
- Students to ask questions to deepen their understanding;
- Students to build relationships with their teacher and fellow classmates;
- Teachers to engage students in discussions, problem solving, and group projects;
- Teachers to focus class time on bridging skills gaps; and
- Teachers to build one-on-one relationships with students.

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

Learning Coaches

Parents or other parent-designated caring adults serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA North Bay promotes the significant role of parents by providing a wide array of resources for parents and multiple avenues for communication. Learning Coaches initially complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner, and to introduce all the ongoing resources and support systems made available to help Learning Coaches and students succeed. The school, through the services of the Learning Coach Support Team, offers supports for Learning Coaches through an online resource that is available to Learning Coaches 24/7. The school also provides teachers who specialize in family support and Learning Coaches can make one on one appointments. Throughout the year, teachers are able to refer Learning Coaches to this extra layer of support when needed. The Learning Coaches also have access at any time to a toll-free number to speak with a technical support representative. This support is available for help with initial set up and for troubleshooting.

Support for Learning Coaches

- **Get Started!** - Enrolling with a new school raises many questions—Get Started! offers both assistance and reassurance by providing extensive information about online education. The program helps families prepare for a successful school year through such

resources as the Learning Coach Central website, teacher welcome calls, an orientation course for Learning Coaches, in-person orientation gatherings, and the Learning Coach Success Series.

  - **Learning Coach Success Series** Onboarding Sessions – To prepare for their new role as Learning Coach and the school year, new Learning Coaches can "Get Started" by participating in this onboarding series of live, webinar-style sessions. In addition to open Q&A sessions, this series helps families plan, organize, and gain confidence as they prepare for their first days of school.

    Sessions include *Virtual School Basics*, *Getting Ready for the First Day*, *First Days: What to Expect*, and *Beyond the First Days: Tips for Success*.

- **Get Coaching!** The program is dedicated to the ongoing support of Learning Coaches by helping them understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies needed to motivate and assist their students.
  - **Learning Coach Central** – This award-winning website, accessed from the Learning Coach Home Page in Connexus, provides multiple resource documents, tutorials, video Quick Clips, and helpful links that support Learning Coaches in their role and providing instructional support to their student.
  - **Learning Coach Link** – This online monthly communication is sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies, and information about upcoming Learning Coach Success Series sessions.
  - **Learning Coach Success Series** – These synchronous online learning sessions are designed to not only support new Learning Coaches through the Get Started! program, but also provide strategies for all Learning Coaches to work with and support their students. Sample session topics include the curriculum, online clubs and activities, motivation, learning principles, college and career, and the exceptional learner. Sessions are also recorded so that Learning Coaches can view them later if they are unable to attend, and so that they can review what they learned.

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

- **Learning Coach Link –** Caretakers and Learning Coaches can stay connected through the monthly *Learning Coach Link* communication which provides information about upcoming Learning Coach Series sessions, instructional support topics and strategies, and special event announcements.

- **Learning Coach Message Boards –** Message boards offer the Learning Coach and student access to valuable information and the ability to communicate with each other. Teachers often post course information for their students in sections message boards, including guides, sessions and recordings, while Learning Coach message boards can be used to for Learning Coaches to communicate and share information.

- **Monthly Newsletters –** Learning Coaches receive monthly newsletters from CalCA North Bay which includes articles to support them as they coach their students, and information regarding upcoming learning sessions to provide continuous support for Learning Coaches and students. Teachers also send out weekly reminders to remind all Learning Coaches about upcoming sessions and resources which are available to them.

- **Scheduling Tools –** CalCA North Bay provides online scheduling tools for Learning Coaches to easily schedule lessons for each subject and combine family and school activities. The Learning Coach can also monitor attendance and ensure that students attend state examinations as required.

- **Family Relationship Team—**CalCA North Bay hires California-based Family Relationship Coordinators, all of whom are California-credentialed teachers, to provide additional support for the new parent/Learning Coach transition into the unique virtual environment. The primary focus of the Family Relationship team is on non-academic related issues such as navigation of the educational software , procedures for taking attendance within the guidelines required by the school, how to find information about socialization opportunities and more. Family Relationship Coordinators have been trained by the school in attendance taking procedures and are able to provide detailed instructions to new parents as well as reach out to parents who are having difficulty. The team provides all new parents with one on one personalized support as needed. Learning Coaches can set up these meetings using online scheduling tools. Teachers are able to refer families to the Family Relationship team when they identify additional support may be needed. The team also provides documents to new families, such as an FAQ that goes over the most common questions a new Learning Coach might have. Establishment of the Family Relationship team has resulted in improvement in the family experience and results in a higher level of parent involvement at the school.

II.C HIGH SCHOOL PROGRAMS

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

As required by law, CalCA North Bay notifies parents annually, via the School Handbook (See Exhibit B), of the transferability of courses to other high schools as well as the eligibility of courses to meet college entrance requirements. Parents will also be notified annually that the school's courses are transferable via a webmail message or a substantially similar method of communication.

Since CalCA North Bay is accredited by WASC, all of its high school courses are considered transferable to other California high schools. CalCA North Bay is listed as an online charter school by the University of California Office of the President on the UC Doorways website, following their extensive process to receive approval for online programs. CalCA North Bay has received "a-g" approval for the majority of the high school course list, offering more than 100 courses in all core content areas, including electives, which are already approved through the Connections course provider approval process.[16] Connections Academy has previously been approved as an online course provider, and each course is pre-approved and then can be added to the school's approved course list.

Most courses are also approved through the National Collegiate Athletic Association (NCAA) through a rigorous approval process to meet requirements for initial-eligibility for college athletes. The NCAA Eligibility Center has certified more than 80 of the Connections high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school has partnered with Connections and follows the Connections Academy instructional model, and is included in the Connections Academy "district" with the NCAA, it is able to offer these courses to its student athletes.[17]

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

II.D STUDENTS TO BE SERVED

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

CalCA North Bay's virtual educational model serves students in grades K–12 who reside throughout Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties. Enrollment for the start of the 2019-20 school year is expected to be just over 200 students and the school plans

[16] https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/NCAA-Approved-Course-List-CA-POBL-iNACA-2017-18-FINAL-082817.pdf

[17]

to continue to grow steadily but responsibly in subsequent years. Enrollment targets notwithstanding, CalCA North Bay makes every effort to serve as many students as possible who apply.

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

Since its model has broad appeal among mainstream California families — and yet offers a very different learning experience for those already exploring the virtual charter option — CalCA North Bay's demographics typically mirror both the region's and state's school-age population. The grade distribution and demographic makeup of the current CalCA schools was previously shown in Figures 3 and 4.

CalCA North Bay's families include many of modest means (with approximately 38% meeting the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households who participate in this program. For more information about tracking demographic data, see Section VI.B.

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

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

CalCA North Bay's instructional model is built upon the core components of the Personalized Performance Learning (PPL) Model. The three primary components are:

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

CalCA North Bay provides a learning environment that is well-supported by both the Learning Triad and by a sophisticated technology component. This basic foundation is further enhanced by a proven curriculum, a focus on high-quality teaching, and ongoing staff training and professional development opportunities.

Supporting Research for the Personalized Performance Learning Model

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "…. about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."[18]

High-quality Teaching: Teachers are equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*[19]*)* which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through an award-winning Professional Learning model,[20] teachers have gained an understanding of their role as facilitator, distinguishing changes to the online environment and its impact on student learning, and adapting to those changes while transitioning to their role as an online instructor at CalCA North Bay. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),[21] educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,[22] 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics delve deeply into ways that teachers can reach students individually at CalCA

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

[19] http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

[20] In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.

[21] http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html

[22] Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

North Bay, so that they are receiving timely and actionable feedback. Teachers at CalCA North Bay use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."[23] In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."[24] These qualities and instructional strategies are characteristic of the type of feedback that teachers provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,[25] students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."[26] A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day and professional learning supports teachers in implementing instructional practices that maximize student performance. Students work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision making states "…educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."[27] Training and professional development guide teachers through this process and continuously seek ways to ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA North Bay, teachers are provided with tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,[28] Borup and Stevens identify five primary types of

[23] http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx
[24] http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
[25] "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.
[26] www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf
[27] Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx
[28] http://files.eric.ed.gov/fulltext/EJ1085792.pdf

parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. CalCA North Bay provides Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they are better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.[29]

Curriculum and Instructional Design Principles

The CalCA North Bay research-based[30] curriculum uses the following proven instructional principles:

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

[29] Borup, J. & Stevens, M.A. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School, Online Learning, Volume 19, Issue 5, pp. 75-83.

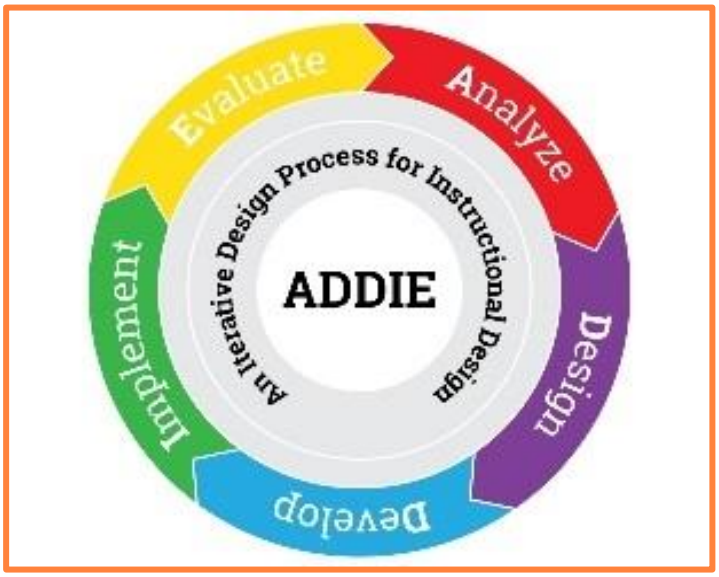
[30] American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign http://www.apa.org/ed/governance/bea/learner-centered.pdf

- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers; and
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Curriculum Development Framework

ADDIE, a five-phase interactive curriculum development model consisting of Analysis, Design, Development, Implementation, and Evaluation is used to guide and inform curriculum development and maintenance as shown in Figure 12.

Figure 12. ADDIE – Curriculum Development Framework



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

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

The curriculum and instructional design is in close keeping with leading research and national standards on effective online instruction. The research underscores the importance of integration of tools for student-to-teacher and student-to-student interaction and the central role of fully

qualified, specially trained professional teachers.[31] In addition, the National Standards for Quality Online Teaching[32] focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner.

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

Input from students, parents, and teachers is gathered on an ongoing basis via StarTrack for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback is examined carefully and acted upon by school staff and by Connections. Since the StarTrack tool was launched, parents and students in schools supported by Connections have provided millions of lesson ratings. For the 2017-18 school year, 1,017,974 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.31 out of 5 stars.

Overview of Curriculum, Technology, and Materials

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

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board annually reviews and approves the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed for the 2018-19 school year.

CalCA North Bay offers a comprehensive educational program that utilizes researched-based resources and strategies to focus on student learning and to give students opportunities for extending their learning. Over the past several years, the AVID program has been developed and extended to all grades 6-12. These courses are supports to ensure that students are college and career ready. The AVID program is showing success and AVID strategies are being implemented even more broadly to support more students.

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

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

For a comprehensive description of the courses and materials, please see the Program Guide, pages 24-48, found at the following URL: http://mydigimag.rrd.com/publication/?m=1702&l=1#%22{%22

Student facing lesson plans, teacher supports, and supports for Learning Coaches are all contained within the course and platform and can be accessed digitally. A listing of course offerings and a sample course guide for ELA grade 1 has been provided per request of the District. Please note that in the sample, interactives, videos and links are not operable but a demonstration of the way the courses and lessons work, including the interactive materials, can be done at any time upon request.

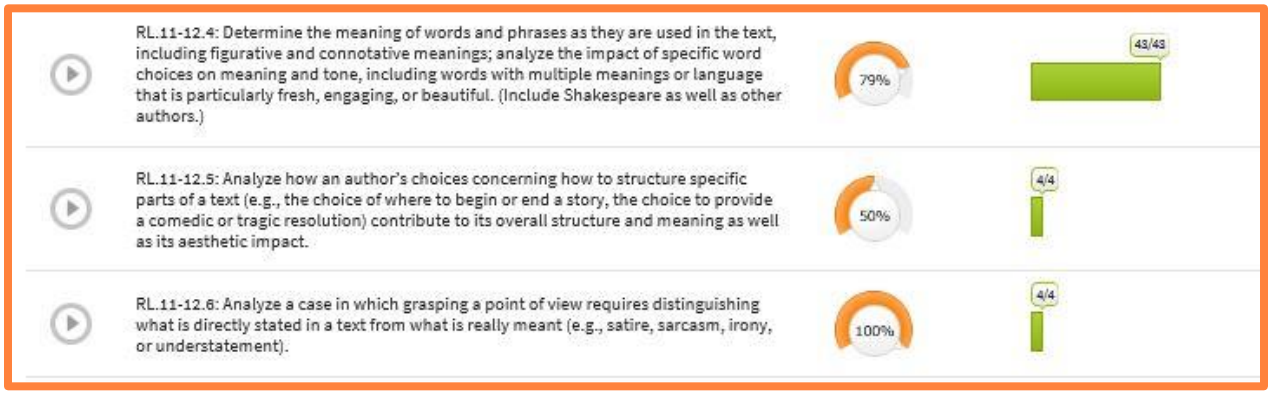
The tools and strategies used to meet the needs of all learners are outlined above under Section II.B Educational Philosophy. Data tools, such as AOPR (Assessment Objective Performance Report) put data at the hands of teachers so they are able to differentiate their instruction to meet the needs of their students. The AOPR report currently contains the following data:

- Real-time student performance data on each objective aligned to California standards
- Number of assessment items tagged/aligned to each objective
- Number of assessment items completed by each student
- Average percentage of accuracy for each of the skills and standards

Teachers use the AOPR as a data point to examine which students are mastering essential skills and standards and which students are in need of re-teaching or reinforcement. The report can also assist teachers with targeted and small group instruction.

In Figure 13, the standards are noted for English 12 and individual student mastery of those standards is noted by percentage. The bar to the right of the percentage is progression of the student in completing assessment items that align to the standard.

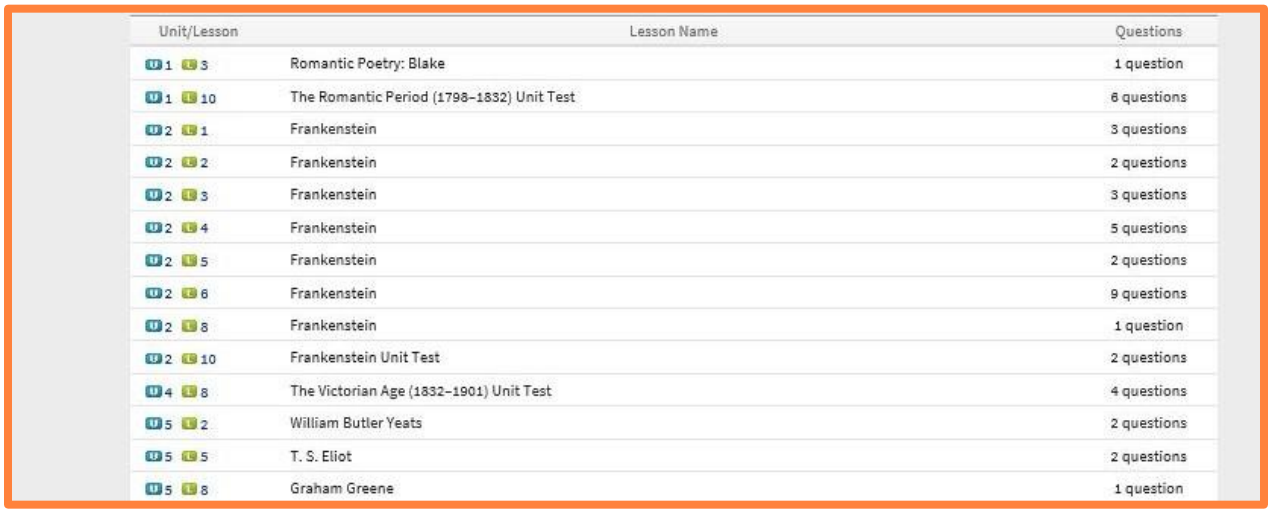
Figure 13. English 12 Standards.



By clicking the arrow, a teacher can see the location of and number of questions that assess the standard. This is instrumental in aiding the teacher in targeted instruction to ensure students have the appropriate supports in optimal places throughout the course. Additionally, teachers

have the ability to look at an individual student's progression, or use the tool to run reports of an entire section. The report allows teachers to group students for targeted instruction around specific skills that align to standards, as shown in Figure 14.

Figure 14. Individual Student Progression.



Unit/Lesson	Lesson Name	Questions
U1 L3	Romantic Poetry: Blake	1 question
U1 L10	The Romantic Period (1798–1832) Unit Test	6 questions
U2 L1	Frankenstein	3 questions
U2 L2	Frankenstein	2 questions
U2 L3	Frankenstein	3 questions
U2 L4	Frankenstein	5 questions
U2 L5	Frankenstein	2 questions
U2 L6	Frankenstein	9 questions
U2 L8	Frankenstein	1 question
U2 L10	Frankenstein Unit Test	2 questions
U4 L8	The Victorian Age (1832–1901) Unit Test	4 questions
U5 L2	William Butler Yeats	2 questions
U5 L5	T. S. Eliot	2 questions
U5 L8	Graham Greene	1 question

This data informs the personalized plan for each student. As noted in Section II.F., intervention indicators are displayed in Connexus on the teacher's homepage to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions.

Students who are working below grade level based on performance on mandated assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified if their student would benefit for these additional online supplemental instructional support programs which are assigned and monitored by their teachers. Students may also be asked to attend more frequent LiveLesson sessions with their teacher focusing on areas needing improvement.

Multi-Tiered Instruction

Data from Connexus is used by teaching staff throughout the year to implement a structured system of instructional supports, similar to a Response to Intervention (RtI) model. These supports include curriculum that is based on state and national standards, a high quality core instructional program, use of universal screeners, data-based decisions, tiered supports and services, involvement and engagement of Learning Coaches, and ongoing professional learning.

Students who are struggling with the evidence-based and standards-aligned core curriculum are able to be identified by teachers as early as possible so that differentiated activities can be

assigned and student progress can be monitored closely. For students demonstrating a more intensive need (Tiers II and III), the tiered approach allows for more instructional support and increased progress monitoring. Decisions regarding students in Tiers II and III are made in cooperation with the school's Student Support Team (SST). The SST will be part of the multi-tiered system of support.

Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. The core curriculum refers to the Connections research-based core reading and math curriculum that is aligned with the California K-12 Academic Standards. The core curriculum includes teacher use of differentiated instruction that meets the needs of all students throughout the school year. All students have access to the core curriculum; work through their lessons; engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives; and demonstrate their understanding through multiple types of assessments. All instructional resources are part of the first level of a multi-tiered approach to support (Tier I). Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. The vast number of approved instructional tools allows teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation refers to the variety of instructional strategies and lesson modifications that teachers use with students with distinct learning needs or who temporarily need extra support to master a particular skill or concept. On a regular basis, teachers plan and implement instruction that is differentiated and personalized. Through the use of varied instructional strategies and practices, teachers are able to engage all students while still holding them accountable for mastering the essential skills and standards. Differentiation involves thoughtful planning for the following:

- Instructional practice used to deliver instruction to students;
- Instructional design used to deliver content to students;
- Assessment used to evaluate student learning;
- Lesson content used to support and extend concepts and skills; and
- Instructional groups to meet the needs of small groups of students.

The goal of differentiation is to make sure all students master essential skills and standards—but teachers may use different instructional methods to help students meet those expectations.

Teachers have access to multiple data points to monitor student performance and mastery of standards. These include the Grade Book, formative assessment results, standardized test scores, student engagement metrics, and the Assessment Objective Performance Report (AOPR). When data indicate that a student may need a more intensive level of support, the teacher makes a recommendation to the Student Support Team (SST). The SST evaluates the strategies that have already been used to support the student, along with student performance data, to determine whether the student should receive Tier II level intervention(s).

Tier II

When students do not make progress despite differentiated instruction within the core curriculum, teachers consider Tier II support. When moving a student from Tier I to Tier II, teachers may consult with the school's Student Support Team (SST). Areas where students struggle at the Tier I level and require Tier II support may include reading fluency, reading comprehension, math fluency, math computation, and behavior. Tier II begins after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not responding successfully.

Tier II instructional support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention is explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring is a critical part of the implementation of this tier.

Tier II intervention focuses on the greatest area of need so data collection must be detailed, clear, and only regarding one area from baseline (first probe of performance) to progress monitoring. Targeting multiple areas in an intervention cycle makes it difficult to understand the source of learning challenges and collect precise data. Tier II instructional support is typically provided two to three times a week for 20–30 minutes per session. The support comes from a research-based intervention that is explicit, systematic, and targeted to the student's greatest area of learning needs. Tier II behavior support is provided with the same frequency in cooperation with the Learning Coach.

Students participating in Tier II intervention may be assigned a research-based supplemental instructional support (SISP) program that provides them with instruction and practice with the foundational skills needed to improve their performance in grade level work. For example, students in elementary school may participate in school approved SISPs, such as Study Island, Reading Eggspress, SuccessMaker® Reading, Math-Whizz®, WritetoLearn™, and Imagine Math (previously known as Think Through Math). Teachers are provided with training to support students in using these programs, and analyzing the reports available to assist them in monitoring student progress.

Tier III

Tier III includes the most intensive and frequent level of instructional support and is the next step in the multi-tiered approach for students who have not yet experienced success in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions are facilitated and monitored by the general education teacher who increases the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions and other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in the Tier III level of intervention receive at least two additional days of 20–30 minutes of instruction for a total of four to five days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a

personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Lessons may need to be skipped and assessments in the language arts or math course may need to be dropped to ensure the student has sufficient time to participate in Tier III intervention activities. Tier III behavioral support is also provided at increased frequency and intensity. As needed, additional resources such as counseling staff are engaged. Focused, specific data collection related to behavioral antecedents is used to inform any referrals for behavioral evaluations.

Tier III teachers increase focus on core curricular content and incorporate additional resources to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic academic and behavioral skills and increases self-confidence as the student progresses through the program.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers (see Program Guide[33] for more details). In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective online Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included along with proprietary interactive online tools and simulations. Depending on grade level, these may include a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions provide for real-time direct instruction with individuals and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

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

World language instruction is available, including Spanish, Chinese, and Sign Language for students in grades K–8. Advanced middle school students also have the option to take high school level Spanish, French, German, Japanese, Latin, American Sign Language, and Mandarin Chinese.

[33] http://mydigimag.rrd.com/publication/?m=1702&l=1#%22{%22

Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson session direct instruction for maximum student-to-teacher and student-to-student interaction.

The curriculum also includes unique electives such as Home Life, which provides fun, hands-on, skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. Home Life modules have been added periodically, including such additions as The Name of the Game: Discovering and Designing Board Games; What It Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (navigation with map and compass).

Educational Technology courses are available for students in grades K–8. These courses provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and local academic standards, online study skills, and Internet safety.

A popular elective amongst elementary school students is music. Available for different grade and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, the K–8 music courses provide a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands the student's knowledge of the foundations of music. (See also CalCA North Bay Course list provided in supplemental materials for the list of current courses offered.)

In accordance with Ed Code Sections 51931-51939, under the newly enacted AB 2601, CalCA North Bay will offer a course in comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once during middle school. Instruction, materials and teacher training will be in compliance with the relevant sections of Education Code and parents will receive the required opt out notice.

Gifted and Talented Courses (Grades 3-8)

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

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

High School Curriculum

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

CalCA North Bay provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement. While all levels are designed to meet standards and provide students rigorous courses, the different levels enable differentiation based on student needs and college and career goals. Students work with their school counselor to determine proper course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives and intensive world language instruction from Spanish to Mandarin Chinese. (See also CalCA North Bay Course list provided in supplemental materials for the list of current courses offered.)

In accordance with Ed Code Sections 51931-51939, under the newly enacted AB 2601, CalCA North Bay will offer a course in comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once during high school. Instruction, materials and teacher training will be in compliance with the relevant sections of Education Code and parents will receive the required opt out notice.

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

High school courses include extensive use of Teachlet tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. Along with the use of LiveLesson sessions, Teachlet tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses incorporate graded asynchronous online discussions. These assessments create important opportunities for collaboration and interaction among students, increase writing skills, and provide opportunities for a "real-world" audience. A demonstration of these interactive learning tools is available upon request at any time.

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

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

Course Selection and Credit Transfer

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

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

Instructional Delivery and Scheduling

CalCA North Bay students who enroll in the K–8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The high school program includes a significant amount of computer-facilitated learning. While hardcopy textbooks[34] are provided in some courses (generally along with an enhanced online version of the text as well), students may also take several courses that are completely online. Unlike the K–8 program which is largely asynchronous/user scheduled (parents set the schedule and lessons can be done in any sequence and pace), in high school the pacing for core courses may follow an asynchronous/fixed schedule (the schedule is fixed and students all move at a similar pace). This does not take away the ability of teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

Area and Subject Requirements

CalCA North Bay's board approved policy is that each student must successfully complete a minimum of 22 credits in order to graduate. Credits completed will meet or exceed the California graduation requirements. The subject area graduation requirements are reviewed annually to

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Link for Grades K-8 2018-19 textbook materials: https://www.dropbox.com/s/n3my86l235ymdww/Grades%20K-8%20Textbook%20Materials.xlsx?dl=0
Link for Grades 9-12 2018-19 textbook materials: https://www.dropbox.com/s/k5kiva764i088qw/Grades%209-12%20Textbook%20Materials.xlsx?dl=0

ensure the school remains in compliance with state requirements, and the requirements are also approved by the Governing Board and incorporated into the School Handbook.

Promotion, Graduation, and Passing Grades

Students in grades 9–12 are typically enrolled in at least five credits over the course of the school year, as the CalCA North Bay program is a full-time public school program (see the School Handbook Supplement in Exhibit B for more information.) A typical high school student has six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a grade of "D" or better. To graduate and receive a diploma from CalCA North Bay, a student must be enrolled during the semester immediately prior to graduation, must have earned 2.5 credits in a school supported by Connections, 1.5 of which are in the semester immediately prior to graduation, and must have met any applicable state requirements for a diploma. Each student should successfully complete a minimum of 22 credits to graduate.

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

Technology and Socialization

In addition to working with the curriculum materials, students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips, college tours, and community outings facilitated by both CalCA North Bay faculty and parent volunteers such as Club Orange members. Club Orange brings together parents of students attending schools supported by Connections across the country. Club Orange members are encouraged to reach out to engage with their local communities.

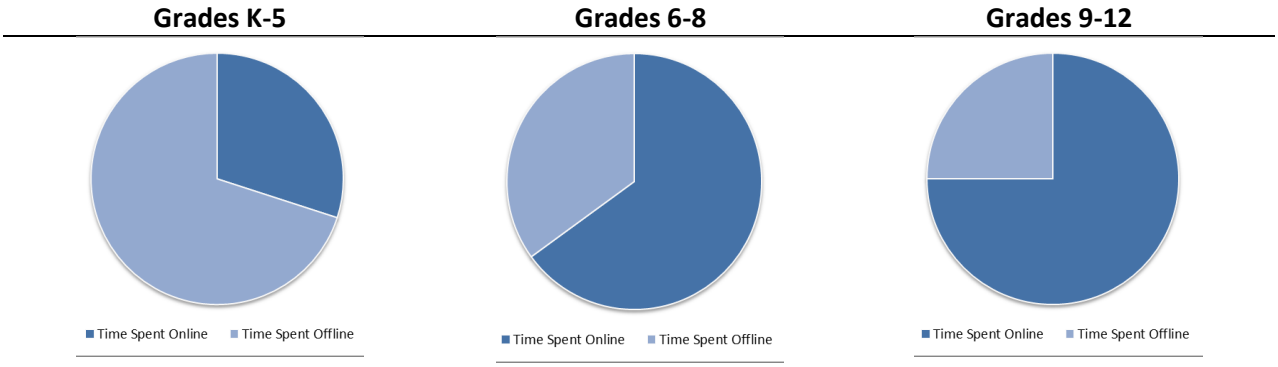
The counseling team implements weekly national LiveLesson sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also currently offered twice monthly for middle school students. Nationally,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

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

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

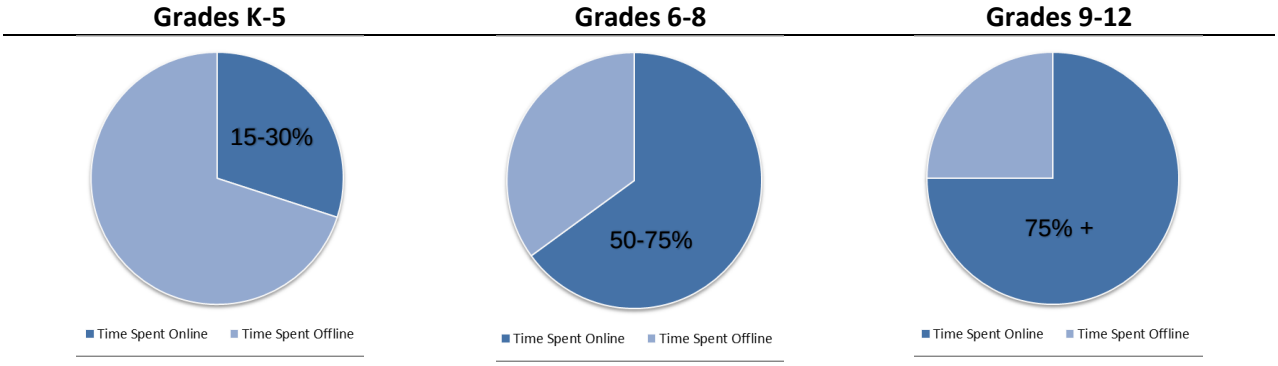
Given the balance of modes and media for learning at CalCA North Bay, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles.

Figure 15. Time Spent Online by Grade Span.



As illustrated in Figure 15, students in grades K–5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

Figure 15. Time Spent Online by Grade Span.



Clubs and Activities

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

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

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

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)
- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects from the course as well as monthly special craft challenges. (Grades: K–8)
- **Author's Corner** students have the opportunity to create and share original stories using LiveLesson sessions and on the Message board. Students can also collaborate on the message boards to give critiques of student writing, create round robin stories, and discuss favorite book genres. (Grades: K–12)
- **Brainteasers Club** members solve puzzles, including anagrams, riddles, and word scrambles and work their brain muscles too. Students are also encouraged to create their own brainteasers and share them on message boards and in student-made publications. (Grades: K–12)
- **Career Club** encourages middle and high school students to learn about potential careers and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college, and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. The club allows high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)
- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an

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

- **College Planning Club** is designed for high school students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees. (Grades: 9–12)
- **Debate Club** members learn best practices and put them into practice during LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6–12)
- **ePals** provides a classic way to build friendships. Students develop their skills in letter or WebMail writing and written expression, and, in some cases, penmanship while making friends with other students across the country. (Grades: K–12)

- **Gaming and Technology Club** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6–12)
- **Math Club I** allows First in Math® members take part in a math competition by playing interactive games on the First in Math website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)
- **The *Monitor*: Student Blog** members produce Connections' student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and advice. (Grades: 6–12)
- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Regular forums are held to share and critique work. Students also have the opportunity to share and collaborate on various Message Board threads.(Grades: 6–12)
- **Robotics Club** members learn how robots are used in popular culture, scientific studies,

and commercial enterprises. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)

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

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

**Specific club offerings are subject to change.*

Connexus, the Education Management System

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

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

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

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

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

California-Credentialed Teachers

Each student is assigned at least one California-credentialed program teacher specially trained in the California Connections Academy curriculum and instructional methods. In elementary grade levels TK-5 each student has one credentialed 'homeroom' teacher who oversees and teaches multiple subjects. In the elementary grades, teachers may support each other through team teaching across different subjects and so students may be assigned to additional teachers. In the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Middle and high school students are also assigned to a "homeroom" or "advisory" teacher, a credentialed teacher who provides additional support and coaching, and who also oversees awarding the attendance credit for the student each month. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

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

Even though teachers are not working within a physical classroom setting, but rather in a virtual classroom, the overall teacher caseloads are generally comparable to teachers in a brick and mortar setting. Elementary teachers have a smaller group of students who they work with in multiple subject areas, whereas secondary teachers have more students assigned but only in the subject area they are teaching. While any given teacher may have more or fewer students than the average, the overall student to teacher ratio is kept below 25:1. (See also this Section II.E., "Independent Study," for more information on student to teacher ratio.)

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

School Day, School Calendar, and Instructional Minutes

CalCA North Bay follows a traditional school year calendar that has always included 180 days during which instruction is provided by school staff (surpassing the current minimum requirement of 175 days). The curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting — from lining up in the hallway to waiting while the teacher handles disruptive peers — they may use their learning time much more efficiently.

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

Escalation Process

California Connections Academy North Bay is an independent study-based school with content delivered virtually. Students, therefore, are expected to log in and complete work on a regular basis. The Master Agreement (see Exhibit C), based on Board approved Independent Study Policy, lays out the requirements for participation in the program. Based on the regulations for independent study and this board policy, the school must make a determination of whether independent study is an appropriate educational setting for the student. The Escalation Process is the method by which this is implemented.

When students begin to extend beyond five days of non-participation, they are monitored through an increasing process of checks and balances. After the first five days of non-participation, teachers attempt to contact students at least three times. The purpose of the call is to ensure students are properly supported to be successful in the school. It is the teacher's main objective to help motivate the student and remove barriers that fall within the teacher's sphere of influence. For example, the teacher may agree to connect with the student on a weekly basis to increase support. If the student continues to go beyond 10 days of non-participation, progress monitoring is intensified. Depending on the student's grade level and specific needs, they may be called by additional staff, including administrators, or there may be a formal meeting. The intended outcome of this next stage of this progress monitoring is similar to the initial teacher phone call, which is to identify and remove barriers that fall within the school's sphere of influence. The student's school record is reviewed for the purpose of barrier identification and parent and student input are also solicited. The plan to assist the student is documented and may include such services as intervention, guidance counseling support, extra time for assignment completion, one-on-one tutoring, and other services. If a student persistently does not participate or stops all contact with the school, then additional steps are taken per Board policy and the Master Agreement which may culminate in withdrawal in compliance with state law.

Independent Study

CalCA North Bay adheres to all applicable California Independent Study Regulations in accordance with CCR Title 5, Sections 11700-11705. This includes creating and executing Master Agreements (see Exhibit C for a sample Master Agreement), creating and adopting Governing Board policies regarding independent study, the geographic limitations on the place of residence of the pupils, appropriately maintaining work products, attendance procedures utilizing "time value" credit, and staffing that complies with the required pupil to teacher ratios under independent study regulations. . The current state requirement for the student to teacher ratio for charter schools is 25:1 (see also Section VII.A. below for more details). Historically, the school has had a ratio averaging approximately 22.5:1, and the ratio each year of operation has been below 25:1. In addition, CalCA North Bay complies with California Education Code provisions regarding Independent Study, including section 51747.3, and therefore does not provide any "thing of value" to pupils that a school district could not legally

provide to its pupils. The various requirements for an independent study program are audited each year by the school's independent auditor per the state's Audit Guide (see also Section VII.G. for more information.)

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

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

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

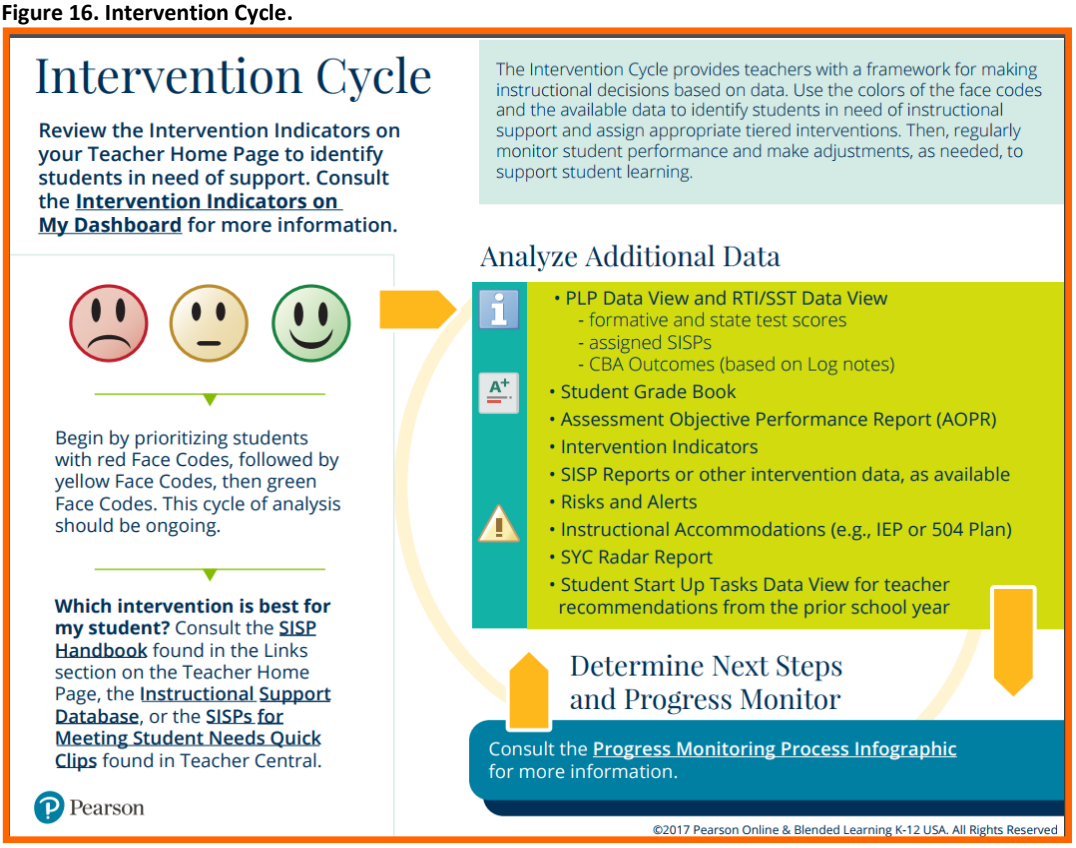
Teachers also implement a Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the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

Intervention Indicators

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

Figure 16 illustrates the Intervention Cycle and explains the “face codes” used to communicate a student’s status. The Intervention Indicator face codes are updated during each school year, based on formative pre and post assessments.

Figure 16. Intervention Cycle.

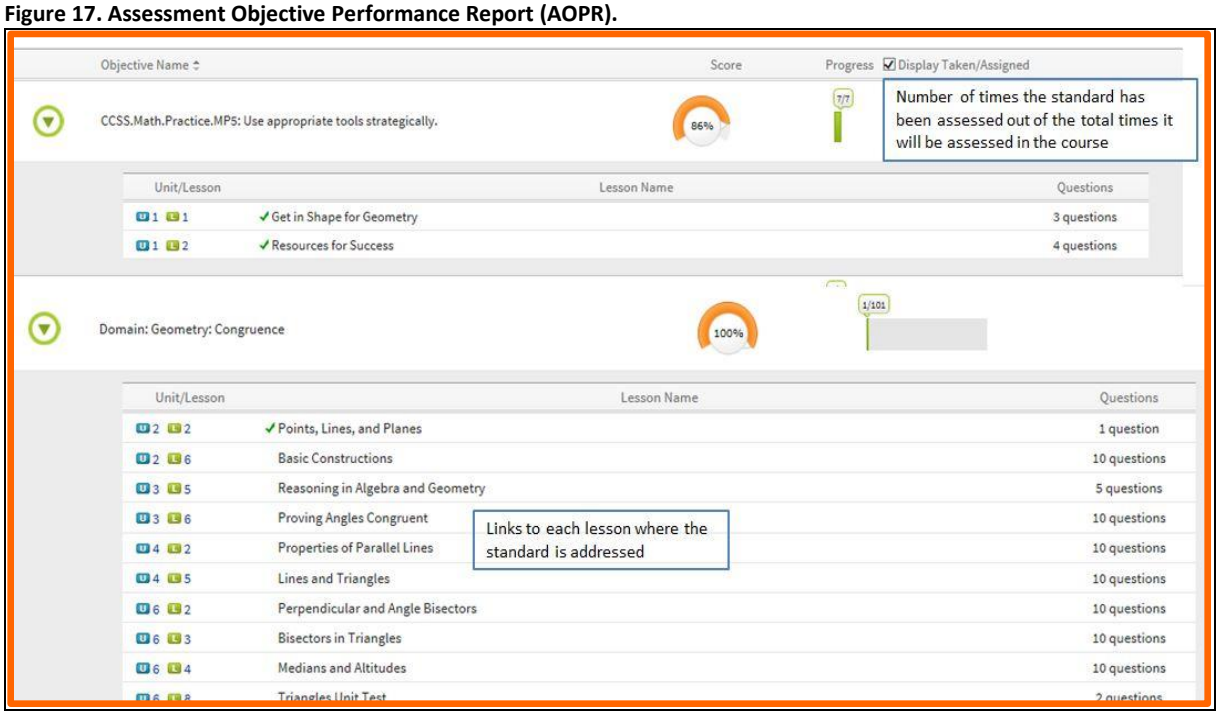


In addition, at both the section and individual student levels for students in grades 6-12, Assessment Objective Performance Reports (AOPR), as shown in Figure 17, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multitiered instruction model through the use of real-time data to determine mastery/proficiency;
- Identifies essential skills and standards by subject/grade level;
- Identifies how and where these essential skills and standards are assessed within the program;

- Incorporates data-driven decisions throughout instruction;
- Maximizes use of the instructional support programs, resources, and data;
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards; and
- Identifies students' response to the implemented interventions.

Figure 17. Assessment Objective Performance Report (AOPR).



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

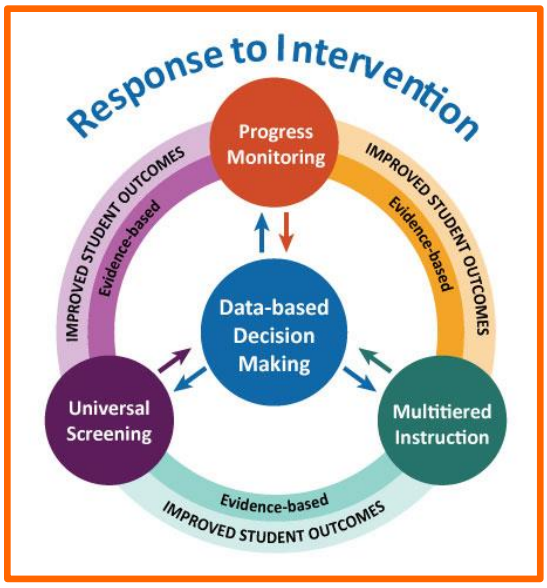
Response to Intervention (RTI)

CalCA North Bay uses a multi-tiered intervention approach, in alignment with an RTI framework, which ensures that individual students receive the support they need. Data is used throughout the school year to implement this. Students who are struggling with the curriculum are identified by teachers and provided Tier I support (differentiation within the core curriculum), Tier II interventions (more intensive instruction with frequent progress monitoring), or Tier III interventions and support (most intensive and frequent level of instructional support). (See also Section II.E, “Multi-Tiered Instruction,” above for more information on the tiers.) The provision of Tier II and III interventions are decisions made in the cooperation with the school’s Student Support Team (SST). This team typically consists of the student’s teacher, RTI specialist(s),

administrator(s), and parent(s) (when possible). The SST meets regularly, with the frequency based on student need, to evaluate student progress and make additional recommendations. If the SST determines the student is in need of Tier III support, a special education teacher becomes part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.

The SST is part of the RTI process that is illustrated in Figure 18. Connexus provides teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Figure 18. Response to Intervention.



A sample of the visual information available for the Intervention Indicators is provided in Figures 19 and 20.

Figure 19. Visual of the Intervention Indicators.

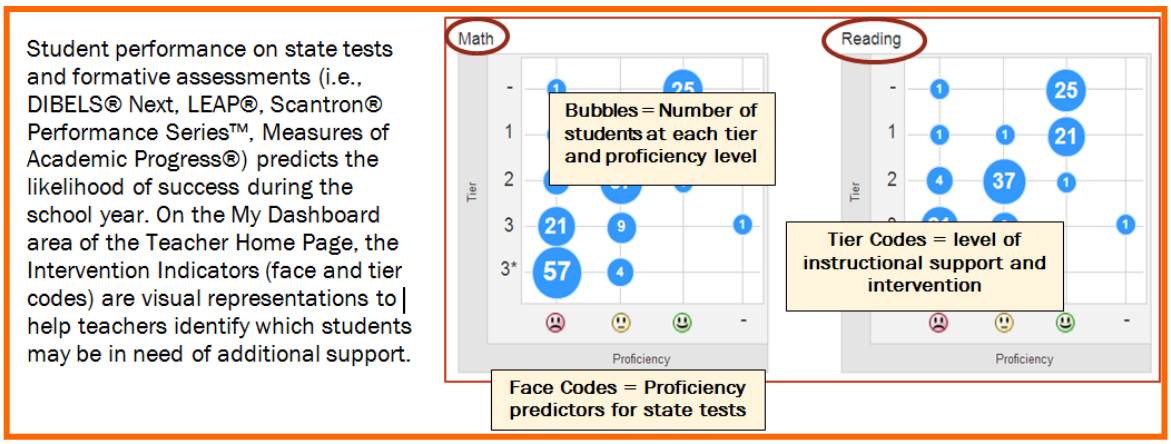


Figure 20. Additional Information Provided for Multitiered Intervention Area.

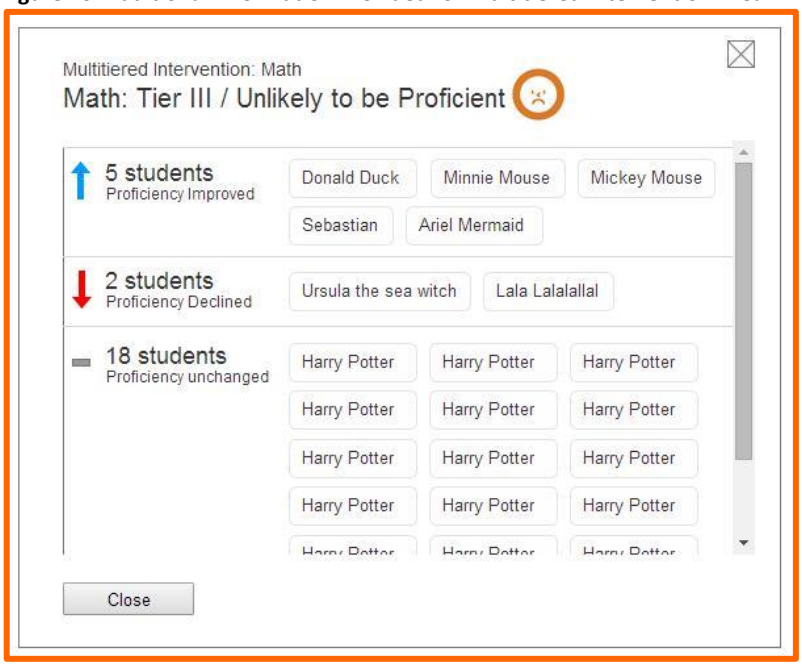


Figure 21 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 21. Explanation of Codes.

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

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

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

In a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning. Taking advantage of in the leadership team's experience in remediation for mastery of essential skills, CalCA North Bay has access to all needed data and expertise in addressing the needs of low-achieving students.

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

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

Just as the personalized learning approach benefits struggling students, high achievers also thrive at CalCA North Bay. High achievers may include students working above grade level, or those who have been identified as gifted at their previous school, or they may be identified by their teachers due to high scores on standardized test and/or a high GPA. CalCA North Bay implements the robust Connections Gifted and Talented (GATE) program for students in grades 3–8 and offers Honors and Advanced Placement (AP) options for high school students.

The GATE courses are offered in math, science, and language arts. Honors and AP courses are offered across all subject areas. With individualized lessons, special courses for Gifted and Talented students, and specialized teachers, an environment is created where talents are nurtured and student potential is realized. The GATE experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

The placement process provides gifted learners with the most appropriate curriculum, pacing, and teaching approach from day one. Teachers work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

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

The GATE program offers a great level of flexibility, as gifted students may be placed in different curriculum levels for different subjects to support a specific need. For example, a sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects.

Students who have not been formally identified as Gifted and Talented are allowed to take advantage of the program, with monitoring to insure appropriate placement.

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

The high school program offers a rigorous college preparatory curriculum that provides an opportunity for students to enroll in Honors/AP courses. High school students may choose from dozens of Honors/AP courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Counselors carefully review each student's transcript to determine when an Honors or AP course is appropriate.

Course selection is made in close consultation with students and their parents. Administrators monitor the success of intellectually gifted students by reviewing and assessing performance on state assessments, internal assessments, AP exams, ACT/SAT tests, and by tracking college applications and acceptances of high school seniors.

II.H PLAN FOR ENGLISH LEARNERS

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

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

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is less of a factor and spend more time on reading and writing activities. An EL specialist with ESL/LEP/EL training works with CalCA North Bay teachers, Learning Coaches, and students to adapt the core material for EL students. The instructional framework known as the Sheltered Instruction Observation Protocol (SIOP) framework is used to instruct ELs, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

CalCA North Bay offers credit bearing courses for EL students in high school to further assist the older EL students, including students categorized at Long Term English Learners (LTEL), to be reclassified as fluent in English while earning high school credit.

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

To meet the needs of EL students with less English speaking proficiency, CalCA North Bay deploys a comprehensive instructional approach, including adapted materials as well as special training for teachers with California ESL endorsement (CLAD/BCLAD). The team of EL teachers regularly attend internal and external trainings and workshops to further their understanding of EL instruction and curriculum, and also participate in a special PLC that focuses on support for EL students.

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

The school has policies in place for determining when an EL student should be considered for re-designation as fluent in English. This consideration happens throughout the school year as students enroll and are evaluated. Multiple factors are taken into account, including current language testing results, academic performance, state test results, teacher feedback, and parental input. Once the student has been re-designated as fluent, the student is closely monitored for two years, and additional supports are provided as deemed necessary. For example, for re-designated elementary grade students, the school's EL team pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the EL team pays particular attention to the list of students who are in "escalation" status.

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

II.I PLAN FOR SPECIAL EDUCATION

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

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

CalCA North Bay is committed to serving students with disabilities whether such students are currently or newly identified as having an exceptionality. Through a combination of appropriate certifications among core California-based teaching staff and contracted specialized providers, CalCA North Bay effectively coordinates with its SELPA resources to meet the needs of special learners.

CalCA North Bay has elected the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school has provided verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it participates in the Tulare County/District SELPA which is approved by the State Board of Education. CalCA North Bay is a member of the Tulare County/District SELPA as an LEA. CalCA North Bay reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school.

CalCA North Bay enrolls all students who meet admission requirements as stated in this charter. The school does not deny admission to students on the basis of disability; any student with an IEP who otherwise qualifies for enrollment eligibility may apply and be enrolled. CalCA North Bay complies with and follows California Education Code § 51745 (c) which states that an individual with exceptional needs shall not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting. Therefore, the IEP team, including parents, may need to meet to discuss, determine, and document placement in a virtual independent program as appropriate based on student need, which may include amending the student's IEP to reflect independent study. Similarly, if an enrolled student's existing IEP does not provide for independent study, CalCA North Bay will convene an IEP meeting to discuss the student's needs and determine whether independent study is appropriate.

Since CalCA North Bay is a program focused on individualization, flexibility, and personalization, it is often a good fit for students with special needs. Thus, CalCA North Bay can be an appropriate setting for students with special needs by providing:

- Individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;

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

When a student enrolls, CalCA North Bay secures the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home. The school works with the SELPA and local counties, districts, and other agencies when needed to secure these services.

As a public school, CalCA North Bay, through its policies and procedures, complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, CalCA North Bay, not the authorizing district, is responsible for the charter school's compliance with all applicable state and federal laws. To support enrolled students with IEPs, CalCA North Bay:

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

- Provides and/or arranges for related services per the IEP.
- Provides training and professional development for teachers and administrators regarding identification and support of students with IEPs.

Referring Students for Special Education Services

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

- The program teacher consults with the school's student services team and implements suggested accommodations, modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all accommodations and modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation at any time.
- The student is then referred to the Student Support Team (SST) to brainstorm and implement additional RTI strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST invites a member of the student services team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program and appropriate supports remains in place with further suggested interventions.
- If CalCA North Bay concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of Procedural Safeguards. Assessments to determine eligibility are performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations based on suspected student need are arranged. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability and whether the student requires supports and services in the Least-Restrictive Environment (LRE).
- The IEP team, including the parent, develops goals to meet student need, determines corresponding services, and agrees upon an offer of Free Appropriate Public Education (FAPE). After IEP goals are formulated and service time is determined, the IEP is implemented. A copy of the IEP is given to the parent in accordance with state laws and SELPA policies.
- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student in the greatest area of need.

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

CalCA North Bay places each student with an IEP in the Least Restrictive Environment to maximize the student's time within the general education setting and with typical peers. Education Specialists partner with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their special education teacher in a small group or one-on-one setting according to the students' IEP.

In order to make efficient use of staff resources, IEP meetings are generally conducted using teleconferencing or through LiveLesson sessions in order to allow all parties to participate. IEP meetings may also be held at the school office or another location. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalCA North Bay maintains responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

CalCA North Bay, in association with the SELPA, provides FAPE to students with disabilities including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with applicable federal and state laws.

Services under Section 504

CalCA North Bay is solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalCA North Bay develops, maintains, and implements policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. The school uses teachers to act as Section 504 Coordinators, and includes teachers, administrators, and other specialists when needed on the Section 504 team. Parents are also an integral part of the Section 504 team. Parents are provided documentation and Procedural Safeguards regularly and after each meeting. CalCA North Bay also provides professional development to assist teachers with identification and support of students with Section 504 plans.

Additional details of the Special Education and Section 504 programs can be included in the MOU with MUSD (See Exhibit G) as necessary.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

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

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

In addition, the school's LCAP was developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content and timing, and is updated annually. The LCAP describes further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates does not require a material amendment to the charter, as the required state priorities applicable to CalCA North Bay are integral parts of this charter. More information about the annual performance goals for each academic outcome, as well as the actions designed to achieve the following goals can be found in the annual LCAP for the school.

Academic Outcomes: CalCA North Bay has established several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.

Goal I: School Performance

CalCA North Bay uses standardized testing to calibrate student performance and improvement on a yearly basis. CalCA North Bay is fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code § 52052, as well as in applicable federal law and any other applicable statutory achievement requirements for charter schools.

Goal I: Aligns with State Priority 4 and 2018-19 LCAP Goals 1 and 2

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

Goal I: Performance Criteria: CalCA North Bay actively works to meet or exceed academic performance of demographically comparable schools, as well as to increase student academic achievement both schoolwide and by any applicable subgroup. In addition, CalCA North Bay actively works to meet other applicable standardized test performance targets established for charter schools. These performance criteria apply to the school overall as it is compared to other demographically comparable schools with similar student groups.

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

Goal II: Student Progress

Based on a value-added model of academic growth, each student should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all students should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalCA North Bay intervenes and provides additional support until an acceptable level of achievement is reached.

Goal II: Aligns with State Priority 4 and 2018-19 LCAP Goals 1 and 2

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

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

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

Goal III: Graduation and Post-Secondary Plans

Based on Post-Secondary Plans, students are prepared to pursue educational/career opportunities after graduation.

Goal III: Aligns with State Priorities 7 and 8 and 2018-19 LCAP Goal 4

Goal III: Measurement: CalCA North Bay works to ensure that full academic year students in grade 12 (students who are enrolled in CalCA North Bay by the October state census date) who are no more than two classes behind in credits are qualified for — and actually apply to — one or more two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches. Developing a post-secondary plan that is tailored to the circumstances of the student will help demonstrate this career and college readiness.

Goal III: Performance Criteria: 90% of full academic year students in grade 12 will complete their post-secondary plan prior to the end of the school year. This performance criterion will apply to all numerically significant student subgroups as well as to the school as a whole.

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

Non-Academic Outcomes: CalCA North Bay has also established important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement. All non-academic outcomes apply to the entire school but may not be disaggregated for student subgroups.

Goal IV: Attendance

CalCA North Bay students will maintain high attendance rates. Attendance is a measure of student and parent engagement and can be an indicator of success in the school.

Goal IV: Aligns with State Priority 5

Goal IV: Measurement: CalCA North Bay integrates multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion, and completed work products. Attendance is monitored by teachers regularly via a parent attendance log in Connexus and teachers then make a final determination of attendance credit for each student each school month. Final attendance credit is determined based on verification of both daily attendance as well as "time value" of the work done over the school month. Intervention strategies are implemented if a student's attendance falls below the expected target. Different grade bands have different attendance rates, with attendance rates typically decreasing as the students enter high school.

Goal IV: Performance Criteria: CalCA North Bay targets an average school attendance rate of 93% over the school year.

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

Goal V: High-Quality Teaching

CalCA North Bay provides its students with excellent teaching by teachers who are dedicated to a specific teaching task and who work closely together to ensure the success of students.

Goal V: Aligns with State Priority 1

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

Goal V: Performance Criteria: CalCA North Bay makes every effort to hire teachers that meet all of the qualification guidelines established by the charter. CalCA North Bay also hires teachers who meet the state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s). CalCA North Bay sets high standards in its evaluation of teachers. As an example, using the current system, “Effective” is an excellent rating and only a handful of teachers are rated “Highly Effective” each year. CalCA North Bay actively works to ensure that retention of “Effective” and “Highly Effective” teachers meets or exceeds 90% of teachers each year, and that the overall teacher performance ratings on the CalCA North Bay evaluation provide evidence of a strong teaching faculty. The goal is that at least 90% of returning teachers have “Effective” or “Highly Effective” ratings on the school’s evaluation system.

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

Goal VI: Parent Satisfaction

CalCA North Bay parents and students are satisfied with their school experience, community, and culture.

Goal VI: Aligns with State Priority 3

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

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

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

III.B ACADEMIC ACCOUNTABILITY SYSTEM

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

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

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, includes information on whether CalCA North Bay attained its stated accountability targets. The staff of teachers, education specialists, and administrators annually evaluate whether the CalCA North Bay program needs to make any adjustments in order to meet its targets. For example, in recent years additional math support has been added, a more robust credit recovery program has been implemented, and high school changed its structure to a homeroom model for purposed of attendance and student engagement. A report is presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results and other relevant metrics. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement Cycle. Following approval or modification, this plan is then implemented for the upcoming school year. The annual update for the LCAP is also considered part of the School Improvement Cycle, and LCAP goals and actions are developed using results from an analysis of school needs. Through the School Improvement Plan (as well as the WASC Action Plan) annual performance goals are set and monitored which align with the state priorities, the state's Dashboard metrics, the LCAP goals and the charter's student outcomes which are designed to be more long term.

III.C METHOD(S) OF ASSESSMENT

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

Student Assessment Strategies

CalCA North Bay adheres to the same accountability measures, administers the same state assessments, and follows the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalCA North Bay's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CalCA North Bay's assessment efforts begin with a thorough placement process and progress review, including online placements tests, where indicated, which help to customize the student's academic program and formulate the Personalized Learning Plan. CalCA North Bay also utilizes ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalCA North Bay uses to evaluate the progress of students.

- **Assessment Objective Performance Report (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of identified grade levels based upon the California Common Core State Standards and displays students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may complete individual or small group tutoring virtually with these students targeting specific skills. Currently, the AOPR supports secondary courses.

- **Placement:** During enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. High school students are then typically placed by grade-level as determined by their cohort year.

- **Yearly Progress:** Two internal assessments help identify academic growth during the school year. LEAP (currently used for students in grades K–8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. It is also helpful for assessing students who are either significantly ahead of or behind their grade level peers. CalCA North Bay currently uses the SPS assessment (or Scantron--see below) for students in grades 9-11 for pre- and post-testing. Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the SPS, and state test proficiency. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring. (Note: The school may replace the LEAP or SPS tests with a comparable pre- and post-assessment of student progress if a superior assessment tool is found.)

- **Longitudinal Evaluation of Academic Progress®**
  The Longitudinal Evaluation of Academic Progress®, or LEAP, is Connections Education's proprietary benchmark assessment that is administered to Connections Academy students twice times during the school year and used to help individualize instruction for each student. Students are assigned the tests that are aligned with the courses in which they are enrolled. The LEAP Reading assessment is administered to students in grades 2-8 and the LEAP Math Assessment is administered to students in grades K–8.

  - **Development of LEAP Assessments** - The criterion-referenced LEAP assessments are aligned with the Connections Academy curriculum as well as with state and national learning standards. LEAP was initially developed in 2008 using a test bank developed by Let's Go Learn™, a test development company with extensive experience in the development of Reading and Math tests at the elementary and secondary levels. In 2012, as states began to adopt and implement the Common Core State Standards (CCSS) in Math and English Language Arts (ELA), Connections Education decided to redesign the LEAP tests to align with the CCSS. This process was developed over the course of the 2012-13 school year and the new version was implemented for the 2013-14 school year.

    Face and construct validity of the new LEAP assessments were first established by creating and using content standard-aligned test plans for each grade level. Test plans were created for Math and Reading by grade level that aligned with the CCSS, as well as next generation state assessment blueprints, such as the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments and the Smarter Balanced Assessment Consortium (SBAC) assessments. Content validity was then established by using a research-based test bank obtained from Pearson. In addition, the Manager of Assessment at Connections worked closely with the Connections curriculum team using the same criteria above.

Reliability for these assessments was determined by using Alternate-Form Reliability and Test-Retest Reliability. Three forms of the test were created using the same test plans. Starting in Spring 2014, a different form was administered as the Posttest to compare the assessments to ensure they were reliably testing the same information at the same difficulty level. In the summer of 2015, a comparison analysis of the first two forms was conducted utilizing the Item Response Theory method. Although the scores vary slightly, there is no statistically significant difference in performance at each grade level between the two assessments. Therefore, we have evidence that the expected student outcomes on these assessments are reliable and equivalent. LEAP is regularly reviewed and updated for the appropriateness of questions and responses. Questions with a p-value of .4 or below are marked for review and replacement.

- **Data Supporting LEAPS' Effectiveness** - During the 2017-2018 school year, the Hanover Group conducted an external, predictive validity analysis of LEAP as it relates to state test performance. The analysis found a positive, statistically significant relationship between students' LEAP results and their proficiency level on the state assessment at the end of the school year. Note that the negative accuracy rates (the proportion of those who were "Unlikely to Succeed" in the LEAP assessment and ultimately "Below Proficient" in the state assessment) were higher than the positive accuracy rates (the proportion of those who were "Likely to Succeed" in the LEAP assessment and ultimately "Proficient" in the state assessment), indicating that the LEAP assessment is more effective at predicting students who will not be proficient than those who will be proficient. Overall (for students in all grades), negative accuracy rates range from 72 percent to 82 percent, while positive accuracy rates range from 55 percent to 76 percent for specific subjects and tests.

- **Scantron® Performance Series™ Assessments**

  The Scantron ® Performance Series™, or Scantron as it is commonly refer to it, tests are computer adaptive, norm-referenced tests produced by Global Scholar. The Scantron assessments align with the Connections Academy curriculum as well as state learning standards. High school students, in grades 9–11, are given these tests twice during the school year: once in the fall and once in the spring. There are separate tests for reading and math. Students are assigned the tests that align with their enrolled curriculum.

  Detailed information on the development and effectiveness of the assessment can be found in the Scantron Performance Series Web-Based Diagnostics Technical Report, 14th Edition (July 2017).

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

- **Ongoing Information Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner. Other more subjective assessment activities include written journal responses and group discussions.
- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.
- **Curriculum-Based Assessments:** CalCA North Bay uses curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversations, in one on one or small group LiveLessons, or even face to face. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts and are usually performed when a student scores a C or below on an assessment. The DCBA is used to "diagnose" areas of weakness. The teacher may discover that the student is missing an important concept or needs additional support or intervention in order to lean and master the concept. Verified curriculum-based assessments (VCBAs) authenticate student learning of concepts previously graded as completed with scores of B or higher. The CBAs are an integral way that teachers can tell whether students are doing their own work in the online learning environment and mastering the concepts within their lessons.
- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in Connexus. Likewise, results for the state's standardized tests that students take while enrolled at CalCA North Bay, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.
- **State-mandated assessments:** CalCA North Bay is dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalCA North Bay students participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments is reported through the CDE as well as communicated directly to parents when required. Participation

in the state testing program allows for comparisons between schools statewide. Because the tests must currently be administered face to face, and because a significant percentage of parents exercise their right to opt out their students, participation rates in state testing can be a challenge for the school. In order to improve test participation, the Master Agreement (see Exhibit C) states that "each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the Administration." Participating in the state assessment fulfills this requirement.

School Assessment Policies

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

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

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

CalCA North Bay's assessment program utilizes solid baseline security, as described below, and integrates a variety of forms of assessments – offline as well as online, qualitative as well as quantitative, direct and indirect, informal and formal. The school has multiple opportunities to ensure that students are doing their own work and are not being inappropriately helped by a parent or other family member.

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

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

The variety of assessment forms also promotes security. A student's work at CalCA North Bay begins with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

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

School-wide Assessment Strategies

In addition to assessment of students, CalCA North Bay uses a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalCA North Bay has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration uses Connexus to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team, develops a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals.

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

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

Teachers and administrators are evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g., Special Education) or administrative position (e.g., Principal). Competencies are reviewed with staff and are available for viewing and comment throughout the school year.

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

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

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. Competencies are evaluated using a standardized scale and include comments from the supervisor. The scale currently in use has the following levels of performance:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. All compensation increases, after an initial salary offer, are based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies, and the Overall Individual Rating, as well as the school's overall achievement of its performance goals.

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

III.D USE AND REPORTING OF DATA

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

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

Grade Books and Data Tools

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

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

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

Figure 22 is the teacher's homepage where they can track whether or not students are on target. In a more detailed view of the class, shown in Figure 23, teachers can see if students have overdue lessons and are falling behind. Figure 24 shows a specific student's Grade Book.

Figure 22. Teacher's Homepage.

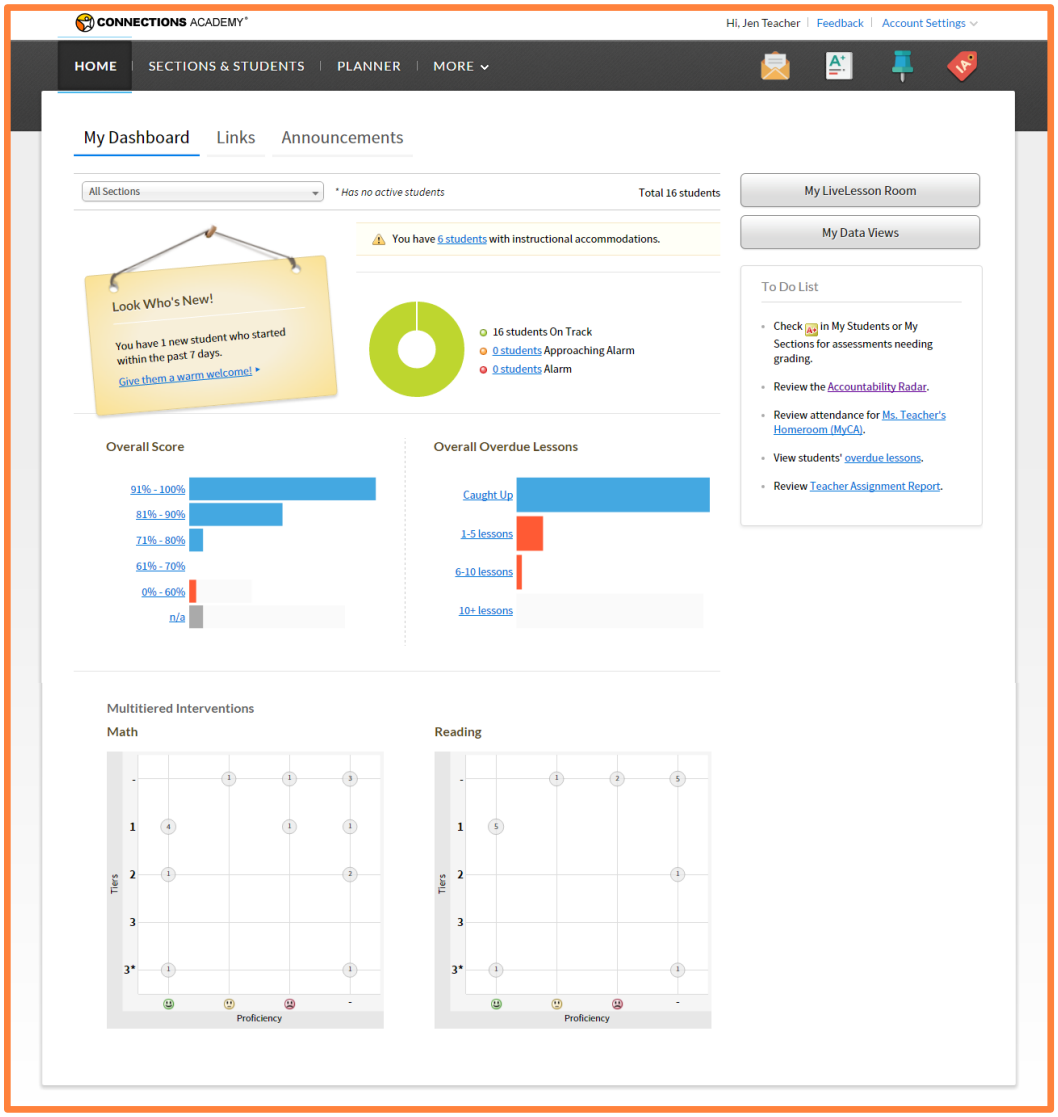


Figure 23. Students with Overdue Lessons.

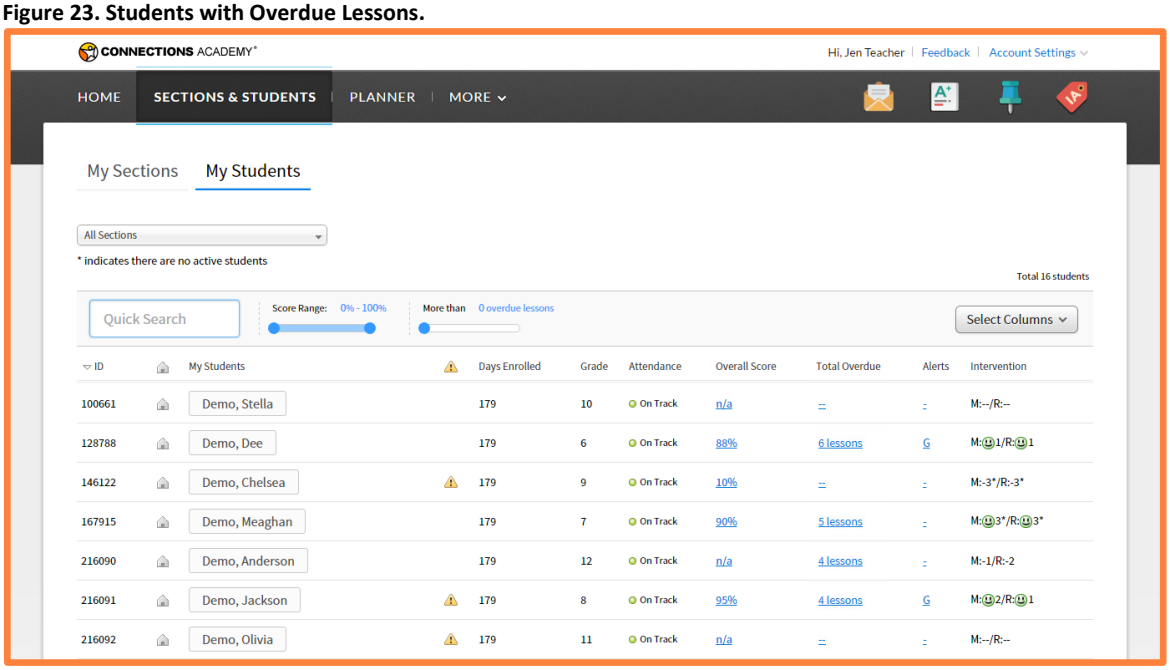
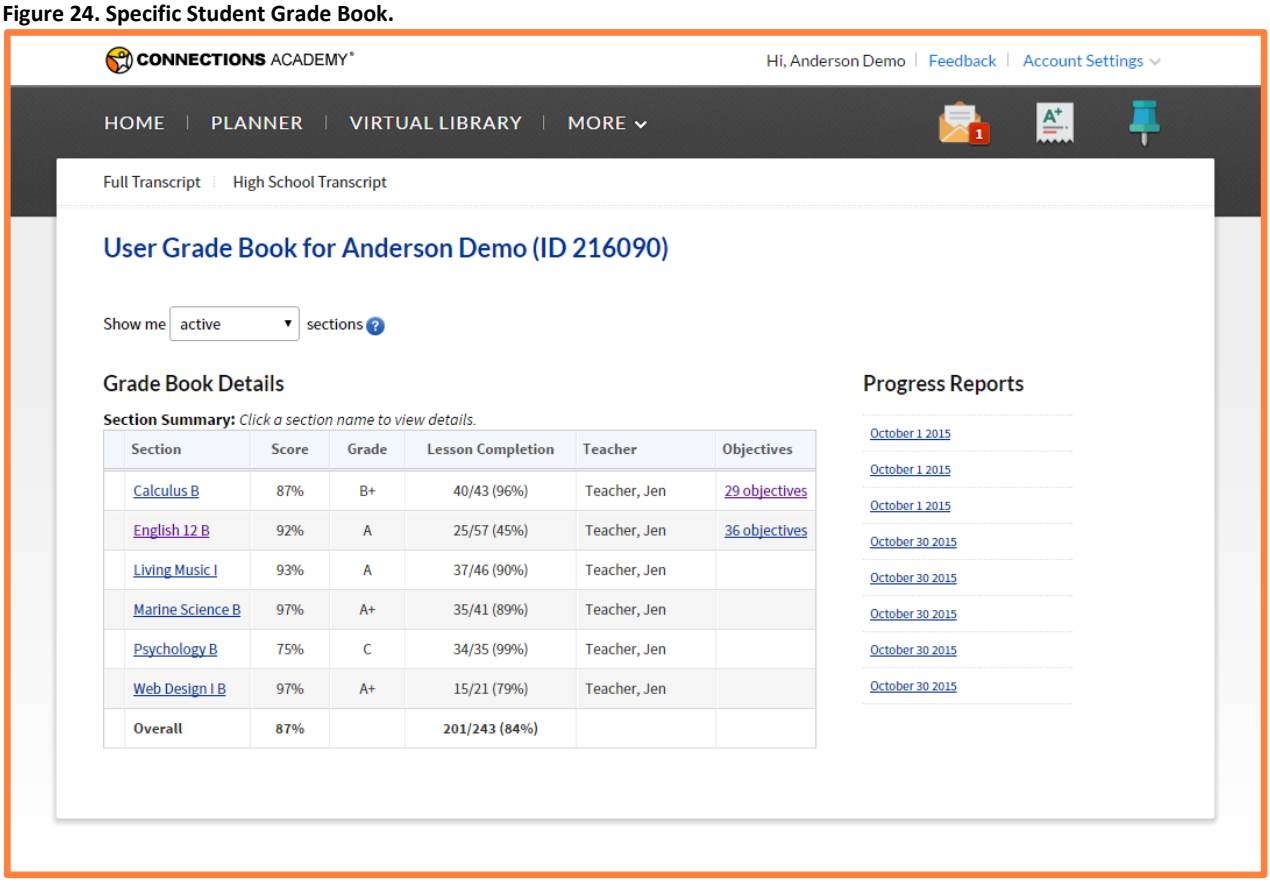


Figure 24. Specific Student Grade Book.



Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school accounts for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input and approval, and then to MUSD and the Lake County Office of Education (see also Sections III.A and VIII.A). The LCAP provides annual performance goals and reports on progress towards those goals each year.

All Required Reports

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

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

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

In addition, the school reports student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Connexus. CalCA North Bay fully complies with its CALPADS obligations, submitting information independently of the District.

The school maintains student records in accordance with state, local, and federal requirements. All student record information is the sole property of the school and subject to applicable law. Student cumulative files are maintained both electronically and at the school office and are processed in accordance with applicable legal requirements and school policies.

CalCA North Bay fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalCA North Bay is aware of the cooperation between FERPA and IDEA and adheres to the applicable requirements of both. CalCA North Bay complies with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

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

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalCA North Bay is operated by California Online Public Schools (CalOPS)[35], a California non-profit public benefit corporation. CalOPS, shall comply with all provisions of the charter petition, as approved by MUSD, with respect to all activities and operations of the charter school. CalOPS may, consistent with its Articles of Incorporation and charitable purposes for which it was formed, carry out other activities which are complementary with, supportive of and not inconsistent with its charter school's operations.

The Articles of Incorporation, the Bylaws, and applicable law allow CalOPS the ability to govern multiple charter schools. CalOPS will oversee and operate at least four other charter schools, with additional schools possible in the future. CalOPS is an organization determined to be tax exempt under Section 501(c)(3) of the Internal Revenue Code (See Exhibit E) for the California Online Public Schools Articles of Incorporation, Bylaws, and IRS affirmation letter regarding the corporation's tax exempt determination). CalOPS bylaws provide a full description of the organization of the corporation.

[35] In August of 2018, three existing non-profit corporations were merged to form California Online Public Schools, which now governs all the California Connections Academy Schools.

Roles and Responsibilities

The Governing Board governs the charter school.[36] The Board sets policy and is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA North Bay's charter with MUSD as well as its obligations to the California Department of Education. MUSD shall not be responsible or liable for the operations of CalOPS. The school will be governed pursuant to this charter (current Bylaws and Articles of Incorporation are attached in Exhibit E). The Governing Board adopts all policies as required for the independent study program of CalCA North Bay.

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

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;
- Setting Board policy;
- Managing and governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Executive Director (also referred to as the Lead School Administrator);
- Providing oversight and/or approval of major contracts as consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and managing them effectively; and
- Assessing the organization's performance.

The Board has contracted with Connections to provide certain services to the school under the terms of a "Statement of Agreement." The contract was designed to have a term that coincides with the term of the charter, consequently, following charter approval, the Board plans to proceed with negotiation of a Statement of Agreement with Connections for the next five years, consistent with California law under AB 406. The current draft of the updated Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor in accordance with its obligations under the Statement of

[36] In this document, use of the term "Board" or "Governing Board" refers to the California Online Public School (CalOPS) Governing Board (the school's Board) unless otherwise specifically indicated as the MUSD Board (the district's Board).

Agreement. Further information about the Statement of Agreement is provided in Sections IV.C and VII.I.

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held telephonically in compliance with California Government Code section 54953. The CalOPS Board continues to seek out training and review best practices for charter school Board meetings. The Board annually reviews its meeting schedule to be sure that the business of the organization can be effectively carried out. In addition, adjustments to the meeting schedule may be made in order to comply with any new regulations for charter schools. The Board has procedures to call a Special Meeting as needed and in accordance with the open meeting rules. The Board also periodically plans Board retreats for strategic planning, training, and other important organizational needs.

Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website[37]. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location. Special meetings or retreats are also noticed and held in compliance with open meeting rules.

CalCA North Bay shall provide to the District Superintendent (or designee) copies of all of its Governing Board and Board Committee agendas (including open session backup materials at the time they are available to the Governing Board) as respects the operation of the school at or before the time required for posting of such agendas in compliance with the Ralph M. Brown Act.

Board Composition

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

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board endeavors to appoint at least one board member who is a representative of each charter school operated by the corporation, such as someone who resides in the local area and/or a county served by that charter school, as well as a community leader in an area served by the school(s) operated by the corporation. The Board also considers members' professional, educational, and practical

[37] CalCA North Bay purchases web hosting services from Connections. , CalCA North Bay school information is found at https://www.connectionsacademy.com/california-online-school/about/northbay. The website contains information about the school, its learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families. The CalCA North Bay website is part of the website for the California Connections Academy network of charter schools, and does have links that go back to general information about the Connections Academy program as well.

experience. The Board also makes an effort to appoint someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board also makes efforts to recruit a qualified parent of a current or former student who is/are/were enrolled in a charter school operated by the corporation to serve as a Board member. One board member may satisfy multiple categories.

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

Any current employee of CalCA North Bay, or any current employee of any of the other charter schools governed by the corporation, are not eligible to serve on the Governing Board. No current employees of Connections are eligible to serve on the Governing Board. All Board members are completely independent and serve on a volunteer basis.

Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members may participate in various training sessions in state (Annual California Charter Schools Conference) and national (National Charter Schools Conference and National School Boards Association) conferences, as well as other training opportunities provided by the Charter Schools Development Center (http://www.chartercenter.org/) and California Charter Schools Association (http://www.ccsa.org/). In the recent past, the Board participated in two in-person retreats, a training in December 2017, and a strategic planning session in March 2018. Additional sessions such as these are planned periodically.

Training topics include charter school basics, non-profit management, conflict of interest, budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, when Board Members participate in the California and National Charter School conferences and workshops, they are able to network with other charter Board members and access additional resources in order to further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating charter schools including, but not limited to the laws regarding interested parties and conflict of interest. In addition, since the Governing Board assumes responsibility for a public charter school, the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. CalOPS shall conduct all operations of CalCA North Bay including Board meetings in accordance with applicable sections of the Ralph M. Brown Act as set forth in California Government Code § 54950, *et seq*. and applicable provisions of the Education Code.

The Board has adopted and regularly updates a Conflict of Interest Code (see Exhibit E) consistent with the Political Reform Act which reflects CalCA North Bay's full commitment to financial transparency and service. The Conflict of Interest Code requires Board members and designated employees to annually file financial disclosure statements (known as the Form 700).

CalOPS' Conflict of Interest Code adopts the California Fair Political Practices Commission's Model Code and is approved and periodically updated by the CalOPS Board and is also sent to the Fair Political Practices Commission (FPPC) for final approval. Updates will be submitted to the District Superintendent or designee following approval by the FPPC.

CalCA North Bay and CalOPS shall be subject to the Political Reform Act of 1974 (Government Code § 87100, et seq., the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools.

Operating Structure

The operating structure of the school is similar to a traditional educational environment with school principals who supervise an administrative staff and teachers. The school principals act according to the policies and procedures as approved by the Board. The principals also act in an information and advisory capacity to the Board, and are responsible for implementing Board policies in the day-to-day operation of the school. The day-to-day management of the principals is the responsibility of the Executive Director who reports to the Board.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalCA North Bay strives for a high level of parental involvement. This extends beyond the central role parents play in their own children's day-to-day learning and allows parents/guardians to also be integrally involved in shaping CalCA North Bay and making certain that it fulfills its overall mission. Parents have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern, including through their membership in Club Orange, a parent support organization for schools supported by Connections. While parental involvement is highly encouraged and critical to student success, parental involvement is not a requirement for acceptance, or continued enrollment at, CalCA North Bay.

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

Since the school's goal is to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities is readily available to all families. For example, all agendas as well as contact

information for Board members, are posted on the school website. In addition, CalCA North Bay provides for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings is posted on the website and at any physical location (as well as teleconference locations, if required) where the meeting will be held at least 72 hours in advance.

Additional details of the various ways that parents participate in CalCA North Bay, include:

- **Parents Involved in Planning the School:** Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.
- **Parent Representation on the Board:** The bylaws provide for position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members are encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.
- **Public Comment:** Parents (as well as other members of the public) may attend and make public comments during the public portions of all Board meetings.
- **Parent Volunteers:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa. Volunteering is never a requirement for any parent.
- **Parent Club:** Parents can also join an exciting club that brings together parents of prospective and enrolled students who reach out to their local communities to spread the word about CalCA North Bay and provide support and encouragement to parents. This Parent Club has similarities to a Parent Teacher Organization (PTO) in a traditional school setting.
- **StarTrack and Course Ratings:** As mentioned previously, parent input is gathered on an ongoing basis via StarTrack ratings for lessons and courses. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback. Parent surveys are administered annually by an outside third-party vendor.

IV.C SCHOOL SERVICES CONTRACT

CalCA North Bay contracts with Connections for certain services. A new Statement of Agreement, for this renewal charter term, will be negotiated consistent with California law under AB 406. The updated draft of the Statement of Agreement is attached as revised Exhibit F. CalOPS, the non-profit Board, operates the charter school and maintains responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter.

The non-profit Board regularly reviews Connections' services to ensure it is meeting the required accountability standards. CalOPS is not operated by or affiliated with Connections except in a vendor capacity as stated in the parties' written agreement. The non-profit Board is a completely independent entity from Connections. The IRS conducted a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation (see Exhibit E).

By conferring this status to the non-profit Board, the IRS validated the independence of the school and its Governing Board from Connections.

CalCA North Bay will provide the District with the final executed version of the Statement of Agreement within thirty calendar days of the Board's approval of the final agreement.

IV.D GOVERNANCE FOR SUCCESS

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

The Board ensures that the school receives input in decision making from all stakeholders: the district, parents, staff, and other community members.

CalCA North Bay has provided a stable high quality virtual educational choice for families in Lake County and the surrounding counties and seeks to continue to do so under this renewal charter.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

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

CalCA North Bay strives to offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards. Incorporated in this organizational culture are core values:

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

Teacher Certification

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

matriculation decisions as specified in the school's operational policies. Credentialed teachers are also responsible for determining and recording students' attendance each month based on school policies and procedures.

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

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

Staff Recruitment

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

Human Resource Issues

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

Staff Qualifications

CalCA North Bay has set the following experience and qualifications standards for personnel:

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

- **Teaching Staff –** Teachers in core or college preparatory subjects hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. Teachers must have a Bachelor's degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services have experience and/or hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.
- **Administrative Support Staff –** These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members have excellent communication and interpersonal skills and work well as part of a team.

Virtual Education Support Center

Teachers have access to a variety of curriculum and instructional resources and support staff through Connections' virtual Education Support Center (also known as the Education Resource Center or ERC). This support system includes a mix of dedicated and shared-use personnel who deliver support to CalCA North Bay. These individuals all receive specialized training in the skills and techniques required for effective virtual education and geographically dispersed teams. This support not only provides the CalCA North Bay community with unparalleled level of educational expertise and experience, but also enables CalCA North Bay to expand support for students and parents beyond the traditional school day.

The array of services includes:

- School support helpdesk to answer teacher questions regarding the platform, curriculum, assessments, or general instructional support questions;
- Curriculum consultation for reading, mathematics, science, language arts, social studies, physical education, the arts, and poetry;
- Instructional consultation to address multiple learning styles, effective instructional approaches, behavior management and student motivation;
- Special needs consultation to assist students with disabilities, English Learners, or gifted students, or to deploy assistive technology;

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

Staffing Plans

CalCA North Bay has developed staffing plans and recruits and hires sufficient staff so that the school can meet the legally required student-to-teacher ratios in California under Ed Code Section 51745.6 (e). The projected budget is developed each year based on the required student-to-teacher ratio. While the annual budget is developed to be sure the school will be in compliance with this requirement, staffing may need to be adjusted to hire additional Full-Time Equivalent (FTE) staff during the year as additional students enroll, in order to maintain a compliant ratio. The ratio currently set by the state for charter schools is 25:1, and the school has historically averaged a ratio of 22.5:1 (see also Section VII.A for more details about student teacher ratio). The school also complies with any applicable California regulations regarding the student-teacher ratio. The staffing plans also identify how many administrative and support positions are available at the school each year and lays out the allocation of staff between all of the California Connections Academy schools for that year.

Staff Training

Prior to the opening of school each year, CalCA North Bay, with support from Connections, provides a complete training program for program teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members have multiple opportunities to participate in professional development activities for the school, as well as opportunities to collaborate with teachers at other schools supported by Connections nationally. Teachers have daily access to curriculum specialists for “just-in-time” training on particular curriculum issues.

Since various groups of teachers and administrators work closely together in teams, they are also able to provide their own informal ongoing professional development, such as during regular department meetings or annual planning retreats. Additional training in health and safety areas may be included as needed to comply with the school’s health and safety policies and/or applicable law. School staff members may also access outside professional development opportunities, with approval of the school leadership.

Onboarding and Ongoing Training

CalCA North Bay's newly hired teachers participate in a series of synchronous and asynchronous sessions to transition from teaching in a brick-and-mortar school to teaching in a virtual school. During the synchronous sessions, teachers learn about the school year cycle and associated tasks, and become familiar with instructional tools, reports, and resources in Connexus® that are used to engage and support learners. Returning teachers have courses assigned to them that provide updates on tools and resources, and engage them in deeper learning about how to be an effective teacher in an online school environment. The Curriculum Course, designed for new and returning teachers, serves as an asynchronous handbook available throughout the year, providing teachers with deeper learning about effectively facilitating instruction in an online school environment.

Ongoing Professional Learning

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

Professional learning is:

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

CalCA North Bay teachers are provided with ongoing professional learning activities throughout the year, delivered by the Connections' Academic Training team. Teachers are required to attend monthly sessions virtually on topics such as:

- Implementing specific research-based instructional strategies;
- Using effective teaching practices and communication skills for a virtual environment;
- Utilizing the state and national standards to inform instruction;

- Using technology to engage students in collaborative learning activities; and
- Using data to guide instruction.

The school's Leadership Team also develops a systematic plan to approach professional learning for all staff. Topics for professional learning are selected based on school goals, student performance data, national initiatives in education, legal requirements, and research-based best practices.

All professional learning sessions include an opportunity for feedback and evaluation to ensure that session content and resources are relevant and useful. Additionally, audits, evaluations, and in person meetings are used to gauge the effectiveness of all training and to ensure initiatives are implemented with high fidelity.

The program takes a "flipped learning" approach to professional learning which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous session. This "flipped model" approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers upload an "artifact" to their professional learning e-Portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-Portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders and supervisors provide teachers with feedback on their artifacts following the sessions.

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

Second year teachers participate in Connections' Professional Learning (PL) 100 series which focuses on:

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

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

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

In the PL 300 series, teachers are grouped for professional learning by content area or grade level bands: Grades 6-12 are grouped by grade band; grades K-2 and 3-5 are grouped by subject area instead, since most teachers in these grades are teaching all subject areas. CalCA North Bay also provides time during the PL 300 sessions to focus on specific content areas. A facilitator is able to guide discussions by asking targeted questions for content areas such as math and science. Teachers discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students.

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

Facilitating Learning

Teaching in a virtual environment offers flexibility and allows for a greater level of professional learning throughout the school year. Teachers have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. CalCA North Bay receives multiple levels of support from the Connections team, including the School Support Teacher Help Desk. A team of specialists is dedicated to meeting the needs of the school on a daily basis.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional learning sessions, CalCA North Bay implements school-based Professional Learning Communities (PLCs) through which teachers are expected to continue the conversation within their vertical and horizontal teams. This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions.

In addition to the systematic approach toward onboarding, training, and professional learning, the school has a virtual, robust portal called Teacher Central which lists professional development opportunities, information about recorded LiveLesson sessions, shared resources, and more. The portal is dedicated to shared values and vision, collaboration, shared decision-making, collective creativity, and supportive and shared leadership. Teachers connect to the latest educational

conferences, webinars, online courses, professional organizations, and research/education updates. Teachers follow pertinent school news and announcements through weekly issues from the Human Resources' Communications team.

Additional Instructional Resources

During the school year, ongoing professional development sessions are also offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalCA North Bay. In addition, the following resources are available to all school staff to support their professional goals and growth plans:

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

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

V.B COMPENSATION AND BENEFITS

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

The Governing Board regularly approves a compensation plan for teaching staff. The plan includes the base salary and may also include additional compensation incentives. A salary range for the various teaching positions is determined and re-evaluated regularly based on research of market compensation and financial considerations. Employment offers are based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases are based on the factors described herein.

The staffing plan is approved annually as part of the budget, and, in addition, the Board also reviews and ratifies changes to the staffing plan as necessary.

Teaching Positions

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

Teachers can also apply for the following career ladder roles annually. The career ladder levels which earn additional compensation are currently as follows:

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

Non-Teaching and Administrative Positions

A salary range for non-teaching positions is determined and re-evaluated regularly based upon research of market compensation and financial considerations. Initial employment offers are based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives are based upon performance.

Shared Services

The Board employs a wide range of staff, who may be shared across its other schools as needed. All staff costs are allocated to each school on a pro-rata basis in order to accurately allocate costs to each charter school operated by the corporation for the appropriate amount for staffing. Under this arrangement, staff serving CalCA North Bay students may be located outside of the counties served by CalCA North Bay, since staff members primarily interact with families virtually. This maximizes the school's ability to offer a wide range of online offerings and to employ the highest quality, geographically diverse and experienced staff. Administrators routinely travel between the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, allows flexibility in staffing, and assures the financial stability of the school.

Retirement

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

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

The school and Board also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

The Board ensures that there is a process to identify which staff qualify for which retirement systems and ensures that all staff members are fairly covered.

Benefits

CalCA North Bay provides an extensive benefits package which may include benefits such as:

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

- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, long term disability insurance, and business travel accident insurance;
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan with an employer match;
- Tuition reimbursement programs (currently up to $5,250 per calendar year);
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust benefits package is provided to eligible full time teachers and administrative staff. Other benefits for employees are detailed in the Employee Handbook and Benefits Guide, published annually. The Board retains the right to review and revise the benefits offered to its employees as may be necessary and/or appropriate from time to time.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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

Return Rights

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

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

Exclusive Public Employer

The non-profit corporation, California Online Public Schools (CalOPS), which operates CalCA North Bay is deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

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

The Governing Board for CalCA North Bay has adopted a comprehensive set of health, safety, and risk management policies, which have been implemented by the school. These policies are reviewed regularly by the Governing Board to ensure they meet the needs of the school.

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

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

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

These policies have been incorporated, as appropriate, into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members receive regular training regarding safety issues, including Internet safety, child abuse, and harassment prevention.

Pursuant to AB 1747 (2018), CalCA North Bay will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and updated by March 1 of every year by CalCA North Bay.

The Health and Safety Policies are available at any time from the school upon request. CalCA North Bay posts information about Title IX on its website, per Education Code Section 221.6. In addition, the Governing Board has adopted a Suicide Prevention Policy.

V.E DISPUTE RESOLUTION

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

Disputes with the Authorizer

In the event of a dispute between CalCA North Bay and MUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the

other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, CalCA North Bay requests that this will be specifically noted in the written dispute statement.

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

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalCA North Bay and MUSD, except that each party will bear and be solely responsible for all of its own attorney costs and fees. The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and MUSD, MUSD will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

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

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

Internal Disputes

In addition to these processes, the Governing Board, has developed, adopted, and maintained updated policies and procedures for resolving internal and external disputes. These procedures are included in the School and Employee Handbooks. The school has adopted a Uniform Complaint Procedure, the school's formal complaint procedure, which is posted on the school website and referenced in the School Handbook (see Exhibit B).

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

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

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

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

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

Outreach and Recruitment

CalCA North Bay actively recruits families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalCA schools and to address the mobility of 21st century families, the school may use the name "California Connections Academy" or "CalCA" for outreach purposes. In order to best inform parents, the school may also use a geographical reference such as (but not limited to) "Northern California" or "North Bay" along with the California Connections Academy name.

CalCA North Bay uses a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** Connections, as one of the services provided to the school, maintains a website (www.connectionsacademy.com) with a special link to CalCA North Bay school information (https://www.connectionsacademy.com/california-online-school/about/northbay). The website contains information about the school, its learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. The site includes enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families. CalCA North Bay purchases web hosting services from Connections. The CalCA North Bay website is part of the website for the California Connections Academy network of charter schools, and does have links that go back to general information about the Connections Academy program as well.

- **Telephone/e-mail information service:** CalCA North Bay, through its contract with Connections, maintains a toll-free information line (800-382-6010) and an email information service to answer parents' questions about the charter school.
- **Information Sessions:** CalCA North Bay conducts multiple parent-led virtual information sessions, as well as in-person and/or online information sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these Information Sessions may be virtual, meaning that families attend the session from home via their computers. CalCA North Bay uses these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.
- **Direct outreach:** CalCA North Bay may conduct direct mail campaigns announcing the charter school to families with children throughout Lake County and its contiguous counties. In a typical mailing, CalCA North Bay sends out a postcard inviting parents to attend parent-led virtual sessions, as well as virtual and/or in-person information sessions, visit the website, and/or contact the call center. CalCA North Bay also uses email to communicate with people who approach CalCA North Bay and request information. CalCA North Bay may also use email to supplement or replace its physical mail campaign. Email correspondence includes valuable information to help prospective families understand if the program is right for them.
- **School district referrals and outreach:** CalCA North Bay takes every opportunity to brief school district administrators and guidance personnel on CalCA North Bay as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalCA North Bay makes use of paid media, including broadcast announcements, and/or digital and/or print advertisements. The school also takes full advantage of the local media's interest in raising awareness of California Connections Academy schools, celebrate the accomplishments of the students and teachers.
- **Referrals and/or Word of Mouth:** As CalCA North Bay grows, it anticipates that an increasing number of families who come to the school enroll due to positive feedback received from their friends, community members, traditional school leaders and family. More than 94% of CalCA North Bay parents reported that they recommend the program to other parents they know.
- **Digital Media:** CalCA North Bay will link to leading internet search engines with local reference capability to help families looking for a virtual school option to find this high-quality school. The school will benefit from Facebook, Twitter, and other social media campaigns to interact with families with an interest in learning from home.

Nondiscrimination in Admissions

CalCA North Bay does not discriminate against pupils on the basis of gender, gender identity, gender expression, race, ethnicity, religion, national origin, immigration status, ancestry, creed, pregnancy or parenting status, marital status, sexual orientation, or physical, mental, emotional, learning disability or handicap, or any other characteristics referenced in California Education Code section 220 in its education programs or activities including its admissions policies and procedures.

No Tuition

As a public school, CalCA North Bay does not charge tuition or any fees that are prohibited. CalCA North Bay complies at all times with the terms and requirements of the free schools' guarantee of the California Constitution, Article IX, Section 5, in all aspects of the CalCA North Bay's program. Outreach communications and the School Handbook inform families that the school is tuition-free. The School Handbook (see Exhibit B) contains Board-approved policies regarding fees including statements about any allowable fees, as well as explanations about how the school provides a free public school program.

Non-Sectarian

As a public school, the charter is non-sectarian in its programs, admission policies, employment practices, and all other operations.

Place of Residence

Admission to the charter school is not determined according to the place of residence of any pupil, or his or her parent or guardian, within California, except for such restrictions or preferences that are required or allowed by law. As an independent study school, geographic restrictions are required and are followed by the school. Students are only eligible to attend if they provide evidence of residency within the counties served by the school. Students are eligible to enroll in CalCA North Bay if they reside in one of the following counties: Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalCA North Bay regularly discloses full details about its program and encourages families to carefully consider its academic rigor and practical implications before applying. CalCA North Bay also provides tools (such as an online self-quiz, contact with other parents and contact with a CalCA counselor if desired) to help parents decide whether CalCA North Bay is truly the right fit for their children and themselves.

Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing and upholding all necessary school-family agreements (such as an Independent Study Master Agreement as shown

in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility are included in the School Handbook (see Exhibit B).

CalCA North Bay complies with all laws establishing the minimum and maximum age for public school enrollment for purposes of ADA funding. Students with an existing IEP are subject to Education Code § 51745 (c) which requires that the IEP state that independent study is an appropriate educational setting for the student.

Timetable/Lottery

As a non-classroom based school, CalCA North Bay is able to accommodate all eligible students who may wish to attend. Enrollment for the following school year generally opens on or around March 1, and enrollment for the current school year closes around that same time. The CalCA North Bay enrollment team assists parents in completing the required enrollment tasks and in meeting state-mandated enrollment requirements. On or around June 1 of each year, parents are able to confirm their intent to enroll in the school, and the student's enrollment can be completed. However, if demand for enrollment exceeds the school resources, the Board ensures that students are admitted in a fair and transparent manner. In order to accomplish this, the Board may set an enrollment cap and then develop and implement a detailed public lottery procedure in accordance with California Education Code section 47605 (d)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (d)(2)(A) and section 47605 (d)(2)(C), CalCA North Bay, in partnership with MUSD, makes every reasonable attempt to accommodate all the students who wish to attend the charter school. Since the school anticipates that it is able to accommodate all eligible students who apply during the enrollment window, development of a more detailed public lottery process is not necessary at this time. If the school adopts a lottery process, it will conform to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery. There has not been a need to conduct a lottery in any past years and it is not expected that this will be needed in the near future.

Once enrolled, students are considered "existing pupils of the charter school" for purposes of any lottery. They therefore have admission priority as enrolled students and are exempt from any lottery, as long as they submit all updated registration documents in a timely manner and continue to meet the school's eligibility requirements in subsequent enrollment periods.

Enrollment Window

The Board may annually select a date to close enrollment to the charter school. Typically, enrollment for the school year closes shortly after the beginning of the second semester. The school reserves the right to admit a student to the school after enrollment closes, upon approval of the exception by the Executive Director or designee. For example, students moving from another geographic area who attend a different school supported by Connections may be allowed to transfer after enrollment has closed.

VI.B NON-DISCRIMINATION AND RACIAL BALANCE

Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

The California Connections Academy schools typically reflect the statewide racial and ethnic balance, and CalCA North Bay actively works to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA North Bay attracts those students and families who are most committed to student success in a virtual school setting. The eligibility requirements for admission do not discriminate, and allow any family access to the school.

In addition, CalCA North Bay has developed administrative procedures to ensure that the school's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, learning disability or handicap, or any other legally protected classification. As part of that process, CalCA North Bay provides parents with a clear and accurate picture of the CalCA North Bay learning experience so they can make the most appropriate choices for their children.

CalCA North Bay utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process.

Connexus allows accurate collection and analysis of the school's demographic data. The data collected in this way are used to generate reports to the Board, MUSD, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices. No MUSD student is required to attend CalCA North Bay.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA

North Bay notifies the Superintendent or designee of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Students enrolled in the charter school have no right to admission in a particular school of any LEA as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

VI.D SUSPENSION/EXPULSION PROCEDURES

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

CalCA North Bay has established suspension and expulsion policies. As part of the enrollment process, and annually thereafter, parents/guardians check a box confirming they have been provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

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

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

Code of Conduct

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

Academic Honesty

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

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

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

Board Policies

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

CalCA North Bay does not discipline pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA) unless CalCA North Bay complies with the requirements of those acts.

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

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

Suspension (not more than nine days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to nine days. A suspension consists of removal or restriction of access to school activities including access to Connexus. The student is expected to continue their schoolwork during this time. Violations that may lead to suspension include, but are not limited to the following breaches of conduct, whether committed electronically or in person:

- Violation of academic honesty code;
- Unexcused absence due to truancy;
- Bullying or harassment;
- Abusive or threatening language or conduct;
- Vandalism;

- Theft and robbery;
- Harassment or sexual harassment;
- Violation of acceptable use policy; and
- Repeated violations of any discipline issue.

The due process protocol that is included in the School Handbook includes first convening an informal hearing with the student, parent/caretaker, grade level principal or assistant principal, and other staff members as appropriate. The grade level principal (or assistant principal if designated) informs the student and parent/caretaker of the allegations and provides an explanation of the evidence that supports the allegations. The student is provided with an opportunity to present his or her version of the occurrence.

If the principal (or assistant principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her parent/caretaker. The student will be provided all due process as required by law. The principal (or assistant principal if designated) has the authority to make a decision to suspend a student for up to nine days. The exact protocols to ensure due process are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Expulsion

For more serious violations (see below) or for conduct that warrants suspension of ten or more days or expulsion, the following process is used. A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(b)(5)(J)(ii)(II). Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

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

The due process protocol for expulsions as described here has been incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that may lead to expulsion, the principal may suspend the student for up to nine days pending further proceedings and/or a hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Hearing Officer to discuss the possible expulsion of the student. Upon a recommendation for expulsion, the Executive Director or grade level principal will determine whether the suspension should be extended while the expulsion process continues.

If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide timely written notice to the parent/caretaker of the student of its determination and an explanation of the student's basic rights, including the right to a hearing.

Such notice includes:

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

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

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

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

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

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

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

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

Due Process

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

In compliance with Education Code § 47605(b)(5)(J), no student shall be involuntarily removed (e.g., disenrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the pupil has been provided written notice of intent to remove at least five school days before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board is notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff is notified in a timely way of any expulsions by a designated member of the CalCA North Bay staff. In addition, the school includes data regarding suspensions and expulsions in reports to the state. Documentation of student discipline is maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

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

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

Budget Development

The Executive Director, working with the school's Director of Business Services, prepares and submits a proposed budget for the upcoming fiscal year to the Governing Board at a public meeting. The Board reviews and modifies the budget as needed. Following Board approval, this preliminary budget is submitted to MUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget is also submitted to the County Office of Education following approval by the Governing Board. A revised school budget is typically developed, adopted, and submitted to MUSD following the start of the new school year.

Fiscal Year

The fiscal year for CalCA North Bay is July 1 through June 30, as stated in the corporation Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached three-year budget, which starts with the 2019-20 school year, demonstrates a school with sound financial planning (see Exhibit H).

Cash Inflows and Reserves

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

Under the state Local Control Funding Formula, the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2019-20 school year budget has been derived from the current projections for per pupil funding rates, any future cost of living adjustments, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue are obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalCA North Bay is eligible for Federal Title funds and can access these programs annually. When federal funds are received, CalCA North Bay then insures compliance with any applicable portions of the Every Student Succeeds (ESSA) Act. Since the school is a member of the Tulare County/District SELPA, the school receives state and federal special education revenue directly from the SELPA. If other state categorical programs are available, the school will apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (see Exhibit H).

A cumulative reserve has been projected based on the current financial status of the school and the projected budgets for future years. The beginning fund balance is estimated based on the most recent financial projections. The Board, per the fiscal policies, keeps all reserve funds as "undesignated/unassigned" to insure maximum flexibility. The reserve amounts are in line with the levels recommended for school districts by the CDE.[38] The reserve, as projected, would start at approximately 5% and is projected to stay at 5 to 6% over the term of the charter, assuming the revenue amounts are stable through that time period. This level ofreserve is in line with the

[38] https://www.cde.ca.gov/fg/fi/ss/distbudgetcsfy1718.asp

Board approved fiscal policies, and is designed to help buffer any changes in revenue that may occur in future years.

Use of Funds

General purpose entitlement funding under LCFF received by the charter school shall be used exclusively for public school purposes determined by the Governing Board per Education Code § 47633(c). Public funds received by the charter school from the State of California shall be used in a manner consistent with the provisions of Article 16, section 6 of the California Constitution and the charitable purposes of the corporation.

Cash Outflows

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

The program provides for the following:

- ***Teaching and administrative staff:*** Staff budgets and staffing numbers are prepared to meet requirements for full funding. This budget provides for a student to teacher ratio in alignment with past years, which has been less than 25:1[39], the state requirement for charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages are assumed at approximately 25% of salary. Payroll taxes and CalSTRS contributions are also included, using the state's STRS contribution rate chart. The costs for teaching and administrative services, including salary and benefits, are allocated as appropriate with CalCA North Bay's sister schools through the employment arrangements.

- ***High quality instructional program including materials and technology tools:*** Costs for these items are determined through the Statement of Agreement with Connections and the annually adopted budget. A number of the school's expenses are directly drawn from the fee schedule. The fee schedule includes fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials are provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation and assessment tools (see also the Program Guide for details of the instructional materials provided). Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular Connections program. These are determined by agreement between the Governing Board and Connections. Connections provides Connexus that includes, among other things, a student information system, lesson scheduling tools,

[39] See supplemental materials for details of the historical pupil to teacher ratios.

accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.

- ***Facility:*** The school does not currently have a local office, however, some administrative functions, including housing of student records, take place at an office in Ripon, CA. Most teachers work from locations other than an office in accordance with the school's work at home policy. The Northern California administrative office facility includes work spaces for administrative staff. California Connections Academy provides Internet access and technical support for staff while they are working from the office, as well as laptop computers that can be used from the office or from home. The lease costs, which are the school's portion of pro-rated facility costs, are shown in the budget along with all utilities, including phone and Internet, which are budgeted separately due to the higher cost of these services in a virtual school.
- ***Special Education:*** The CalCA North Bay budget includes expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. The charter is an LEA in the Tulare County/District SELPA and works with that SELPA regarding fiscal arrangements and reporting.
- ***Administrative costs****:* The school has a full range of administrators and administrative support staff as employees, and in addition, the school contracts with Connections for administrative services. These services are shown in categories in the budget and include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility management, regulatory reporting support, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, authorizer liaison services, etc. In addition to the high-quality, turn-key educational program, Connections offers a wide range of administrative support services to assist the school. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.
- ***Other operational costs:*** The school budgets for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees include the cost of annual tax filing for the non-profit corporation.
- ***Oversight fees:*** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities are included in the MOU with MUSD (see Exhibit G), along with any District services that may be agreed upon on a fee-for-service basis. The District shall charge CalCA North Bay for supervisory oversight of CalCA North Bay, up to any maximum permitted by law (currently described and limited in Education Code § 47613), currently set at 1% of LCFF revenue.

CalCA North Bay acknowledges that the District's actual costs in conducting its oversight obligations could meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The budget is prepared to maximize cost efficiency and to leverage the resources available through CalCA North Bay's relationship with Connections as its primary vendor, as well as through the relationship with the other California Connections Academy schools, with the goal of maximizing the amount of funds that are spent on items that directly support student learning.

All items in the budget are directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources are directed to the places where they have the most impact on students (i.e., applied to the teaching staff and to the curriculum).

Overall Cash Flow

CalOPS contracts with Connections as a vendor providing various products and services for California Connections Academy North Bay, as laid out in the Statement of Agreement. Connections invoices CalOPS on a monthly basis for products and services provided in accordance with SOA and the school budget. The CalOPS Board Treasurer and Director of Business Services review the invoices, and those invoices are then also approved by the Governing Board as an open session agenda item prior to payment to Connections.

In accordance with the SOA, CalOPS may defer/delay payment of any invoices owed to Connections if the school is experiencing cash flow issues. Therefore, due to this favorable arrangement between CalOPS and this service provider, any additional delays in state payments, such as have been imposed in the past by California on all public schools, has limited negative effect on the charter school and the school is able to maintain positive cash balances at all times. As noted above, the school has also built and will maintain a sufficient reserve.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalOPS and Connections agree to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the negotiated reduction in fees, the school will maintain overall positive net assets. Any reduction in fees is limited to the year for which such reduction is negotiated, except if otherwise noted.

Funding Determination

As is required of all non-classroom-based programs, CalCA North Bay continues to submit a funding determination application to the California Department of Education (CDE) by the mandated deadlines. CalCA North Bay requested a multi-year funding determination by the Advisory Commission on Charter Schools, which initially gave a two-year funding determination for the new school, and which allowed for full funding for the first two years of operation. During the second year in operation, the school applied for a funding determination and received approval for an additional three years. The current Funding Determination expires at

the end of the 2018-19 school year, but an updated request has been submitted and is expected to be approved prior to June of 2019. The budgets are always prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

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

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

CalCA North Bay's Director of Business Services provides regular financial reports to the Board. Following review by the Board, financial data is reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. CalCA North Bay submits all documents, reports, and information to the District and Lake County Office of Education as required by law, including but not limited to, all reports required pursuant to Education Code § 47604.33.

In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, is submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, is submitted annually to the District and the County Office of Education office no later than March 15 each year. An annual update of certain school expenditures is provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 47605.33(a) and 47606.5.

As per California Education Code section 42100, on or before September 15 of each year, the Board will approve, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement is then filed with MUSD and the Lake County Office of Education by September 15 and sent to the California Department of Education following certification by MUSD.

Financial data for the charter school is reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report is approved by the Board and submitted by CalCA North Bay to MUSD and the County Office of Education by the agreed upon deadlines each year, who

in turn submit it to the state. In other situations, such as the annual independent audit, the school submits copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records are accessible to MUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board has adopted and regularly review its fiscal policies, including adequate internal control policies, and requires that Connections maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, CalCA North Bay consults with its independent auditor and reviews charter school best practices when reviewing these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occurs.

Attendance Accounting[40]

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. CalCA North Bay maintains accurate and current written records that document all pupil attendance and makes these records available for audit and inspection. Each year during the school's annual audit, the attendance procedures and attendance records are audited for compliance and accuracy, and have always been found to be in full compliance with state law and the audit guide. The attendance records are maintained for at least three years.

In order to minimize risks to the school's revenue, CalCA North Bay utilizes accurate and sophisticated systems for documenting student attendance. CalCA North Bay's attendance accounting procedures comply with California Independent Study requirements, which require that independent study charter schools verify both daily contemporaneous attendance, as well as the overall "time value" of the work completed by the student. The staff prepares and records the attendance monthly using the timelines set out by the board approved attendance calendar. The school uses an attendance log within Connexus as the starting point, where parents/Learning Coaches take responsibility for recording if the student was completing school work on each day school is in session. The School Handbook (see Exhibit B) had detailed information for parents regarding their role in the attendance process, and in addition, training and support is provided by school staff. At the end of each attendance month, the credentialed teacher assigned to determine attendance for each student (a homeroom or advisory teacher) reviews a variety of documentation contained within Connexus, including but not limited to the parent log, the assessments taken, the work submitted over the course of the month, the log of student activities, the student planner and the contacts made between the student and his/her teacher(s). The assigned teacher makes a final determination of the attendance credit which can be awarded to the student for that month based on both the daily attendance as well as the "time value" of the student work, using the school's Monthly Work Record form,

[40] See also supplementary materials for samples of attendance procedures and documents.

and then signs the forms. These forms are then reviewed and attendance is entered into the state approved attendance accounting system (currently Aeries) by the administrative support staff responsible for attendance. The school has developed processes for review and oversight of the attendance at each step, and provides extensive training to staff. Student assessments are stored in Connexus and are used as the representative work samples required for backup to the independent study attendance. Once the final attendance has been entered for each student into the attendance accounting software, the school is able to generate the data required for the state's Principal Apportionment Data Collection forms. These reports (commonly referred to as the P1, P2 and P3 reports), including backup details, are certified by the school and sent to the district for review and certification before being submitted to the state. If the school chooses to use a different attendance accounting software in the future, it will consult with the district before making a change.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Insurance

The school maintains the following levels of coverage, among others:

- Commercial General Liability: $1,000,000 per occurrence, $2,000,000 aggregate;
- Automobile: $1,000,000;
- Excess umbrella liability: $5,000,000;
- Worker's Compensation: Complies with current statutory limits in accordance with California Labor Code;
- Employer's Liability:
    - Bodily Injury by Accident – Each Accident: $1,000,000;
    - Bodily Injury by Disease – Policy Limit: $1,000,000;
    - Bodily Injury by Disease – Each Employee: $1,000,000; and
- Educator's Legal Liability (Professional Liability): $1,000,000 aggregate.

The Board has obtained a Director's & Officer's Liability policy that provides $1,000,000 in coverage. The certificate of insurance is included in Exhibit I.

Note that annually MUSD will also be issued a certificate of insurance as an additional insured, if required through the MOU (see Exhibit I for a sample of the current certificates of insurance). Additional details of insurance coverage may also be addressed in the MOU and updated there as needed.

CalCA North Bay and its vendors will continue to maintain and keep in force such insurance, or self-insurance, as Worker's Compensation, Liability and Property Damage, as will protect it from claims under Worker's Compensation Acts and also such insurance, or self-insurance as will protect CalCA North Bay from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA North Bay, or of the public, which may arise from school operations, whether such operations be by CalCA North Bay or by any subcontractor or anyone directly or indirectly employed by any of them

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(g) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of Principals, manages the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer manage budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from Connections, as consistent with the Statement of Agreement.

VII.E FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, CalCA North Bay does not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for short term face to face activities, such as state testing. As a non-classroom-based charter, the school is not eligible to request facilities from the District under Proposition 39 regulations.

Staff members log in and work to support students in a variety of ways, using a combination of both office based as well as home based support. It is anticipated that most staff members will continue to work from remote locations.

Administrative support may be provided from various locations in accordance with various contracts for administrative services. Funds for administrative facilities and services are incorporated into the school budget.

The CalCA North Bay budget includes funds for lease and operations of its shared costs for an administrative office facility, based on the current lease agreement.

If CalCA North Bay needs to open a new office facility at some point in the future, it would plan to locate such a facility in accordance with the applicable geographic and site limitations of California Education Code section 47605.1 and other relevant provisions of the Charter Schools Act.

In the future, the school reserves the right, under the terms of California Education Code section 47605.1(c), to open resource centers if there is a need for them as determined by input of staff and families, and if allowable by law. CalCA North Bay will provide all required notification to the district and county of all facilities that it operates.

VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Students at CalCA North Bay do not require transportation services for regular school activities. While the school helps facilitate local extracurricular and recreational activities among CalCA North Bay students and their families, the families is responsible for providing their own transportation for these activities. The school assists families with arranging transportation to the greatest extent possible, and complies with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that requires students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If CalCA North Bay provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) also discusses parental responsibility for transportation to school events.

VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(b)(5)(I) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

CalCA North Bay is audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board commissions the audit and engages an auditor with experience in public school finance. The cost of the independent audit is borne by CalCA North Bay. Copies of the audit are submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency as required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings.

Audit Exceptions and Deficiencies

The California Connections Academy schools have not historically had audit findings, exceptions, or deficiencies. A copy of the annual audit, including any auditor's findings is forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. The Audit Committee (if appointed) and/or the Governing Board would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to MUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(b)(5)(O)]

In the event that CalCA North Bay ceases operation for any reason, CalCA North Bay and its Governing Board are responsible for school closure procedures and will cooperate with MUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalCA North Bay follows the charter school closure procedure regulations from the California Department of Education [*CCR-5 §11962]*.

In the event of school closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of CalOPS. If for any reason CalOPS was dissolved, the disposal of any net assets remaining after the liabilities of all of its

charter schools have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws."

All grant funds and restricted categorical funds shall be returned to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

Any donated materials and property shall be returned in accordance with any conditions established when the donation of such materials or property was accepted.

The decision on distribution of the school's assets will be made by the Governing Board. If CalCA North Bay does not have sufficient assets to pay all of its bills at the time it ceases operation, neither MUSD, the Lake County Office of Education, nor will the CDE be responsible for its unpaid bills.

Other Closure Procedures

- The decision to close the charter school will be documented by an official action of the school's Governing Board. The action will identify the reason for closure. A notice of school closure will be sent to parents/guardians, MUSD, the California Department of Education, the County Office of Education, the school's SELPA, and any retirement systems in which the school's employees participate (*e.g.*, the State Teachers' Retirement System), the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required.

  This notice will contain all relevant and required information, including, but not limited to the effective date of closure; the name and contact information for the person reasonable for responding to inquiries regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.

- Other school districts that may need to provide services to the charter school students may be notified in writing.

- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, and will provide the list to the person/entity responsible for closure activities.

- A process for transfer of student records, state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.
- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school, and will include at least the following:
    - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
    - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
    - An assessment of the disposition of any restricted funds received by or due to the charter school.
- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and MUSD's Governing Board.
- If financial liabilities are incurred during the closure procedures, CalCA North Bay will be fully responsible for payment of these, according to the Board adopted financial plan.

This closure protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CalCA North Bay's right to operate as a charter school pursuant to this charter or cause CalCA North Bay to cease operation

VII.I SCHOOL SERVICES CONTRACTS

The revised draft of the Statement of Agreement with Connections, is provided in revised Exhibit F, and includes, as some examples:

- Licensing of Connections' curriculum for use by CalCA North Bay;
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer;
- Access to student assessment tools;
- Access to assignment management and tracking tools, including Connexus;
- Communication via multiple technologies, including phone, webmail, and chat;

- Access to technology tools for students, teachers, and other school staff;
- Training materials for Learning Coaches and teachers;
- Student record management tools; and
- Support regarding special needs accommodations of the curriculum.

CalOPS intends to negotiate a new Statement of Agreement with Connections to cover the term of this renewal charter, consistent with California law under AB 406.

Financial Reporting and Controls

The school's budget is developed and managed by CalCA North Bay staff and approved by the school's Governing Board.

Connections provides some administrative and fiscal support services. CalCA North Bay staff, plus the Board Treasurer and Board are responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).

Term, Termination, and Renewal

Detailed language regarding termination and renewal is included in the Statement of Agreement. The term of the Statement of Agreement is intended to cover the five years of the renewal charter term.

While termination is not desirable, the current Statement of Agreement provides for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections if it determines Connections has not performed as expected or if it determines that Connections has failed to provide educational services that meet California independent study requirements. Connections may terminate the agreement if CalCA North Bay does not meet its financial obligations to Connections. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments are made by the charter school to Connections under the terms of the Statement of Agreement. Currently, payments are made to Connections on a periodic basis, and while invoices are typically due within 30 days of approval by the Governing Board, the actual payment timeline may be extended to account for the timing of receipt of revenue by the charter school from state, local, and private agencies.

The determination of fees includes: disclosure between the charter school and Connections of estimated revenues and expenditures, development and approval of budgets, and an annual negotiation of fees due to Connections Academy. Payments are made to Connections on a periodic pro-rated basis, and the payment timeline is tied to receipt of revenue by the charter school from state, local and private agencies.

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalCA North Bay compiles and provides a Local Control and Accountability Plan to MUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the report or plan adheres to state laws (currently laid out in California Education Code sections 52064, 52064.1, and 52064.5). Additional information regarding the LCAP is found in Section III.A. The LCAP includes any state required elements, including a summary of progress towards the goals developed for the LCAP, and may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.;
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories. Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, and/or other accountability reports;
- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's outreach and admissions practices during the year and data regarding the numbers of students enrolled;

- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA North Bay works with MUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements are laid out in the MOU with MUSD.

The school and District may also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter.

VIII.B TERM OF THE CHARTER

The term of the charter will be five years, commencing on the first day of the fiscal year following the date that the charter is approved by the MUSD Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

MUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. MUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by MUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education. CalCA North Bay agrees to permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel, attendance accounting, and pupil records, subject to FERPA and employee privacy laws. CalCA North Bay shall promptly comply with all reasonable inquiries from the District in accordance with Education Code § 47604.3. CalCA North Bay shall be subject to the California Public Records Act.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, MUSD and CalCA North Bay may first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing, noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. In accordance with California Education Code section 47607(c)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- A material violation of any of the conditions, standards, or procedures set forth in the charter;
- Failure to meet or pursue the pupil outcomes identified in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.

CalCA North Bay and MUSD agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet pupil outcomes. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year. In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalCA North Bay may request from the MUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. It will be the goal of CalCA North Bay to submit the necessary documentation for each renewal request any time between July and December of the final year of operations approved hereunder. This timing provides CalCA North Bay and the District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at CalCA North Bay, including an electronic version of the revised charter and attachments thereto, and printed versions upon request of the District. The school will work with MUSD to follow District policy regarding charter renewals.

The MUSD Governing Board agrees to hear and render a renewal decision pursuant to the charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

Renewals will be for a period of five years, as is currently specified in California Education Code section 47607(a)(1).

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority prior to taking effect. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to and review by MUSD staff.

CalCA North Bay and MUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and MUSD do not anticipate that language regarding student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter. The school will work with MUSD to follow District policy regarding charter amendments.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

IX.A MUSD's MISSION

MUSD's mission states that "the District is committed to creating a community of knowledgeable and responsible, lifelong learners through challenging learning experiences and mastery of a standards-based curriculum."[41]

CalCA North Bay supports and enhances this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society. CalCA North Bay

[41] https://cb7c3453-a-0ec0da9d-s-sites.googlegroups.com/a/middletownusd.org/musd/home/board-of-education/other-documents/MUSDGovernanceHandbook.pdf?attachauth=ANoY7crtdOtdV6UI-B0I3rRi-VzI2_VBRoKaR2SjFzKWzU5XpmpD7S5OK9QBpVNlwAdPCQBlK076qGYnW8iJ5Zkbx4gnMujGdequhHz_qllEP05a5oEljLkRhceoegSC6dFVcCDpAUe84PQFyBTghp-ybqA3Ojg00BkWfhi6soDMNJE5OT9wZp0pIniVzD3SWfDrHo9ggwTNewntd_zxgOEOJr9z8qllpK2UVMdOTUjGIglRZFLoxukV2aJnsWpX0RaVo5CKEJdY8_4HijBd57KDaU1dTVbITw%3D%3D&attredirects=0

also promotes strong parent partnerships and offers a safe learning environment for all students. In addition, the strong foundation in technology that students receive in a virtual school help to prepare them for a rapidly changing world.

IX.B BENEFITS

There are many benefits that MUSD receives through sponsoring CalCA North Bay. One of the most significant benefits is being able to serve students who were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum meets the goals and mission of MUSD. It also provides an opportunity for MUSD to reengage students in a charter sponsored by MUSD who may have chosen other virtual or charter opportunities.

The school district and community benefit from the teaching and administrative positions that are created at CalCA North Bay. This has an economic impact on the local community.

The District provides supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f).

CalCA North Bay represents an outstanding virtual educational choice for families in Lake County and contiguous counties and this builds awareness of MUSD's innovative approach to learning. Increased awareness of MUSD is of benefit to MUSD's own community outreach efforts.

IX.C FACILITIES

CalCA North Bay has no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA North Bay is not eligible for facilities under Proposition 39. The school agrees to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

IX.D ADMINISTRATIVE SERVICES

CalCA North Bay staff cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District is authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Since the school is operated by a non-profit public benefit corporation, CalCA North Bay is legally independent from MUSD. In addition, CalOPS maintains adequate insurance coverage to further limit liability of the district. Internal dispute processes are in place to decrease the incidence of

legal disputes. CalCA North Bay and CalOPS have retained services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

The charter school shall work diligently to assist the District in meeting any and all oversight obligations under the law, including annual meetings, reporting, or other District requested protocol. CalOPS and its employees will institute appropriate risk management practices and health and safety policies and practices.

Debts and Obligations

CalOPS shall be solely responsible for all costs and expenses related to this charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

Independent Entity

CalOPS and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this charter as a wholly independent entity. The District and CalOPS shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of CalCA North Bay and/or CalOPS.

Contracting

CalOPS shall have no authority to enter into contracts for or on behalf of the District and the District shall have no authority to enter into contracts for or on behalf of CalOPS. Any contracts, purchase orders, or other documents which are not approved or ratified by MUSD's Governing Board as required by law, including but not limited to, Education Code § 17604, shall be unenforceable against the District and shall be CalOPS' sole responsibility.

X. ASSURANCES

Governing Law, Construction, and Compliance with Law

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for California Connections Academy North Bay, is true to the best of my knowledge and belief; and further I understand that if awarded a renewal of the charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c) (1)].
2. The California non-profit public benefit corporation which operates California Connections Academy North Bay will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(b)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(d) (1) and 49010 et seq.].
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code Section 47605(d)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, immigration status, gender, gender identity, gender expression, disability, or any other basis protected by law. [Ref. California Education Code Section 47605(d)(1)].
8. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
9. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing

the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(d)(3)].

10. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(c)(2)]
11. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.
12. Will ensure that teachers in the school hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers (as defined in this charter). [Ref. California Education Code Section 47605(l)] The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request.
13. Will at all times maintain all necessary and appropriate insurance coverages.
14. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]
15. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.
16. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
17. Will comply with all regulations regarding independent study programs that are applicable to charter schools.
18. Will comply with all state audit and other state reporting requirements for charter schools.
19. Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
20. Will comply with the Public Records Act.
21. Will comply with the Family Educational Rights and Privacy Act.
22. Will ensure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act.
23. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
24. Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.
25. Will comply with Education Code section 47604, as amended by AB 406.

_____ _____

Signature Date

Dr. Richard Savage_____

Printed Name

Executive Director_____

Title

EXHIBITS

A	Personalized Learning Plan (Sample)
B	General School Handbook 2018-19 & California Connections Academy School Handbook Supplement
C	Master Agreement (Sample)
D	Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)
E	California Online Pubic Schools (CalOPS) Documents
F	Statement of Agreement (Draft)
G	Memorandum of Understanding (Draft)
H	Business Plan, including Budgets and Cash Flow Narrative
I	Insurance Certificates (Sample)

EXHIBIT F

STATEMENT OF AGREEMENT - Revised Draft

In this exhibit, we provide the following:

- Educational Products and Service Agreement (Revised Draft) – "Confidential" –as sample of Statement of Agreement

CALIFORNIA CONNECTIONS ACADEMY

CONNECTIONS EDUCATION LLC
CHARTER SCHOOL VIRTUAL LEARNING PROGRAMS
STATEMENT OF AGREEMENT

Customer Name: **CALIFORNIA ONLINE PUBLIC SCHOOLS**

Contact Person: **Elaine Pavlich, Board President**

Phone Number:

Email Address:

Effective Date: **July 1, 2019**

California Online Public Schools, a California non-profit public benefit corporation ("CalOPS") operating the School defined in Schedule A ("School") and Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA ("OBL") are hereby entering into this Statement of Agreement ("Agreement")[1] whereby School, by and through the Governing Board of California Online Public Schools, is contracting with OBL to receive access to certain virtual education products through OBL's suite of products and services, that includes OBL's education management system, and any successor technology platform to which OBL transitions the School for purposes of this Agreement, collectively the "EMS", along with associated OBL-provided support services, as more fully set forth herein (collectively, the "Education Program"). The Education Program will be offered to Students in an online virtual school program that is governed, operated, and provided by the School in accordance with California state law. The School is authorized as a virtual public charter school by the Authorizer defined in Schedule A ("Authorizer").

[1] **Compliance with Assembly Bill No. 406 (2018)**

a. This Agreement is entered into consistent with Education Code Section 47604, as amended by Assembly Bill No. 406 (2018), and which amendment becomes operative July 1, 2019. As clarified by the bill's author, Assembly member Kevin McCarty, in a letter to the Assembly Journal regarding AB 406 and dated August 29, 2018:

> AB 406 is a landmark, bipartisan measure meant to eliminate the practice of for-profit companies controlling charter schools in the state of California. AB 406 ensures that a public charter school cannot be operated as or by a for-profit organization. As the author of this measure, I respectfully submit this letter to be printed in the Assembly Journal in order to provide clarification on the intent of AB 406 as it relates to contracted services.
>
> Public charter schools rely on a certain level of contracted services with for-profit entities to provide certain school services. It is not my intent with this bill to prohibit charter schools from entering into contract agreements for such services.
>
> Thank you for your attention to this important clarification.

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1. **Defined Terms**: Capitalized terms within the Agreement, not otherwise defined herein, have the meanings ascribed to them in the Index of Defined Terms, attached hereto and incorporated herein by reference.

2. **Products and Services to be Provided By OBL**:

   a. OBL acknowledges and agrees that it shall not provide to CalOPS, including any of its Schools, any of the following:

      i. Nominating, appointing, or removing board members or officers of CalOPS;

      ii. Employing, supervising, or dismissing employees of CalOPS, including certificated and non-certificated CalOPS personnel;

      iii. Managing CalOPS' day to day operations as its administrative manager;

      iv. Approving, denying or managing the budget or any expenditures of CalOPS that are not authorized by the CalOPS Governing Board;

      v. Providing services to CalOPS before the CalOPS Governing Board has approved the contract for those services at a publicly noticed meeting.

   b. Consistent with Education Code section 47604, as may be amended from time to time, all of the products to be provided and services to be performed by OBL in accordance with this Agreement shall be at the direction of the CalOPS Governing Board and for which the CalOPS Governing Board shall retain the ultimate decision-making authority. All terms of this Agreement shall be interpreted in a manner consistent with this Education Code section 47604, Section 2. Education Code section 47604 shall prevail in the event of any inconsistency or conflict with any other section or provision of this Agreement.

   c. Curriculum. OBL shall provide the Curriculum which, when supplemented with Teacher-provided additions and modifications, meets the State Standards, as adopted by the California Department of Education. The Curriculum shall include, at a minimum, the following:

      i. OBL standard Course offering, including core and elective subjects, augmented by a mix of supporting online and offline instruction and intervention resources.

      ii. Access to teacher directed extended learning activities; nationally facilitated non-School directed extracurricular activities, activities and special events described in the Program Guide.

      iii. To the extent permitted by California law, optional access to certain courses taught through the International Connections Academy ("iNaCA").

      iv. In accordance with the license terms set forth in Section 5 below, a license to use all required curricular and instructional materials that are part of OBL's standard offering ("Instructional Materials"). Instructional Materials will be provided in compliance with Students' Individualized Education Program ("IEP") or 504 Plan, when available.

      v. Access to online lesson content, instructional materials, including Teachlet® tutorials, Longitudinal Evaluation of Academic Progress ("LEAP") and other intangible educational resources included in Courses.

   d. EMS Access.

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i. In accordance with the license terms set forth in Section 5 below, a license for the duration of the Term to access and use OBL's proprietary technology platform, for purposes of utilizing the Education Program set forth in Section 2 of this Agreement, including providing web-based access from non-school sites to the Education Program to Students, Caretakers of Students, Learning Coaches, Teachers and Administrative Staff. OBL shall have the discretion to transition the School to a successor technology platform at such time as such technology platform is brought online to support full-time virtual schools for students in K-12;

ii. Access to other technologies, including student information system, lesson scheduling tools, accountability tools, messaging, video and audio streaming, and message board forum; and the ability to track Student progress.

e. Human Resources and Support Services.

i. To the extent requested by the Governing Board or its delegate, assist with recruitment searches for School Staff. The Governing Board is responsible for, and retains the sole discretion, to select and hire School Staff.

ii. To the extent requested by the Governing Board, assist the Governing Board in the evaluation of the Lead School Administrator.

iii. To the extent requested by the Governing Board or its delegate, provide support and guidance to the Governing Board or its delegate in connection with the evaluation of Special Education Director, Teachers and Administrative Staff.

iv. To the extent requested by the Governing Board or its delegate, OBL shall support the School in preparing any policies the School believes the School will need to adopt to be compliant with State law, as well as in preparing all reports to the Caretakers, and/or other third parties required by the Charter, the law and/or the Governing Board.

v. As soon as reasonably practicable, OBL shall report to the Governing Board or its delegate any need for CalOPS to hire additional teaching staff in order for the School to maintain the teaching staff at a ratio as set forth in Title 5, Section 11704 of the California Code of Regulations or 5 Cal. Code Regs. Section 11963.5 so as to qualify School for full funding.

f. Assist with the provision of human resources and support services, including: (1) recruiting, training, and supporting School Staff and other support service providers employed or otherwise engaged by the School, as well as supporting the performance evaluation process for such personnel; (2) implement a performance based compensation program for all School Staff designed to attract and retain qualified personnel; (3) payroll and benefits administration, including providing employee benefit plans as required by law; (4) conducting background checks as specified by law, including fingerprinting, as specified by law, for each employee or prospective employee, and to otherwise meet any other applicable regulatory requirements; and (5) assisting in the development of an employee handbook and school handbook that shall be submitted for the review and adoption to the Board of Directors.

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g. Complaints. To the extent requested, assist the Lead School Administrator in promptly investigating any concerns or complaints raised by the Governing Board or the Lead School Administrator involving the performance of any member of the Administrative Staff, Teachers, Special Education Director or other personnel providing support services to the School, regardless of whether: (i) employed by OBL; (ii) employed by the School; or (iii) retained as an independent contractor. This does not include concerns or complaints of unlawful harassment, discrimination or retaliation, which will be handled by CalOPS.

h. Counseling and Related Services. Provide support to guidance counselors and advisory teachers in their provision of academic counseling and other related services to Students, including assisting in the development of protocols and providing consultative support in connection therewith.

i. Special Education Services [MAY BE REVISED DEPENDING ON LEVEL OF SERVICES].

   i. Assist the School in the development of Special Education Protocols that will govern the manner in which Special Education Services are provided; and

   ii. Provide consultative support to the Special Education Director in support of the Special Education Services provided by the School, as well as periodic compliance assessments to the Board of Directors of the School's delivery of Special Education Services.

   iii. In providing the services set forth in this section, OBL will comply with the Charter, and any applicable provisions of any Memorandum of Understanding between the School and its Authorizer, and applicable law, with respect to Special Needs Students.

   iv. The School operates as a Local Educational Agency ("LEA") within the Special Education Local Plan Area ("SELPA") identified on Schedule A. As such, under Education Code § 47646, the School is responsible for ensuring that all Special Needs Students that attend the School are provided with a free and appropriate education in compliance with applicable state and federal law. As an LEA within the SELPA, all special education funds generated by enrollment in the School will be transmitted from the State to the SELPA, who will distribute those funds in accordance with its policies. OBL will provide assistance and support with submission of any required special education reports or invoices, in a timely manner, as directed by the SELPA. If applicable, the School shall be responsible for the payment of any special education services provided by the SELPA, or for payment of any administrative or other fees required by the SELPA. If applicable, such fees shall be included in the school operating budgets.

   v. Further, as part of its fee for services under this Agreement, OBL is responsible for payment of all costs related to Special Education Services provided by the School directly or through a third party so long as such Special Education Services are provided consistent with Section 5 below.

j. Enrollment and Academic Placement Processing. Implement and conduct the enrollment process on behalf of the School, in accordance with placement and withdrawal policies and procedures adopted by the School, the Charter, and in compliance with local, state and

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federal law. Only full-time Students are eligible to enroll in the School unless otherwise allowed by California law and agreed to by the parties in writing. Enrollment services supporting the Academic Year in question commence during the prior Academic Year but are covered by invoices issued to the School on or after the first of the Academic Year for which they are intended to benefit.

i. Any child qualified under the laws of California for admission to a public school is eligible to become a Student enrolled in the School, subject to any applicable limitations in law or regulation, including verification of their residency. The School will not charge tuition and OBL shall not charge any fees to Students.

ii. The Governing Board shall establish a target student enrollment level during each Academic Year, and OBL shall regularly update the Governing Board on actual enrollment, and will follow any decision made by the Governing Board on limiting future enrollment in the School.

iii. OBL agrees to follow the admissions preferences, as laid out in the Charter, and School policy, adopted by the Board of Directors, including any policy or procedures for conducting a lottery. In the event that the School finds it may need to limit enrollment at any time during the year, such limit on the number of Students who may enroll, shall be communicated to interested parents and students prior to their enrollment, including any procedure for conducting a lottery. Once enrolled, Students will not be required to reapply in subsequent Academic Years, but will need to complete information confirming their intent to return, and any additional documents and procedures in accordance with School policies and procedures.

k. Repository of School Records. OBL shall maintain, on behalf of the School, a repository of electronic Student Records, and other electronic School records. OBL shall store and maintain such electronic Student Records, and other electronic School records in accordance with state, local and federal requirements, and consistent with commercially reasonable technical and organizational measures, such as designating and training responsible School Staff and implementing administrative, physical, and technical safeguards for Student Records, intended to protect against: (i) accidental or unauthorized destruction; (ii) accidental or intentional loss or alteration; or (iii) unauthorized disclosure or access. OBL shall not sell student information in a manner that violates applicable state law. In the event the Agreement terminates, OBL shall be obligated to maintain said repository for a period of seven (7) years following such termination for no additional fee.

l. Student Records Support. In furtherance of its enrollment and placement related obligations set forth in Section 2.g. above and in connection with its repository obligations set forth in Section 2.h. above:

i. OBL shall receive from Caretakers all Student Records on the School's behalf that are submitted electronically through its secure, password-protected system ("Server").

ii. OBL shall maintain the confidentiality of all Student Records in compliance with applicable state and federal laws, including the Family Educational Rights and Privacy Act ("FERPA"), and pursuant to the confidentiality provisions set out in Section 16 of this Agreement. OBL shall maintain any such records received in its

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possession which are required in order for the School to be in compliance with all attendance rules and apportionment requirements specified by applicable law.

iii. In the event of an unauthorized disclosure of Student Records, OBL shall notify affected Caretakers and Students using reasonably available technological means such as electronic mail.

iv. All Student Record information shall remain the property of the School and, to the extent not immediately available through the School's on-demand access, shall be provided to the School via a secure means within sixty (60) business days of the School's written request for such information. To the extent permitted by law, OBL may retain a copy of such records, subject to the confidentiality requirements of this Agreement until such time as the School provides written notice requesting that specific records be returned or Destroyed.

v. OBL shall allow Caretakers and Students to access their Student Records in compliance with applicable federal and state law. If such access is not immediately available through the Students' or Caretakers' access to the EMS, OBL shall provide the requested Student Records to the Caretaker/Student, or to the School to provide to the Caretaker/Student, via a secure means within five (5) business days of the request for such information, or such other time as the parties agree.

vi. OBL shall provide a process and contact information, through a Student's or Caretaker's online access to OBL's system, in order to allow Students and Caretakers to make written requests to modify erroneous Student Records as required under federal and state law.

vii. Unless the parties expressly agree to a longer time period, OBL shall certify to the School within one (1) year from the date it receives instructions as to what Student Records are to be returned or Destroyed that it has complied with the instructions of the School in regards to such notice.

m. Personalized Learning Plan Protocol. Provide Teachers with resources and assistance designed to enhance their effectiveness in creating a Personalized Learning Plan ("PLP") for each Student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the Charter.

n. Testing and Assessments. Provide support and assistance with the administration of all State required testing, and other State mandated assessments, as well as a series of assessments designed to gauge the Student's mastery of core concepts and readiness for the State of California's standardized tests or other State mandated testing. The testing plan will be approved by the Board of Directors, when requested or required by law. OBL shall work with the School and the Board to establish and administer the procedures necessary for the delivery of such tests and shall provide to the Board of Directors information concerning the percentage of Students participating in the testing program set forth in Education Code § 60600 et seq. to the extent that their participation is legally required.

o. Insurance. On behalf of the School, maintain and keep in force the insurance policies set forth in **Exhibit A,** which shall be in amounts that are no less than the minimum levels required by the Charter, the Memorandum of Understanding with the School's Authorizer ("MOU"), and/or applicable law. Liability, casualty, and property insurance for any

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facility leased directly and/or managed by the School and any capital equipment or furniture and fixtures owned by the School, as well as Director and Officer's Insurance in the amount required by the Authorizer will be the responsibility of the School. The Governing Board shall have the option of purchasing any of the foregoing insurance coverages directly, in which case no fees for insurance shall be charged by OBL to the Governing Board.

p. Public Website. Maintain a public web site on behalf of the School that will contain or link to any information in the manner required by applicable law and regulation, as well as by the Authorizer and MOU.

q. Other Professional and Technical Support Services.

i. Provide 24/7/365 technical support through on-line Help and live phone support via OBL Support Services to Caretaker, Students, and School Staff Monday-Friday 6:00 a.m. to 6:00 p.m. (Pacific Standard Time), and to staff Monday-Friday 5:00 a.m. to 3:00 p.m. (Pacific Standard Time). For Students not using computer technology provided by OBL, OBL shall provide initial technical support to ensure Students have the minimum requirements necessary to participate in the Education Program, and ongoing technical support on an as needed basis for the Students' use of EMS.

ii. Assist the School in their recruitment and support of Community Coordinators, including obtaining any criminal background checks for each Community Coordinator, as required under applicable law and/or in accordance with a Board approved Policy.

iii. Provide all Teachers with access to all Instructional Materials supplied to Students as necessary to conduct their teaching responsibilities.

iv. CalOPS may participate in certain OBL continuing professional development and other related training, leadership development, and peer to peer networking opportunities (collectively "Training") that support the School mission and delivery of the Education Program, and which shall be sufficient, at minimum, to allow the respective Board of Directors members and School Staff to comply with applicable laws that specify Training requirements. All costs associated with such Training, will be the responsibility of CalOPS. ,AllTraining will be for the purpose of promoting the CalOPS' education mission and other related official school business.

v. Provide training and support programs and materials to Students, Learning Coaches, Caretakers and community coordinators on the Curriculum, use of the EMS, various OBL policies and procedures, and other technology to support Student learning as appropriate.

vi. As part of OBL's Education Program responsibilities, and in order to facilitate the School's ability to oversee OBL's Administrative Support Services and Education Program responsibilities ("Program Oversight"), OBL shall make key personnel reasonably available for advisement and consultation with members of the Board of Directors, Authorizer, and/or Lead School Administrator, or his or her designee. Except to the extent otherwise agreed, reasonable expenses incurred by OBL, including hospitality related expenses, in connection with Program Oversight, shall be paid out of the fee for the Education Program paid to OBL. Nothing in this section

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shall be interpreted to require the School to receive the benefit of the consultation services, OBL has contracted to provide School as part of its fee for the Education Program.

vii. Under the direction of the Board Treasurer and, to the extent such committee exists, the Finance Committee, provide accounting support services to the Board of Directors, including providing all necessary supporting reports for all OBL activities under this Agreement.

viii. Provide technical support to the Board Treasurer or his or her delegate, regarding the development of a budget.

ix. Provide audit support and local, state, and federal financial reporting support, as well as related consultation support to the Board of Directors, to the extent such committee exists, the Finance Committee, and its Audit Committee. Specifically, OBL will be responsible for providing to the Board of Directors, and its designated parties, any such reports as are required by law, regulation, or the Charter, including a report of budgeted and actual expenses, and will assist in providing any information required by the Authorizer, School, the SELPA, California Department of Education, or its auditors. Information on the performance of the School and its Students' shall be provided to the Board of Directors, as required by this Agreement, or upon request, after reasonable advance notice to enable the Board of Directors to monitor performance.

x. OBL specifically acknowledges its responsibility to make information concerning its services to the School, available to the Board of Directors, in order to enable it to fully satisfy its obligations under the Charter.

xi. OBL shall also assist with responses to requests for public records, subject to the ultimate control of the School. Financial and other data will be available to the Board of Directors separately from OBL's operations or any other schools served by OBL.

xii. Provide assistance to the School in the development and implementation of a Public Information Campaign ("PIC") to inform potential students, their Caretakers, and other interested parties about the Education Program. All PICs will comply with OBL's trademark usage guidelines located at http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx. OBL is under no obligation to implement any PIC initiatives promoted by the Board of Directors that OBL determines will have a negative impact on its brand identity and/or reputation in the Marketplace, including in connection with the School. Any methods, processes, collateral, Enrollment Leads that are obtained, developed and/or used in the furtherance of the PIC is proprietary Confidential Information and is the property of OBL. OBL shall be responsible for the PIC. To the extent the School desires to implement independent marketing, it will provide OBL with 120 days' notice. To the extent such a campaign results in an increased cost to OBL, OBL is entitled to seek reimbursement thereof. PIC-related activity routinely commences by the January (or earlier) immediately prior to the Academic Year in which such activity is designed and intended to benefit the School. OBL will have no obligation to develop and implement a PIC for the Academic Year that follows any termination

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of this Agreement. For example, if the Agreement terminates on June 30, 2023, then OBL has no obligation to develop and implement a PIC for the 2023-2024 Academic Year.

xiii. Serve as an invoice payment processor for the School, for school operations invoices. All costs associated with the invoices, however, remain the responsibility of the School and will be reimbursed at cost to OBL.

xiv. Provide comprehensive logistic services in connection with the OBL provided physical Curriculum materials, including procurement, contracting, storage, fulfillment, and other services required to obtain, deliver, collect and warehouse these materials.

r. Computer Technology

i. Provision of Computer Technology for School Staff. For all School Staff and the Lead School Administrator, provide and maintain, in good working condition, the Computer Technology necessary to provide the Education Program. Any Computer Technology provided by OBL will be the exclusive property of OBL or its contractors and will be returned upon the termination of this Agreement or upon the termination of employment, whichever is sooner. The School shall not be responsible for ensuring the return of Computer Technology.

ii. Provision of Computer Technology for Students. At the election of the Board of Directors, provide a comprehensive Computer Technology solution to Students, which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such Computer Technology, as well as other related comprehensive logistical support services, such as, set up, the EMS interface mapping, and technical support, in accordance with OBL established policies and procedures. If any Computer Technology is provided to Students under this Agreement, the parties shall cooperate to ensure that such materials are, to the extent possible, recovered and that no Student or Caretaker retains ownership of such materials.

s. OBL shall perform all services in accordance with the Charter, federal and state law, and including all policies and procedures set forth in the Governing Board approved School and employee handbooks. To the extent any School operational practice is determined to violate the Charter, federal or state law, the parties agree to negotiate in good faith an amendment to this Agreement to cure such determined violation.

3. **CalOPS Responsibilities**:

a. Governance. Obtain and maintain the governance and organizational structure required by law and/or the Charter.

b. Management and Operation of the School.

i. The Governing Board is responsible for the management and operation of the School. The Governing Board shall be responsible for overseeing the day to day affairs of the School, including hiring and overseeing the supervision and evaluation of School Staff. The Board's representative in relation to the day to day operation of

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the School shall be the Lead School Administrator, whose duties are more fully set forth below in Section 3.c.ii.

c. Education Program Administration. CalOPS shall administer the Education Program in a manner that fully implements the Education Program as designed by OBL with fidelity.

i. Employment of School Staff. CalOPS shall be the employer of all School Staff.

ii. OBL shall have the right to inform the Governing Board in writing ("Written Notice") of any concern regarding CalOPS' administration of the Education Program. CalOPS shall respond to any such written notice within thirty (30) days after receipt. CalOPS' response may include a plan to remedy any issue raised in the Written Notice. CalOPS shall have a reasonable opportunity to cure any issue raised in a Written Notice.

iii. The Lead School Administrator shall be responsible for the day to day delivery of the Education Program and supervision of all School Staff, as well as the primary interface between the Board of Directors and the School Staff. The Board shall designate a member of the Governing Board as the primary interface between OBL and the Governing Board, and in the absence of such designation, such person shall be presumed to be the Board Chair. The Lead School Administrator may also from time to time be referred to as Executive Director. The Lead School Administrator shall aim to build consensus among all stakeholders, and hence shall have responsibilities that shall include, but not be limited to: reporting regularly to the Board of Directors; supervising administrative personnel; inspiring Teachers to teach and facilitate student learning; inspiring Students to engage in learning; and inspiring Learning Coaches to engage in their Student's learning consistent with the School's mission. The Teachers shall report to the Lead School Administrator or such individual as shall have been designated by him or her, and the Lead School Administrator shall work collaboratively with the OBL's designee (anticipated to be OBL's Director of Schools, or his/her designee).

iv. Under the direction of the Lead School Administrator, and in furtherance of Section 4 below, the Special Education Director, who shall be properly qualified and credentialed and have all necessary certifications required by California law to hold such position in a California charter school, is responsible for overseeing the provision of Special Education and 504 Services, including the implementing of the Special Education Protocols, overseeing all personnel involved in the provision of Special Education Services, including the School's Section 504 coordinator, and all outside contractors retained for such purposes. The Special Education Director may also act as a Teacher, and/or the 504 coordinator, to the extent qualified to do so, in addition to their other responsibilities.

v. All Administrative Staff shall take their day to day direction from the Lead School Administrator or his or her designee. If the respective Administrative Staff have the required credentials to teach in a California charter school, these staff members may also act as Teachers in addition to their other responsibilities.

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vi. All Teachers shall hold a valid California teaching certificate, permit or other document required by the Commission on Teacher Credentialing to the extent required by Education Code 47605(l), which OBL shall be responsible to confirm.

d. Administer Established Protocols, Policies and Procedures. Unless prohibited, and then only to the extent not prohibited, by applicable law, abide by and administer OBL's established protocols, policies and procedures in connection with the Education Program, including requirements for Course completion (including awarding of transfer credit where applicable), grade attainment and attendance in order to meet minimum requirements for graduation with a School diploma, and return and recovery policies in relation to the use of OBL-provided Computer Technology and Instructional Materials.

e. Insurance. Except for that insurance identified in Exhibit A, obtain and maintain the following policies of insurance, as required and/or permitted by applicable law, and at no less than minimum levels required by the Charter, the Memorandum of Understanding with the Authorizer: director and officer liability; workers compensation with minimum limits established by law; educators' legal liability; employment practices liability; and general liability insurance. Further, the Board of Directors may elect to maintain additional coverage, in which event, at CalOPS' request OBL shall arrange for the requisite coverage on behalf of the Board of Directors, including the School and its directors, officers, employees, agents and volunteers, and include the cost in the Fee Schedule. OBL shall be included as an "additional insured" as to any such coverage. The Board of Directors will also maintain and keep in force, Director and Officer's Insurance, in the amount required by the Authorizer or by the Charter, but in no event less than One Million Dollars ($1,000,000) in the aggregate. To the extent permitted by applicable law, OBL shall be added as additional named insureds on all policies of insurance obtained and maintained by and for the benefit of the School.

f. Computer Technology for Students. In the event that the School elects to procure its Computer Technology for Students from a source other than OBL, OBL shall not be responsible to provide comprehensive logistical support services.

4. **Special Education Services** [MAY NEED TO BE REVISED DEPENDING ON LEVEL OF SERVICE]:

a. Special Education Protocols. The School will adopt written Special Education Protocols that comply with state and federal law, the Charter, and any applicable provisions of any Memorandum of Understanding, between the School and its Authorizer with respect to Special Needs Students. In consultation with OBL, the Special Education Protocols will be subject to review and revision from time to time throughout the Term. The Special Education Director will fully and consistently implement such Special Education Protocols in the provision of Special Education Services with support from OBLwith respect to providing Special Needs Students with a free and appropriate education ("FAPE").

b. Implementation of Special Education Protocols.. As a condition of the indemnification provisions set forth in Section 2(h) above, in the event that OBL provides written notice of any areas of concern, the School shall have 60 days to develop a plan that fully and consistently implements the Special Education Protocols, as well as addresses any other areas of concern identified by OBL, related to the provision of Special Education Services ("Special Education Remediation Plan"). The Special Education Remediation Plan should

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be developed in consultation with OBL and is subject to the written approval of both parties. It is the Special Education Director's responsibility to fully and consistently implement the Special Education Remediation Plan.

c. Failure to Adopt Special Education Protocols. During any period of time that the School fails to: (i) adopt Special Education Protocols approved by OBL; (ii) timely and consistently implement the Special Education Remediation Plan referenced in (b) above; or (iii) take corrective action with regard to any issue(s), matter(s), or concern(s) related to Special Education Services brought to the School's attention by OBL, OBL and its agents, employees, and assigns, will not be deemed to have engaged in any wrongdoing, misconduct, negligence, or default under Section 19 of this Agreement, with respect to Special Education Services.

5. **Grant of Rights and Access:**

a. License to Access the EMS and Instructional Materials. OBL hereby grants to the School a non-exclusive, nontransferable, royalty-free, limited license during the Term of the Agreement for Authorized Users to access and use EMS and the Content and Instructional Materials and other Intellectual Property contained in the EMS in connection with the receipt of the Educational Program hereunder (collectively the "Licensed Collateral"). The School's right to access and use the Licensed Collateral is solely for the intended purpose for which such access is granted and is subject to the OBL Intellectual Property provisions set forth in Sections 13 and 14 below. OBL may update the features and functions of the EMS from time to time. Any right to use the Content and Instructional Materials shall be solely for the applicable Course for which a Student is enrolled, or that an Authorized User is otherwise authorized to access. The Board of Directors shall have the right to annually review OBL's Instructional Materials. If any tangible instructional materials are provided to Students under this Agreement, the parties shall cooperate to ensure that tangible Instructional Materials are, to the extent possible, recovered and that no Student or Caretaker retains ownership of such materials.

b. Permitted and Prohibited Uses. All rights not expressly granted to the School and Authorized Users pursuant to the Agreement are reserved to OBL, and any uses of the Licensed Collateral by the School and Authorized Users not expressly permitted in the Agreement are strictly prohibited. Specifically, unless otherwise authorized by OBL in furtherance of the delivery of Education Program related services, School will not, and will take reasonable steps to ensure that Authorized Users, School's employees or agents or any third party: (i) access the Content and Instructional Materials or the EMS; except in connection with Courses for which a Student is enrolled; (ii) use the Curriculum, Content and Instructional Materials except in strict compliance with the Agreement and the Terms of Use; (iii) copy, reproduce, modify, alter, transfer, transmit, perform, publish, display, sub-license, distribute, circulate provide access to, rent, or create Derivative Works from the Content and Instructional Materials or any portion thereof; (iv) decompile, reverse engineer, disassemble, or otherwise determine or attempt to determine the source code (or the underlying ideas, algorithms, structure or organization) of the Content and Instructional Materials or of the EMS; (v) 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 the EMS; (vi) take any actions, whether intentional or unintentional, that may circumvent, disable, damage or impair the control or security

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systems of the EMS or the Content and Instructional Materials, nor allow or assist a third party to do so; (vii) use the Content and Instructional Materials in a manner that disparages the EMS, Content, Instructional Materials, OBL or its content providers, or in any manner that OBL may, in its sole discretion, deem inappropriate; or (viii) disclose Log-In Information (as defined in Section 5.e. below) or permit access to the EMS and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information.

c. Usage Guidelines and Rules of Conduct. The School (including its employees and agents) and Authorized Users may use the Licensed Collateral for bona fide educational and other contracted-for purposes only. The School will comply and assure compliance by its employees, agents and the Authorized Users with Terms of Use of the EMS, Privacy Policy, and other applicable OBL policies, as may be updated from time to time by OBL in its sole discretion. The Privacy Policy and Terms of Use are posted on the Website and are accessible from the Connexus® login page. The School acknowledges that OBL may also institute basic rules for academic and personal conduct for Authorized Users' use of the Licensed Collateral, and that OBL will enforce those rules in its sole discretion, including terminating access for Authorized Users in the event of their failure to adhere to those rules. Included in the rules of conduct shall be prohibitions against any Authorized User's attempt to make inappropriate communication or contact with any other Authorized Users through the EMS, as well as, hacking, viral infection, or other technical attempts to gain unauthorized access to or cause damage to the EMS. The School shall provide OBL with written notice of any unauthorized use or distribution of the Content, Instructional Materials or Education Program of which the School becomes aware and shall take all reasonable steps to ensure that such unauthorized use or distribution is terminated.

d. Security and Use of Passwords. Each Authorized User will have a user name and password for the purpose of accessing the EMS and the Content and Instructional Materials (the "Log-In Information"). The School and its Authorized Users must keep all Log-In Information strictly confidential, and all Log-In Information may be used only by the assigned Authorized User. The School and its Authorized Users are responsible for maintaining the security and confidentiality of all Log-In Information, and for preventing access to the EMS and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information. Unauthorized access to or use of the EMS and/or the Content and Instructional Materials by someone using an Authorized User's Log-In information may be attributed to such Authorized User.

e. Availability and Support. OBL strives to provide access to the EMS 24 hours per day, 7 days per week; however, it is anticipated that there will be periodic system interruptions due to occasional computer technology failures, system maintenance and updates, and/or internet provider service interruptions.

6. **Communications from OBL**: The School acknowledges and agrees that OBL may periodically contact Authorized Users in relation to OBL carrying out its obligations set forth in this Agreement, as well as to inform Caretakers and Students of educational opportunities related to such Students' academic pursuits in compliance with applicable state and federal law. Unless prohibited by law, the School specifically consents to such communications being delivered to Caretakers and Students via the EMS webmail portal and message boards, personal email to the extent such information is available, and direct mail. Except as identified

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herein, OBL will not deliver communications to Students that constitute targeted advertising based on personally identifiable information from Student Records. Telephonic communications shall be limited to School related communications of an immediate nature that impact a Student's access to the Education Program or are related to the Students' academic participation and/or academic achievement. By accessing the Licensed Collateral, Authorized Users will be deemed to have also consented to receive such communications.

7. **Representation Regarding Non-discrimination:** Neither OBL nor the School will discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or any other basis prohibited by federal or California law.

8. **Health and Safety**: OBL will assist the School in the development of training and policies and the implementation of policies related to the following standards regarding health and safety:

   a. Reporting child abuse or neglect where there is reasonable basis for suspecting such abuse or neglect is occurring, as required by state law;

   b. Adopting policies prohibiting the use of drugs, alcohol, weapons and tobacco in School operated facilities or at School-sponsored events;

   c. Adopting policies prohibiting bullying, sexual harassment, harassment, and other social behaviors prohibited under applicable law; and

   d. Complying with all state immunization law.

   e. Other health and safety policies required by the Charter or state or federal law or regulations.

9. **Pricing and Payment Terms:**

   a. Fee Schedule. During each year of the term, as compensation for the Education Program provided by OBL under the terms of this Agreement, OBL shall be paid in accordance with the schedule of fees for services (the "Fee Schedule"), attached as Exhibit B.

   b. Payment Agent. The parties may agree to have OBL act as its payment agent for various expenditures. OBL will submit to the School appropriate documentation evidencing payment of such expenditures and upon said submission shall be entitled to a dollar for dollar reimbursement for these expenses. Reimbursement shall be made in accordance with section 9.c. below.

   c. Invoicing. OBL will invoice the School monthly. Payment will be due within five (5) business days of action by the Board of Directors, which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. OBL may charge interest at the rate of one and one half percent (1.5%) per month for any invoices paid more than (60) days after the date of invoice, unless such failure to pay is the result of: (i) funds being withheld from the School due to a failure by OBL to perform under the terms of this Agreement, or (ii) failure by the State of California to timely disburse funds due to the School, in which event the School shall use its best efforts to cause the funds to be disbursed and the shortfall will be paid as soon as the funds are received, or (iii) the School or OBL dispute any charges. The School or OBL shall notify the other OBL of any dispute and the basis for any dispute within five (5) days of receipt of the invoice and shall work to resolve the

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dispute within thirty (30) days. All amounts other than any amount in dispute shall be paid according to the terms herein. Funds shall also be subject to adjustment based on any adjustments to Student counts as a result of an audit as required by law. Any differences in amounts that were previously paid under this Agreement, as a result of such adjustments, shall only be applied to or against the next payment or payments otherwise due under this section, or if no payment is due, OBL shall refund such amount to the School.

d. Realigning of Responsibilities.

   i. To the extent there is a realigning of responsibilities between the parties pursuant to Section 3 above, the parties shall negotiate a corresponding adjustment in the Fee Schedule for the Academic Year in which said alignment of responsibilities occurs.

   ii. To the extent OBL's scope of services is expanded/reduced beyond what is set forth in Section 3 above, the parties shall negotiate a corresponding increase/decrease in the Fee Schedule for the Academic Year in which said expansion/reduction of responsibilities occurs. No expansion/reduction of responsibilities shall become effective until such time as the Board of Directors approves a Fee Schedule incorporating such corresponding increase/decrease.

e. Audit Adjustments. To the extent that any adjustments as a result of an audit required by law are the result of OBL's failure to adequately perform its responsibilities under this Agreement or Charter, OBL will be required to either: (i) return funds to the School in the amount determined as a result of such audit, or (ii) to the extent that funds are withheld from future payments to the School, reduce amounts invoiced to the School by the amount funding is withheld.

f. Deficit Protection.

   i. In the event that as of June 30 of each year during the Term, Total Revenues are less than the School's expenditures, including payments to OBL as well as those incurred and paid by the School, but excluding any payments for capital expenditures (the "Total Expenditures"), and in the event that the School does not have positive Net Assets (as defined in its annual audited financial statements) sufficient to offset the difference between Total Revenues and Total Expenditures, to the extent that any expenditures in excess of Total Revenues were included in the balanced budget or were subsequently approved by both Parties in a written budget amendment, OBL shall issue a credit or discount to the School to the extent required to maintain positive Net Assets at least equal to Ten Thousand Dollars ($10,000) as of each June 30 during the Term of this Agreement ("Deficit Protection"). Any credit or discount offered under this clause will not be recoverable by OBL in subsequent years.

   ii. In order for the School to qualify for Deficit Protection, the Board of Directors must formally approve the School's annual Budget and any amendments to it during the year, such budget and amendment(s) to be reduced to a writing. To the extent the School engages in spending that is not part of the approved budget, as may be amended from time to time, excluding any spending covered by the Fee Schedule, the gross sum of such expenditures shall not be subject to Deficit Protection. To the extent that the Board desires to expend funds on products or services that are not part of the approved budget, the Board shall obtain support and prior approval from OBL

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for such spending in order for such spending to qualify for Deficit Protection. In addition, OBL shall bring any concerns it has regarding regular budget forecasts which exceed the approved budget to the Board for approval by both Parties. For the sake of clarity the following example is provided: in order for Deficit Protection to apply to expenditures, if at the end of year 2 of the Term, the School runs a deficit of $300,000 that would otherwise be subject to Deficit Protection and $50,000 of such deficit is attributable to expenses such as those described above which were incurred on spending not approved in the School's annual budget for that year and for which the Board has not followed the procedure outlined in this Section 10.f., then only $250,000 of such deficit is covered by Deficit Protection. Further, to the extent the $50,000 in spending is carried forward to future Academic Years, such spending shall not be covered by Deficit Protection in such future years unless and then only to the extent expressly agreed to in writing by OBL.

g. Financial Reporting and Impact of Revised GASB 68. Effective for fiscal years beginning after June 15, 2014, Governmental Accounting Standards Board Statement No. 68 ("GASB 68"), as currently drafted, to the extent applicable, may require the school to recognize net pension liability and related long-term pension expense associated with the state sponsored retirement plan in its audited financial statements. Any recognition of net pension liability and related long-term pension expense required under GASB 68 will be excluded when calculating net assets discussed in Section 9.f. Additionally, any impact created by GASB 68 on the school's statement of activities will be excluded when applying any charges arising from the Fee Schedule and evaluating the impact of applying Section 9.f.

h. Breakdown of Charges. No later than September 30 of each year during the Term, OBL will provide to the Board of Directors, a breakdown of its charges, including a breakdown between tangible and intangible instructional materials, and amounts charged for staff compensation, and for the license to OBL's materials. This shall not change the amounts due to OBL by the School, but shall provide the School with support for the charges for the products and services provided by OBL.

i. Charter School Funds. All School funds received by the School, from whatever source, retain their character as charter school funds until such time as they are paid out to a third party, including OBL, as payment for a service performed (or to be performed) for, or at the direction of, the School or for a product obtained at the direction of the School, at which time such monies paid to such third parties shall lose their charter school fund character.

10. **Additional/Optional Services**: For an additional fee as set forth in the Fee Schedule, the School may contract with OBL to provide the following additional services**:**

a. Facility and Capital Equipment/Furnishings Procurement, Management and Maintenance. At the request of the Board of Directors, procure, manage and maintain for the School, administrative office space adequate to meet the needs of the School, including all equipment and furniture required to make such office space functional for its intended purpose, as well as all utilities required to fully meet such functional requirements.

i. Any office space provided or managed by OBL shall be compliant with the Americans with Disabilities Act and meet any other requirements of the Charter, Charter School Law, the Brown Act (as applicable to public meetings of the Board of

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Directors) or other applicable law. The locations, lease terms, and capital purchases required for all facilities provided under this Agreement will be subject to the approval of the Board of Directors.

ii. OBL agrees that it will have no beneficial financial interest in any approved lease.

iii. All leases negotiated on behalf of the School or entered into by OBL on behalf of the School will propose to the landlord a cancellation clause consistent with the requirements of the Charter, unless otherwise approved by the Board of Directors.

iv. In the event that this Agreement is terminated prior to its expiration, if OBL has provided the facility for the School, OBL shall have the unilateral option to assign any lease obtained on behalf of the School to the School, subject to landlord approval if such approval is required, and any capital equipment or furniture and fixtures owned by OBL, if any, and located in the facility may be purchased by the School at the then current book value as recorded on OBL's financial records.

v. Any capital equipment, furniture or fixtures ("Capital Assets"), as well as any other furniture, equipment or fixtures purchased by OBL on behalf of the School using federal or state grant funds or any other sources of public money, shall remain the property of the School at no transfer cost, free and clear of all liens, claims, encumbrances and interests, and continue to be deemed the property of the School.

vi. If OBL has provided the facility for the School, OBL shall permit School to hold public meetings of the School at such offices, without payment of rent.

vii. Furniture and equipment are provided at an annual rental fee of one-fifth ($1/5^{th}$) of OBL's purchased price and may be purchased from OBL at any time at a cost equal to its depreciated cost basis (assuming a five-year life). OBL may offer an additional incentive, in its sole discretion, to the School to facilitate the purchase of the furniture and equipment by the School. Any such rental costs shall be reflected in the Fee Schedule or a separate agreement between the parties.

viii. Rent on the facility and utilities are a pass-through cost from OBL to the School, with no mark-up.

ix. OBL shall assist with the procurement and installation of telephone service, data lines, including Internet access at the administrative office space, and such other similar technology services used by personnel who are engaged in providing the Education Program under this Agreement.

b. Office Products and Supplies. Procure for the School all requested office products and supplies needed for the operation of the administrative offices.

c. Student Technology Support Stipend Administration. Act as the School's agent in administering the School's student internet subsidy payment established by the Board of Directors. Payment of the stipend to eligible households would be facilitated by OBL, which will be issued to the Caretaker (and in certain circumstances, the Student) according to the schedule outlined in the School handbook, which shall be consistent with the rate used in the development of the Budget, provided payment of the stipend is provided for in the Fee Schedule.

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11. **National Collegiate Athletic Association Eligibility**. So long as the School meets the following criteria, it may elect to be included in the OBL Academy "district" for NCAA purposes at no additional fee, which will entitle the School to make available to its Students high school courses that meet the NCAA Eligibility Center requirements.

    a. The Curriculum must be the NCAA-approved content, delivered by Teachers through the EMS. Courses must be college prep level, meaning OBL's Standard level or higher (e.g. Honors/AP), and delivered via the sequential option. Credit recovery/diagnostic-prescriptive courses are not NCAA-eligible.

    b. OBL shall provide support for the implementation of the School's instructional model by a Partner School Leadership team member or a person in a comparable role as designated by OBL to meet this requirement; and

    c. The OBL Courses must be taught by Teachers for whom OBL provides support services, including but not limited to onboarding, training, and support for such Teacher's annual evaluation within recommended evaluation guidelines, as well as provides guidance and support to the Lead School Administrator in the supervision, monitoring and support of such Teachers as more fully set forth in Section 2.n.i.

    In addition to the above-noted requirements, the school agrees to deliver courses and instruction in compliance with the NCAA Guidelines for OBL Academy Schools (https://www.connexus.com/library/launch.aspx?id=80237).

    If at any time the School does not satisfy all of the criteria set forth in this Section 12, the School will be notified that it will be removed from the OBL Academy NCAA "district."

12. **Other Services**: To the extent there are products and services not included in the Education Program, and the School elects to contract with a third party other than OBL for such products or services, it shall be the School's responsibility to ensure that such products or services are provided consistent with the Budget and in accordance with any requirements of Charter School Law or other applicable law and any requirements in the Charter.

13. **Trademarks:**

    a. OBL and its Affiliates are the owners of various trademarks, service marks, logos, or trade names used in its business of providing Education Program. OBL trademarks can be found at: http://www.connectionsacademy.com/Libraries/PDFs/CACommonLawTrademarks.pdf (collectively, the "Licensed Marks"). OBL grants to the School a non-exclusive, non-transferable, royalty-free sub-license to use the Licensed Marks during the term of this Agreement solely in connection with the performance of this Agreement and subject to pre-approval of such use by OBL. The School agrees to use the Licensed Marks in accordance with any trademark usage guidelines provided by OBL, the most up-to-date version of which can be found athttp://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx. OBL retains all right, title and interest in and to the Licensed Marks, including the School name, and any related proprietary rights not expressly granted to the School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of OBL.

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b. Upon termination of this Agreement**,** the School's license to use the Licensed Marks shall immediately terminate. The School agrees that within forty-five (45) calendar days from the date of termination, all references to "OBL Academy", and any other Licensed Marks shall be removed from the School's trade name, corporate name, on its signage, stationary, website, marketing materials and any other material or location it appears.

14. **Intellectual Property:**

a. Limitations on Use. The Licensed Collateral, including but not limited to, the EMS and all technology, programs, services, and materials hosted thereon, the Curriculum, all tangible and intangible education materials, all OBL trademarks and copyrighted works, and the trade name of the School listed on Schedule A, are the Intellectual Property of OBL. The School's right to use and benefit from said Intellectual Property is limited to its license rights set forth in this Agreement and shall terminate automatically with the termination of expiration of this Agreement.

b. No Sale. Nothing in this Agreement shall be interpreted to be a sale or transfer of ownership interest from OBL to the School, School Staff, Students, Caretakers, or Learning Coaches.

c. No Use of School Funds to Develop or Procure. No School funds shall be used by OBL to develop or procure Courses or Content or Instructional Materials or improvements to the EMS, provided, however, any School funds paid to OBL for provision of the Education Program hereunder, once paid, shall not be deemed to be School funds.

d. Derivative Works. Any works created by the School Staff and derived from OBL's Intellectual Property shall be deemed the property of OBL, and the School agrees to extend all reasonable and appropriate measures to assist OBL in securing and perfecting its ownership interest in such derivative works.

e. Derivative Works License. The School hereby grants to OBL and will require its School Staff to do the same, a worldwide freely transferable, royalty free, perpetual license, in any content contained in any Derivative Works that are determined to remain the property of the School and/or a member of its School Staff. Similarly, to the extent that any School Staff created educational content is hosted on the EMS or in an OBL proprietary LiveLesson® session, the School on behalf of itself and such School Staff hereby grants to OBL a worldwide, freely transferable, royalty free, perpetual license to use such School Staff created educational content for its own commercial purposes.

f. Aggregated Data. Student specific data, including Student Records and corresponding Caretaker data, is the property of the School, Student and/or the Caretaker ("Student Information"), unless and to the extent that OBL obtains such Student Information from a source other than the School, including directly from Student (if emancipated minor or over the age of minority) or such Student's Caretaker. OBL will not use any such School owned Student Information for any non-school related purpose without obtaining the written permission of such Student or Student's Caretaker (as the case may be). OBL may freely aggregate School owned Student Information so long as such aggregated use does not reveal identifying characteristics that would enable a third party to determine the identity of any individual Student, including that Student's Caretaker, and such use does not violate applicable federal or state law. All such aggregated data shall be the property of OBL. OBL may freely use all such aggregated data and identify its source as being the School identified

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on Schedule AOBL. In addition, OBL shall, from time to time, provide to the School reports in an electronic format requested by the School to the extent OBL''s systems and capabilities permit. Upon receipt of such request from the School, OBL will work with the School to formulate queries, formats and designs that will generate Student Information in a manner most useful to the School, based on the School's objectives and OBL's existing capabilities.

15. **Confidentiality:**

a. Confidential Information. The receiving party shall use the Confidential Information of the disclosing party only in connection with the furtherance of the business relationship between the parties, and the receiving party shall make no further use, in whole or in part, of any such Confidential Information. The receiving party agrees not to disclose, deliver or provide access to all or any portion of the disclosing party's Confidential Information to a third party or to permit a third party to inspect, copy, or duplicate the same. The receiving party will disclose Confidential Information only to its employees and agents who have a need to know such Confidential Information in connection with the performance of the Agreement and who are under a written obligation to protect the confidentiality of such Confidential Information. The receiving party will treat the Confidential Information with the same degree of care and confidentiality that the receiving party provides for similar information belonging to the receiving party that the receiving party does not wish disclosed to the public, but not less than holding it in strict confidence.

b. Student Records. OBL and the School acknowledge and agree that pursuant to FERPA and applicable state law, and any regulations promulgated thereunder, the parties have certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA and such other state law (also referred to herein as "Student Records"). The parties acknowledge that the School at all times retains ownership of Student Records and that each party must perform its obligations under the Agreement in compliance with FERPA, as well as any such applicable state law and any regulations promulgated thereunder. OBL shall use Student Records only for those purposes required or permitted by this Agreement. OBL may not use personally identifiable information from Student Records for targeted advertising. OBL may not use Student Records to create a profile about a Student except in furtherance of school purposes. OBL's retention of Student Records shall comply with FERPA and applicable state law. The School designates the Lead School Administrator, School Staff, Board of Directors' members, third party service providers (including OBL) and volunteers who are providing educational and/or administrative services to the Students, as agents of the School, as individuals having a legitimate educational interest and thus entitled to access education records under FERPA without consent.

c. Exceptions. The foregoing shall not prevent the receiving party from disclosing Confidential Information that must be disclosed by operation of law, provided: (i) the receiving party shall promptly notify the disclosing party of any such request for disclosure in order to allow the disclosing party full opportunity to seek the appropriate protective orders; and (ii) the receiving party complies with any protective order (or equivalent) imposed on such disclosure. It is understood and agreed that this Section 15.c. is not intended to permit the disclosure of education records referenced in Section 15.b., unless permitted by applicable law.

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d. Return of Confidential Information. The receiving party agrees that it will, within ten (10) days after written request by the disclosing party, return to the disclosing party, or at the option of the disclosing party, destroy and certify in writing the destruction of, all Confidential Information received from the disclosing party, including copies, reproductions, electronic files or any other materials containing Confidential Information.

e. Remedy for Breach. The parties acknowledge that monetary damages may not be a sufficient remedy for unauthorized disclosure of Confidential Information and that a disclosing party shall be entitled, without waiving any other rights or remedies, and without the posting of bond or other equity, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.

16. **Protection of Goodwill and Academic Integrity of the Program**: The parties recognize that OBL has invested substantial money and resources in developing a nationally recognized virtual education program under the "Connections Academy" brand and that it has an inherent interest in protecting the goodwill generated in connection therewith, as well as the academic integrity of the Education Program. The parties also recognize that the School has a vested interest in OBL protecting such goodwill, as well as the academic integrity of the Education Program in connection with its mission to advance the education interests of its Students. Accordingly, as part of its responsibilities as a school official performing institutional functions under FERPA, OBL is hereby authorized to perform ongoing and periodic reviews of School records documenting the manner in which the Program is delivered to Students, including documentation of interaction between Teachers and/or Administrative Staff with Students, Learning Coaches and Caretakers and to report to the Board of Directors, Administrative Staff and/or Teachers, any deviations from established OBL policies, procedures and protocols, federal or state legal requirements, or established best practices, or other deficiencies OBL takes note of in connection with such ongoing or periodic review.

17. **Term**: The term ("Term") of this Agreement shall be established as to each School on the applicable schedule for such School, which shall be attached hereto and incorporated by reference.

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18. **Termination**:

a. Grounds For Early Termination. Unless otherwise renewed or earlier terminated, this Agreement shall terminate immediately upon the expiration of the Term. Any notice of early termination shall take effect at the closing of the last day of the Academic Year, unless otherwise agreed to by the parties or provided for herein. Except as otherwise provided for in this section, notices of termination must be made in writing and delivered to the addresses set forth below no later than January 15 of the current Academic Year and shall list all reasons for said early termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:

i. By both parties if they agree in writing to the termination;

ii. By the School, for any reason, provided, however, that notice of termination shall be given in writing no later than November 1 of the Academic Year in which such termination shall be effective and termination shall not occur prior to the close of the Academic Year in which notice is given. Notice of termination under this section 19.a.ii. shall include a detailed explanation of the reason(s) for termination and shall be subject to the resolution process referenced in Section 24;

iii. Termination by either party, immediately, if one party materially breaches this Agreement and fails to cure such breach within thirty (30) days following written notification of such breach from the other party. In the event objectively ascertainable reasonable efforts have been made to effect such cure and the breach at issue does not objectively lend itself to cure within such 30 day period, then such additional time as necessary to complete said cure, but in no event longer than 60 days following written notification of such breach;

iv. Termination by OBL, if the payments to which OBL is entitled under this Agreement are materially reduced as a result of a change in funding provided to the School or applicable laws or regulations impose requirements that are materially different from those previously provided under this Agreement and OBL is unwilling or unable to make the required changes;

v. By OBL, if there are unresolvable differences between the parties relating to what OBL, in its sole discretion, considers to be conduct that reflects materially and unfavorably upon OBL's reputation with respect to the manner in which School carries out its responsibilities under the terms of this Agreement including implementation of the contracted Education Program, and OBL provides the School with thirty (30) days written notice of its intent to terminate during which such time the parties shall work in good faith to alleviate, to OBL satisfaction, the circumstances giving rise to such unresolvable differences. Termination under this provision may only take effect at the end of the Academic Year in which such notice is given;

vi. Termination by either party, immediately, if the Charter is terminated, or if the School is no longer authorized by the Authorizer as required by applicable state law and regulation;

vii. Termination by the School, if the Board of Directors determines at the end of an Academic Year that the Education Program set forth in this Agreement does not meet

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the requirements for a virtual or online charter school, and/or independent study and non-classroom based charter school, as defined by applicable laws and regulations, but only if OBL is unable to cure such deficiency after being given reasonable notice thereof, and the opportunity to cure any alleged failure to meet such requirements, and further provided that the School may immediately terminate the Agreement upon expiration of the cure period, if OBL fails to cure the deficiency;

viii. Termination by the School, if the Board of Directors determines, after a Performance Review based on the criteria defined below, that the School has failed to make reasonable progress towards Student academic achievement, and the Board of Directors has provided written notice thereof to OBL. Termination under this subsection may not occur prior to the close of at least one Academic Year after notice is given in order to provide OBL the opportunity to implement the performance improvement plan;

"Reasonable progress toward Student academic achievement" shall be defined as:

1. meeting the State of California's standards under Every Student Succeeds Act; or
2. meeting the same academic standards but only calculated for those Students who have been enrolled in the School for at least two (2) complete Academic Years; or
3. meeting at least one of the minimum renewal standards applicable to the School, as prescribed by Education Code § 47607 or other provision of law, as calculated or reasonably anticipated at the time of charter renewal must be applied for; or
4. Meeting one or more of the academic achievement goals laid out in the School's Local Control and Accountability Plan.

ix. Termination by either party in the event that the CalOPS Board of Directors has not approved a Budget by July 1 for the upcoming school year.

b. Obligations on Termination. In the event this Agreement is terminated by either party for any reason:

i. OBL shall assist and cooperate with the School in the transition of the educational products and services from OBL to the School or another service provider, so as to minimize the disruption to the Students;

ii. Each party will promptly (not later than thirty (30) days after the effective date of termination) return to the other party all Confidential Information, property and material of any type belonging to the other party, including but not limited to, electronic versions, hard copies and reproductions and will not retain copies of any such property or material except as may be expressly permitted in this Agreement or required by applicable law;

iii. So long as the School remains current in its payment obligations to OBL, and in order to allow for a transition to OBL' successor(s), all access to the EMS and other educational products and services shall continue for a reasonable amount of time, not to extend beyond the shorter of ninety (90) days or the start of the Academic Year immediately following the termination, after which time all such access shall be discontinued;

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iv. Except as otherwise provided for in Section 2.h., OBL shall provide to the School copies of all Student Records and other electronic School Records not otherwise in the School's possession at no additional cost;

v. School shall pay OBL all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination, unless otherwise agreed to in writing by the Parties.

19. **Indemnification:**

a. Indemnification Obligations**.** Each party shall defend, indemnify, save and hold harmless the other party, its Affiliates, Parent, subsidiaries and its respective directors, officers, agents and employees (together "Indemnified Party") against and from any and all claims, actions, liabilities, costs, expenses, damages, injury or loss (including reasonable attorney's fees) made, brought, incurred, or alleged by any third party ("Claim") to which the Indemnified Party, its Affiliates and their respective directors, officers, agents and employees may be subject to liability by reason of any wrongdoing, misconduct, negligence, willful misconduct or default by the Indemnifying Party, its agents, employees, subcontractors, or assigns in connection with the performance of this Agreement. This indemnification shall not apply to any liability claims or demands to the extent caused by, or resulting from, the negligence or wrongful act or omission of any officer, Board Director, agent, or employee of the Indemnified Party. This indemnification, defense and hold harmless obligation on behalf of Indemnifying Party, shall survive the termination of this Agreement.

b. Indemnification Procedure. The Indemnified Party will: (a) promptly notify the Indemnifying Party in writing of any claim, loss, damages, liabilities and costs, and for third party claims; (b) allow the Indemnifying Party to control the defense; and (c) reasonably cooperate with the Indemnifying Party in the defense and any related settlement negotiations. In addition to any defense provided by the Indemnifying Party, the Indemnified Party may, at its expense, retain its own counsel. If the Indemnifying Party does not promptly assume the Indemnified Party's defense against any third-party claim, the Indemnified Party reserves the right to undertake its own defense at the Indemnifying Party's expense.

20. **Limitation of Liabilities**: In no event will either party, or such party's Affiliates, directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of the other party or such party's Affiliates, directors, officers, employees, or agents.

21. **Sales Tax**: If applicable, the School shall provide OBL with support that it is exempt from state sales tax. To the extent that the School is not exempt from state sales tax, the School shall be responsible for federal, state, or local sales and use taxes assessed, if any, based on the Education Program provided by OBL hereunder. If any sales and use taxes are assessed on purchases made by OBL for the School's benefit and charged to the School, OBL will provide a credit to the School equal to the amount of the sales or use taxes paid.

22. **Notices:** All notices, consents and other communications under this Agreement shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the parties at

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the following addresses (or to such other address as hereafter may be designated in writing by such party to the other party):

If to OBL:	Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA 10960 Grantchester Way Columbia, Maryland 20144 Attn: Tom ApSimon, President
With a copy to:	Connections Education LLC d/b/a Pearson Online & Blended Learning K-12 USA 10960 Grantchester Way Columbia, Maryland 21044 Attn: School Legal Affairs
If to the School:	As listed on Schedule A Attention: Board President
With a copy to :	Procopio, Cory, Hargreaves & Savitch, LLP 525 B Street, Suite 2200 San Diego, CA 92101 Attention: Greg Moser

23. **Governing Law**: This Agreement shall be governed and controlled by the laws of the State of California. Any legal actions prosecuted or instituted by any party under this Agreement shall be brought in a court of competent jurisdiction located in the State of California, and each party hereby consents to the jurisdiction and venue of any such courts for such purpose.

24. **Resolution of Disputes**: Any dispute arising out of or relating to this Agreement shall be resolved in accordance with the procedures specified in this Section 24.

    a. Negotiation. The parties agree to negotiate in good faith all disputes arising out of or relating to the rights and obligations of the parties, as set forth in this Agreement and/or established by applicable law. Any dispute not resolved within the normal course of business shall be referred to the VP of Schools, for OBL, and the Board of Directors Chairperson, for the School or his/her designee, for discussions related to the nature of the dispute and an agreed course of action as to how to resolve the dispute or to other such persons within the organization of OBL and the School as the parties mutually deem appropriate.

    b. Mediation. In the event the parties are unable to fully resolve a dispute through negotiation, each party agrees to submit all unresolved disputes to nonbinding mediation pursuant to processes and procedures mutually agreed upon by the Parties. In the event the parties are unable to agree to such processes and procedures, the Parties agree to submit the matter to Board of Directors legal counsel of record, or other such third party agreed upon by the parties, who will establish the processes and procedures by which such unresolved disputes will be mediated.

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c. Confidentiality. The parties agree to treat all discussions and sharing of documents related to this subsection as confidential and not subject to disclosure to any third party to the extent permissible by law, except as consented to by the disclosing Party.

d. In the event the parties are unable to resolve such dispute through nonbinding mediation, to the extent such dispute remains unresolved, each Party, upon providing the other party ten (10) calendar days' notice of its intent to do so, may pursue their respective contractual, administrative, legal and/or equitable remedies available to them in order to fully resolve such dispute.

25. **Miscellaneous**:

a. Severability. If any provision of this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision, or the remaining provisions of this Agreement. If any provision of this Agreement shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

b. Successors and Assigns. The terms and provisions of this Agreement shall be assignable by either party only with the prior written permission of the other, which consent shall not be unreasonably withheld; provided that a change in control of OBL or its managing member, notice of which shall be provided by OBL to the Board of Directors, shall not be deemed a violation of this Agreement.

c. Complete Agreement; Modification and Waiver. This Agreement constitutes the entire agreement between the parties with respect to the matter contained herein and supersedes all prior and contemporaneous agreements, warranties and understandings of the parties. There are no agreements, representations or warranties of any kind except as expressly set forth in this Agreement. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties. No waiver of any provision of this Agreement will be effective unless it is in writing and signed by the party to be charged with such modification, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.

d. Force Majeure. If any circumstance should occur that is not anticipated or is beyond the control of a party or that delays or renders impossible or impracticable performance as to the obligations of such party, the party's obligation to perform such services shall be postponed for a period equal to the time during which such circumstance shall extend, or, if such performance has been rendered impossible by such circumstance, shall be cancelled.

e. No Third Party Rights. This Agreement is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

f. Professional Fees and Expenses. Each party shall bear its own expenses for legal, accounting, and other fees or expenses in connection with the negotiation of this Agreement.

g. Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original Agreement.

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h. Compliance with Laws, Policies, Procedures, and Rules. Each party will comply with all applicable federal and state laws and regulations including all of the specific requirements of the Charter, applicable local ordinances and the School's policies whether or not specifically listed in this Agreement.

i. Interpretation of Agreement. The parties hereto acknowledge and agree that this Agreement has been negotiated at arm's length and between parties equally sophisticated and knowledgeable in the subject matter dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities in this Agreement against the party that has drafted it is not applicable and this Agreement shall be interpreted in a reasonable manner to affect the intent of the parties as set forth in this Agreement.

j. Headings; Exhibits. The section headings contained herein are for convenience only and shall not in any way affect the interpretation or enforceability of any provision of this Agreement. All schedules and exhibits to this Agreement are incorporated herein and shall be deemed a part of this Agreement as fully as if set forth in the body hereof.

l. Electronic Signatures. This Agreement and related documents may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each party's acceptance will be deemed binding on the parties. Each party acknowledges and agrees that it will not contest the validity or enforceability of this Agreement and related documents, including under any applicable statute of frauds, because they were accepted or signed in electronic form. Each party further acknowledges and agrees that it will not contest the validity or enforceability of a signed scanned PDF or facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile and scanned PDF signatures shall be considered valid signatures as of the date hereof. Computer maintained records of this Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

m. Survival. The rights and responsibilities of Sections 10.c.; 13.b.; 14; 15; 18.b.; 19; 20; 22; 24; 25.e., i., j., l., and n., shall survive the termination of this Agreement. [TO BE UPDATED IN FINAL VERSION]

n. Status and Relationship of the Parties. OBL is a limited liability company organized under the laws of Delaware and is authorized in California, and is not a division or a part of the School. The School is a California public charter school authorized by the Charter School Law and is not a division or part of OBL. The parties intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee. Except as expressly provided in this Agreement, no agent or employee of OBL shall be deemed to be an agent or employee of the School. OBL shall be solely responsible for its acts and the acts of its agents, employees and subcontractors, and the School shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between OBL and the School is based solely on the terms of this Agreement, and the terms and conditions of any other written agreement between OBL and the School.

o. 501(c)(3) Status. The parties agree to negotiate in good faith an amendment to this Agreement to cure any IRS cited defect in the Agreement that will impede the issuance

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from the IRS a determination that the School is a tax exempt organization under Internal Revenue Code § 501(c)(3).

p. Obligation to Cure Defect. The parties agree to negotiate in good faith an amendment to this Agreement to cure any defect in the Agreement related to compliance with any California state law mandated requirement.

Agreed to by:

CALIFORNIA ONLINE PUBLIC SCHOOLS	**CONNECTIONS EDUCATION LLC dba PEARSON ONLINE AND BLENDED LEARNING K-12 USA**
By: _____	By: _____
Title: _____	Title: _____

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"Academic Year" shall mean the school year as defined by the School Calendar under which the School operates.

"Administrative Staff" means any and all individuals employed by or otherwise providing administrative services for or on behalf of the education program operated by the School, including principal(s) and assistant or principal(s).

"Affiliates" means any entity controlling, controlled by or under common control with another entity. With respect to OBL, Affiliate shall also include Pearson PLC and its Affiliates. For the purposes of this definition, "control" means the possession, directly or indirectly, of the power to direct the management and policies of an entity whether through the ownership of voting securities, registered capital, contract or otherwise.

"Authorizer" refers to the Authorizer of the School as set forth on Schedule A.

"Authorized Users" shall mean the Students, Caretakers, Teachers, Instructional Aides, Administrative Staff, Learning Coaches, Independent Contractors, and School Board members who are authorized to access the EMS, the Content, Instructional Materials and Courses pursuant to the terms of this Agreement.

"Board of Directors" or "Board" shall mean the governing board of the School.

"Budget" shall mean the operating budget for the School, as approved by the Board of Directors as more specifically discussed in Section 9j.

"Caretaker" shall mean the parent(s), legal guardian(s), or other individuals designated by a legal authority as responsible for care of the Student.

"Charter" shall mean the authorization to operate a charter school granted by the Authorizer.

"Charter School Law" shall mean the applicable laws and regulations governing charter schools as codified in statutes and code of regulations of California.

"Community Coordinators" shall mean individuals who volunteer their services to coordinate school-sanctioned community activities and field trips that enhance the educational experience of Students and provide them with the opportunity to engage other Students residing in the immediate geographic area who also attend the School.

"Confidential Information" shall mean proprietary business, technical and financial information of each of the parties, including for example and without limitation, each party's respective information concerning: (a) business strategy and operations such as business plans, methods, marketing strategies, outreach plans and sales information, pricing information and customer and prospect lists, the identities and locations of vendors and consultants providing services or materials to or on behalf of the disclosing party; (b) product development such as product designs and concepts; (c) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (d) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts and personnel data; (e) unpublished educational content, curricula, teaching outlines, lesson plans, testing processes and procedures; (f) Student Records and other student-related or Caretaker-related personal information; (g) the terms of this Agreement, (h) login and password information for the EMS; (i) technical information such as

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development methods, computer software, research, inventions, the design and operation of the EMS; and (j) other similar non-public information that is furnished, disclosed or transmitted to the receiving party or to which the receiving party is otherwise given access by the disclosing party, orally, in written form, in any type of storage medium, or otherwise. Confidential Information, in whatever form provided, shall remain the exclusive property of the disclosing party at all times, and the parties hereby acknowledge and agree that all such Confidential Information of a party are its trade secrets. Except as specifically provided for herein, nothing contained in this Agreement shall be construed as granting or conferring any rights in any Confidential Information disclosed to the receiving party, by license or otherwise.

"Content" means the components of a Course and/or SDR (as each is defined below) licensed, designed, developed, owned or provided by OBL and its third party content partners and delivered in an online format through the EMS (as defined above) or in an offline format (textbooks and other materials) to teach students in various subjects in grades K–12 and/or to deliver resources in connection with the Services (defined below). Content may include the courseware, data, documentation, text, audio, video, graphics, animation, drawings, programming, icons, images, pictures and charts, Teachlet® tutorials and LiveLesson® sessions. OBL reserves the right to add Content, withdraw Content, modify and/or offer substitute Content, in its sole discretion, provided that the School will receive reasonable notification concerning any substitution or withdrawal that is substantial.

"Course(s)" shall be comprised of a set of lessons and assessments, including Instructional Materials, that shall meet the educational content or other standards established by the State of California in order to be recognized for high school credit in grades 9-12 and/or for meeting educational requirements in grades K-8, as the case may be.

"Curriculum" means a program of instruction provided by OBL, which includes Content and Instructional Materials accessed primarily through the EMS, that, together with Teacher provider additions and/or modifications, shall meet the educational content or other standards established by the State of California in order to be recognized for high school credit in grades 9-12 or for meeting educational requirements in grades K-8.

"Curriculum Guide" means the publication which sets forth the list of Courses offered by OBL during a particular Academic Year and may sometimes be referred to in this Agreement as a "Program Guide".

"Derivative Works" include any translation, editorial revision, annotation, elaboration, or other modification, correction, addition, enhancement, extension, condensation, upgrade, improvement, compilation, abridgement or other form in which the Content or Instructional Materials or other Licensed Collateral may be recast, transformed or adapted, including but not limited to all forms in which such Derivative Works may or may not infringe any of the copyrights in the Content or Instructional Materials.

"Destroyed" means at minimum removing personally identifiable information, as defined in FERPA, from Student Records stored on OBL's production systems.

"EMS" means the website or Education Management System (also sometimes referred to as Connexus®, Learning Management System or LMS) with the URL http://www.Connexus.com, or such other URL as OBL or its Affiliates may designate from time to time (or any successor technology platform to which OBL transitions the School), through which Authorized Users

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access OBL Content via a secure, password protected website. The features and functions of the EMS may be modified and/or updated from time to time by OBL. Access to the EMS is governed by the Terms of Use located at https://www.Connexus.com/public/termsOfUse.html and defined below.

"Enrollment Leads" shall mean the Caretaker names, contact information, demographic and other information developed and collected through OBL enrollment efforts (including but not limited to Public Information Campaigns) at any time before, during or after the initial or any renewal term of this Agreement, including leads, developed and collected through advertisements, information sessions, the OBL Academy website, surveys and petition gathering efforts, and other marketing activities performed on behalf of OBL and/or the School.

"FERPA" means the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its regulations codified at 34 CFR Part 99.

"Instructional Aide(s)" means any and all individuals who are involved in supporting, facilitating or assisting in the provision of instruction, assessment and/or other Services to Students.

"Intellectual Property" means collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide, now or in the future, including but not limited to, moral rights, industrial design rights and similar rights, and shall in all cases include Marketing Leads, data and materials and other related collateral developed by OBL, regardless of whether such data, materials and collateral are developed specifically for the School.

"Lead School Administrator" shall mean the Executive Director.

"Learning Coach" shall mean a Caretaker of the Student or another adult specifically designated by the Student's Caretaker, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the Caretaker Acknowledgement, Designated Learning Coach Agreement or Eligible Student Acknowledgement, respectively, and the School Handbook, which shall be subject to the review and approval annually by the Board of Directors. Learning Coaches are not employees or contractors of either the School or OBL; shall not receive any compensation for their services from either OBL or the Board of Directors; and shall look solely to the Caretaker to collect any alleged agreed to compensation. Learning Coaches shall not fall within the definition of "Instructional Aides".

"Licensed Collateral" shall mean OBL products and services, including the EMS and all technology, programs, services, and materials hosted thereon to which customer is granted access, the Curriculum, all tangible and intangible education materials and other proprietary and copyright protected works and other Intellectual Property to which customer is granted a right of use (whether in digital, print or both and including third party content contained therein or linked to therefrom), all OBL trademarks, and the trade name listed on Schedule AOBL and all other Intellectual Property to which the School is given access under the terms of this Agreement.

"Marketing Leads" shall mean the Caretaker names, contact information, demographic and other information developed and collected through OBL's marketing efforts (including but not limited to Public Information Campaigns defined below) at any time before, during or after the initial or any renewal term of this Agreement, including leads, developed and collected through radio, online and television advertisements, online and in person information sessions, the Connections

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Academy website, surveys and petition gathering efforts, and other marketing activities performed on behalf of OBL and/or the School.

"Marketplace" shall mean each of United States and its territories and lawful possessions (individually and in the aggregate).

"Public Information Campaigns" or "PIC**"** shall mean such activities as marketing and outreach efforts by offline medial advertising, online advertising, direct mail, telephone calls, traditional public relations, and other advertising efforts, as well as online and in person information sessions, managing social media messaging, etc.

"Privacy Policy" means that certain statement of OBL's practices for handling personally identifiable and non-personally identifiable information gathered by OBL through the EMS or any web site maintained by OBL from time to time.

"Program Guide" shall have that meaning ascribed to "Curriculum Guide," defined above.

"School Calendar" shall be the days when the Education Program under this Agreement will be delivered to Students, as defined by the School Handbook. OBL will provide the Education Program on those days established to be the School Calendar for the Academic Year, except that Students may continue to report attendance during weekends and scheduled school holidays to the extent permitted by the State of California. The School Calendar for each Academic Year is subject to the prior approval of the Board of Directors, taking into account all reasonable comments and suggestion by OBL, and shall meet any regulatory requirements for days and hours of instruction required by law or regulation.

"School Staff" shall include the Lead School Administrator, Special Education Director, Teachers and Administrative Staff.

"SDR" means Service Delivery Resource and relates to any tools, instructions, assessments or other support materials used in the delivery of Services, either through Connexus® or otherwise.

"Services" means any service provided by OBL to Students, including therapeutic or educational services, under the terms of the Agreement between the School and OBL.

"Special Education Director" is that person employed to oversee the Special Education Services per Section 4 of this Agreement. It is the Special Education Director's responsibility to keep informed of (and to inform OBL of) any state legislative or regulatory enactments that impact the provision of Special Education Services, as well as to supervise the special education Teachers and implement a OBL approved model for special education instruction.

"Special Education Protocols" shall mean the policies, procedures and protocols that govern the provision of Special Education Services and shall, at minimum comply with applicable state and federal law requirements.

"Special Education Services" shall mean all necessary special education and 504 programs and services, including the development and implementation of IEPs and Section 504 plans, handling administrative proceedings and specialized services, submitting state or federal reports, applying for and administering supplemental funding, providing other Related Services and all other administrative services associated with the delivery of services to Special Needs Students.

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"Special Needs Students" shall mean Students (as hereinafter defined) who have been identified as disabled under the Federal Individuals with Disabilities Education Improvement Act, as amended ("IDEA") or Section 504 of the Federal Rehabilitation Act of 1973.

"Student" means any person actively enrolled in the School.

"Student Records" shall mean those "education records," as defined by FERPA (20 U.S.C. § 1232g(a)(4)(A)), which the School or OBL is required to retain in accordance with federal and state law.

"Teacher" means any and all educators (including OBL Teachers) involved in providing instruction, assessment and/or other educational support of Students pursuant to the terms of this Agreement and the Charter.

"Term" shall have that meaning set forth in section 17.

"Terms of Use" means certain rules governing how Authorized Users may and may not use the EMS and any Content and Instructional Materials accessible through the EMS. The most current version is located at https://www.Connexus.com/public/termsofuse.html

"Website" means the OBL website with the URL http://www.connectionsacademy.com/home.aspx and any subpages connected thereto.

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SCHEDULE A

School Name: California Connections Academy North Bay

Authorizer: Middletown Unified School District

SELPA: Tulare County SELPA

Term: The Term of this Agreement, as to the School stated on this schedule, shall commence on July 1, 2019 for a term of five (5) years and shall expire on June 30, 2024.

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Exhibit A

Insurance Certificate

(See revised Exhibit I to the Renewal Charter Petition.)

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Exhibit B

Fee Schedule

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EXHIBIT H

BUSINESS PLAN

In this exhibit, we provide the following:

- 3 Year Budget Projections
- Cash Flow Explanation

	19-20	20-21	21-22
Projected Student Funded ADA	**205**	**230**	**255**
Revenue			
LCFF / General Purpose Block Grant - State	1,318,931	1,531,451	1,756,636
LCFF / General Purpose Block Grant - State EPA	33,661	38,685	43,934
LCFF / General Purpose Block Grant - Local	574,000	644,000	714,000
Subtotal	1,926,592	2,214,136	2,514,570
Lottery	41,000	46,000	51,000
Special Education Pass through funds - State	32,398	33,906	40,792
One time Discretionary Grant / Other Categorical Funds	0	0	0
Mandated Cost Reimbursement	6,000	6,000	7,000
Total Pupil Funding	2,005,990	2,300,041	2,613,362
State Testing Reimbursement	410	460	510
Federal Funding - Title I	27,000	31,000	34,000
Federal Funding - Title II-A	4,600	5,100	5,700
Federal Funding - IDEA	25,000	32,000	35,000
Federal Funding - Title IV	0	1,000	1,000
E-Rate Funds	225	225	225
Interest Income	500	500	500
Subtotal	57,735	70,285	76,935
Total Revenue	**2,063,725**	**2,370,326**	**2,690,297**
Expenses			
Salaries			
Administration	94,388	109,605	125,772
Teachers	514,868	598,019	686,360
	609,256	707,624	812,132
Benefits/Pension/Taxes			
Administration	37,573	44,235	50,759
Teachers	229,786	272,697	312,980
	267,359	316,932	363,740
Total Compensation Expenses (Pass-Through)	**876,615**	**1,024,556**	**1,175,872**
Educational Resource Center	28,871	32,392	35,913
Enrollment and Records Management	11,273	12,648	14,023
Human Resources Support	12,650	14,196	15,742
Accounting and Regulatory Reporting	11,457	12,854	14,251
Internet Subsidy Payment Processing	3,341	4,089	5,289
Technical Support & Repairs	34,370	38,562	42,753
Facility Support Services	7,500	11,250	15,000
Total Professional Services (CA)	**109,463**	**125,991**	**142,971**
School Curriculum Supplies	4,500	5,050	5,600
Student Technology Assistance	118,748	133,230	156,400
ConnexusTM Annual License (EMS)	137,482	154,248	171,014
Hardware/Software - Employees	6,072	6,814	7,556
Voice Over IP Services	3,240	3,636	4,032
Tangible and Intangible Instructional Materials	290,641	326,085	361,529
Curriculum Postage	9,301	10,435	11,569
Total Educational Products (CA)	**569,984**	**639,497**	**717,700**
Treasury Services	30,095	34,566	39,218
Marketing Services	20,063	23,044	26,145
Special Education Oversight and Liability	50,158	57,611	65,363
Special Education - Direct Services	57,398	65,906	75,792
School Administration	120,380	138,265	156,870
Total Management Services (CA)	**278,094**	**319,392**	**363,387**

Office supplies	2,100	2,300	2,600
Community Outreach	0	0	0
ISP Payment Reimbursement	8,000	9,800	12,700
Copiers/Reproduction	1,100	1,300	1,400
Office Postage	1,800	2,100	2,300
Student Testing & Assessment	32,000	36,000	40,000
Staff Recruiting	1,100	1,300	1,400
Staff Training / Prof. Development	13,300	24,900	26,500
Team Building	1,400	1,500	1,600
Travel and Conferences- Teacher	2,500	2,800	3,100
Travel and Conferences- Admin	4,600	5,100	5,700
Maintenance & Repair	2,200	2,500	2,800
High Speed Internet	2,100	2,300	2,600
Phone	1,600	1,800	2,000
Office Rent & Utilities (shared)	13,100	14,700	16,200
Expensed Furniture and Equipment	2,000	2,000	3,000
Graduation Expense	6,000	6,500	7,000
District Oversight	19,266	22,141	25,146
Total Pass-Through Expenses	**114,166**	**139,041**	**156,046**
Banking fees	400	400	400
Dues	2,500	2,500	2,500
Accreditation	1,500	1,500	1,500
Student Activities	13,000	14,000	16,000
Other Curriculum	22,900	25,700	28,500
Other Contracted Services	17,200	19,300	21,400
Summer School	5,700	6,400	7,100
Independent Auditor	9,275	9,550	9,800
Board-Related Expenses	5,000	5,500	5,500
STRS Reporting	759	852	945
Aeries Annual Fees	800	900	1,000
Insurance - D&O	200	220	240
Legal	5,000	5,500	5,500
Total Expenses Paid Directly by Board	**84,234**	**92,322**	**100,385**
Total Expenses	**2,032,555**	**2,340,800**	**2,656,361**
Excess (Deficiency) of Revenue over Expenditures	**31,170**	**29,527**	**33,936**
Beginning Fund Balance	**68,915**	**100,086**	**129,612**
Reserve	**100,086**	**129,612**	**163,549**
Annual Expense % of Cume Fund Balance	5%	6%	6%
"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *	41%	41%	42%
Instructional Expenses > 80% of total revenue	81%	81%	81%

Student Enrollment

23.0%

Average Enrollment by Grade

Grade	2019-2020	2020-2021	2021-2022
K	8	9	10
1	6	6	7
2	10	12	13
3	11	12	13
4	10	11	12
5	14	16	17
6	16	18	20
7	16	18	20
8	24	27	30
9	21	24	26
10	31	35	38
11	31	35	39
12	31	35	38
	229	**257**	**285**

Total Enrollment by Grade

Grade	2019-2020	2020-2021	2021-2022
K	10	11	12
1	7	8	9
2	13	14	16
3	13	15	16
4	12	14	15
5	17	19	21
6	19	22	24
7	20	22	25
8	30	33	37
9	26	29	32
10	38	43	47
11	39	43	48
12	38	43	47
	282	**316**	**351**

Grade	2019-2020 Funded ADA	2020-2021 Funded ADA	2021-2022 Funded ADA
K	7	8	9
1	5	6	6
2	9	10	12
3	10	11	12
4	9	10	11
5	13	14	16
6	14	16	18
7	15	16	18
8	22	24	27
9	19	21	24
10	28	31	34
11	28	32	35
12	28	31	34
Total	205	230	255

CALIFORNIA CONNECTIONS ACADEMY NORTH BAY

CASH FLOW EXPLANATION

CalOPS contracts with Connections as a vendor providing various products and services for California Connections Academy North Bay (the "School"), as laid out in the Statement of Agreement ("SOA"). Connections invoices CalOPS on a monthly basis for products and services provided in accordance with the SOA and school budget. The CalOPS Board Treasurer and Director of Business Services review the invoices, and those invoices are then also approved by the Governing Board as an open session agenda item prior to payment to Connections.

In accordance with the SOA, CalOPS may defer/delay payment of any invoices owed to Connections if the School is experiencing cash flow issues. Therefore, due to this favorable arrangement between the CalOPS and this service provider, any additional delays in state payments, such as have been imposed in the past by California on all public schools, has limited negative effect on the School and the School is able to maintain positive cash balances at all times.

Due to potential variability of state and federal funding and the annual expenditures of the School, CalOPS and Connections have agreed to negotiate, in good faith, a reduction in the fees, as needed. If the School's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the negotiated reduction in fees, the School will maintain overall positive net assets. Any reduction in fees is limited to the year for which such reduction is negotiated, except if otherwise noted. The School also has built and maintains a sufficient reserve balance. The reserve amount projected for the 2019-20 school year is 5% of expenditures, and this is anticipated to increase in the following years.

Since these contractual terms are anticipated to continue in the new SOA applicable to the upcoming charter term, as with the prior charter petition, the School has not included a detailed cash flow analysis and the School does not anticipate the need to seek financing to cover expenses.

EXHIBIT I

INSURANCE CERTIFICATES

NOTE: The charter school CalCA North Bay maintains all required insurance coverage through the corporation which operates it, California Online Public Schools (CalOPS). CalOPS procures this insurance through insurance procurement services in accordance with a vendor contract with Connections Education. CalOPS is a **Named Insured** on the liability and property policies, as indicated in the "insured" box at the top of the certificates.

In this exhibit, we provide the following:

- Certificate of Insurance – General Commercial Liability
- Certificate of Insurance – Worker's Compensation and Employer's Liability
- Certificate of Insurance – Property
- Certificate of Insurance – Director's & Officers

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 10/4/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC 7225 Northland Drive Suite 300 Minneapolis MN 55428	**CONTACT NAME:** Dana Smith **PHONE (A/C, No, Ext):** 763-746-8000 **FAX (A/C, No):** **E-MAIL ADDRESS:** dana.smith@marshmma.com
INSURED CONNEEDUCA Connections Education LLC California Online Public Schools 33272 Valle Road San Juan Capistrano CA 92675	**INSURER(S) AFFORDING COVERAGE** / **NAIC #** **INSURER A :** Philadelphia Indemnity Insurance Co. 18058 **INSURER B :** Tokio Marine Specialty Insurance Co. 23850 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 1006808650 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC ☐ OTHER:			PHPK1678545	7/1/2018	7/1/2019	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 300,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	**AUTOMOBILE LIABILITY** X ANY AUTO ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY			PHPK1678545	7/1/2018	7/1/2019	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X **UMBRELLA LIAB** ☒ OCCUR **EXCESS LIAB** ☐ CLAIMS-MADE ☐ DED ☒ RETENTION $ 10,000			PHUB591526	7/1/2018	7/1/2019	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					☐ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ $ $
B A	Employment Practices Liability Educators Legal Liability EPLI Ded Each Claim - $100,000			PSD1360557 PHPK1846218	7/1/2018 7/1/2018	7/1/2019 7/1/2019	Aggregate Limit Limit EducLegal Ded	$5,000,000 $1,000,000 $25,000 Each Claim

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

This insurance [Company B] is issued by a non-admitted insurer not under the jurisdiction of the Maryland Insurance Commissioner.

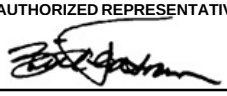
CERTIFICATE HOLDER

California Online Public Schools
33272 Valle Road
San Juan CA 92675

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 10/10/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC 7225 Northland Drive Suite 300 Minneapolis MN 55428	**CONTACT NAME:** Dana Smith **PHONE (A/C, No, Ext):** 763-746-8000 **FAX (A/C, No):** **E-MAIL ADDRESS:** dana.smith@marshmma.com
	INSURER(S) AFFORDING COVERAGE / **NAIC #** **INSURER A :** Hartford Accident and Indemnity Company — 22357
INSURED ALPAUACADE California Online Public Schools 33272 Valle Road Suan Juan Capistrano CA 92675	**INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 281697709 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	☐ OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	☐ **UMBRELLA LIAB** ☐ OCCUR						EACH OCCURRENCE	$
	☐ **EXCESS LIAB** ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N	N / A		41WECAB4Q19	7/1/2018	7/1/2019	X PER STATUTE ☐ OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [N] **(Mandatory in NH)**						E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

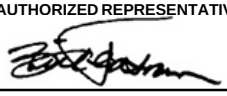
CERTIFICATE HOLDER

California Online Public Schools
33272 Valle Road
San Juan Capistrano CA 92675

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY): 9/10/2018

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY
Marsh & McLennan Agency LLC
7225 Northland Drive
Suite 300
Minneapolis, MN 55428

PHONE (A/C, No, Ext):

FAX (A/C, No):

E-MAIL ADDRESS: dana.smith@marshmma.com

CODE:

SUB CODE:

AGENCY CUSTOMER ID #: CONNEEDUCA

COMPANY
Philadelphia Indemnity Insurance Co.
One Bala Plaza, Suite 100
Bala Cynwyd PA 19004

INSURED
Connections Education LLC
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

LOAN NUMBER

POLICY NUMBER
PHPK1846218

EFFECTIVE DATE	EXPIRATION DATE	CONTINUED UNTIL TERMINATED IF CHECKED
07/01/2018	07/01/2019	☐

THIS REPLACES PRIOR EVIDENCE DATED:

PROPERTY INFORMATION

LOCATION/DESCRIPTION
33272 Valle Road, San Juan Capistrano, CA 92675

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION

PERILS INSURED ☐ BASIC ☐ BROAD ☒ SPECIAL ☐

COVERAGE / PERILS / FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Business Personal Property	$172,090	$25,000
Business Income/Extra Expense	$259,260	72 hours
Blanket Electronic Data Processing (Computer) Replacement Cost	$3,150,000	$10,000

REMARKS (Including Special Conditions)

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST

NAME AND ADDRESS
California Online Public Schools
33272 Valle Road
San Juan CA 92675

☐ ADDITIONAL INSURED ☐ LENDER'S LOSS PAYABLE ☐ LOSS PAYEE
☐ MORTGAGEE ☐

LOAN #

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 3/7/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC 7225 Northland Drive Suite 300 Minneapolis MN 55428	**CONTACT NAME:** Lori Sapp **PHONE (A/C, No, Ext):** 763-746-8275 **FAX (A/C, No):** **E-MAIL ADDRESS:** Lori.Sapp@MarshMMA.com
	INSURER(S) AFFORDING COVERAGE / **NAIC #**
	INSURER A : Navigators Insurance Company — 42307
INSURED CALIFONLIN California Online Public Schools 33272 Valle Road San Juan Capistrano CA 92675	**INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 747290444 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	☐ OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	☐ **UMBRELLA LIAB** ☐ OCCUR						EACH OCCURRENCE	$
	☐ **EXCESS LIAB** ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						☐ PER STATUTE ☐ OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ **(Mandatory in NH)**	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Directors & Officers Liability			NY18DOLV03842NV	8/28/2018	7/1/2019	Per Claim/Aggregate	$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence of Coverage. Claims Made Policy. Prior & Pending Date 8/28/2018. Retention $5,000.

CERTIFICATE HOLDER

California Online Public Schools
33272 Valle Road
San Juan Capistrano CA 92675

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Lori Sapp

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Financial and Operational
MEMORANDUM OF UNDERSTANDING
Between
Scotts Valley Unified School District School District and California Online Public Schools
for
California Connections Academy Monterey Bay
Effective July 1, 2019

1. RECITALS

The governing Board of Scotts Valley Unified School District (hereinafter referred to as "District") granted a charter (the "Charter") to California Online Public Schools, a non-profit corporation (hereinafter referred to as "Corporation") for California Connections Academy Monterey Bay, a charter school, (hereinafter referred to as "School") on February 26, 2019, pursuant to the *Charter Schools Act* of 1992.

This Charter, among other matters, calls for the Corporation, acting on behalf of the school, and the District to enter into a mutually agreeable Memorandum of Understanding ("MOU" or "Agreement") that describes funding entitlements of the School, operation and oversight arrangements, and other matters of mutual interest.

To the extent this MOU contains terms that are inconsistent with the terms of the approved Charter, the terms of the MOU shall control.

The District and the Corporation may each be referred to as a "Party" or collectively as the "Parties" in this MOU.

Unless otherwise stated, for the purposes of this MOU, the terms "California Connections Academy Monterey Bay", "School" and "Corporation" may be used interchangeably with the duties and responsibilities of the School and the Corporation being the same under this MOU.

2. PURPOSE OF THIS MEMORANDUM

- Define funding entitlements of the School and the terms under which the District will make funds available to the School
- Define fees to be paid from the School to the District
- Define services that the District will provide to the School
- Clarify the responsibilities of each party.

3. TERM

The term of this MOU shall be from July 1, 2019 until June 30, 2022 ("Term"). If the School's Charter is revoked or the School ceases operations prior to the expiration of this Term, this MOU shall immediately terminate. Renewal or extension of the Charter and MOU shall be governed by

applicable law. Both Parties agree to review this MOU annually and update this MOU as necessary.

4. STATUS OF CHARTER SCHOOL; ENROLLMENT PRIORITY; SUBMISSION OF CHARTERS TO ADJACENT COUNTIES

4.1 Status. The following characteristics describe the School and its relationship to the District for purposes of this MOU:

Legal status	___Dependent on District	X Non-profit Corporation
Employer for Collective Bargaining	___District	X School
Special Education	___Provided By District	X Provided By School

Legal Status of Special Ed ____ Public School of District _X_ LEA in SELPA
(subject to acceptance by Tulare County/District SELPA, or a different mutually agreed upon SELPA. Note that all references to the SELPA in this MOU are subject to acceptance by the SELPA of the School following approval of the Charter by the District.)

4.2 Priority Enrollment of Students Residing in Santa Clara County. The School agrees that by the start of instruction for the 2019-2020 school year only, according to the School's calendar and subject to case by case exceptions in the best educational interests of the student, all students residing in Santa Clara County currently attending or applying to attend a charter school operated by the Corporation, shall be enrolled in California Connections Academy Monterey Bay. These exceptions in the 2019-20 year will be made due to reasons such as transferability of courses, OR with mutual approval of both parties.

4.3 Contiguous Counties. The School agrees that during the Term of the Charter, California Connections Academy Monterey Bay shall be the sole charter school operated by the Corporation serving students in Santa Cruz County and counties contiguous to Santa Cruz County, including Santa Clara County, but with the understanding that California Connections Academy @ Ripon may serve some Santa Clara County students subject to any exceptions made under 4.2.

5. FUNDING SOURCES

5.1 Direct Funding. The School shall receive direct state funding in accordance with Ed. Code Section 47633. The School will be responsible for providing the California Department of Education ("CDE") and/or the County Office of Education and/or the District with all data required for direct funding. The School shall receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California to the extent that the Charter School and its students generate such

entitlements. The District will reasonably cooperate with the School, as necessary, to procure such additional funds.

5.2 Property Taxes. The District shall distribute the funds known as "in lieu of property taxes" to the School as described in Ed. Code Section 47635, and as outlined in this Agreement (See Section 6.1). In the case where distribution of property tax to the School in accordance with the schedule laid out in Ed. Code Section 47635(b) creates a financial hardship for the District, or as otherwise agreed to by both Parties, the School and District agree to work out an alternative payment plan. It is the intention of both Parties to annually create a schedule of the required payments of "in lieu property tax" that do not adversely affect the cash flow of the District, and that may therefore require payments to the School after such funding has been received by the District from the State.

5.3 State and Federal Funds. The District and/or County Treasurer shall distribute funds to the School from state and federal sources in a manner and timeline similar to other public schools.

5.4 Special Education Funds. The Special Education Local Plan Area, or any SELPA that the School joins as a member LEA ("SELPA"), and the School will maintain a separate arrangement for Special Education funding. However, if the District receives any of the Special Education funding for School students, the District shall immediately transfer such funds. The Parties recognize the funds received for special education purposes from federal and state resources are currently inadequate, and that additional funds are required. It is the intent of the Parties that, outside of the above-mentioned funding received from the SELPA and/or the District, the School will bear sole financial responsibility for the provision of special education services. The School, as a Local Educational Agency ("LEA") in the SELPA, will be required to pay for all excess costs related to the provision of special education services to its students, including without limitation, any costs that may arise out of due process or litigation. The School may participate in any risk pooling arrangements of the SELPA of which it is a member in the same manner as any other LEA of that SELPA. The School retains the right to join another SELPA and in which case, the Parties will amend the MOU to reflect the name of the new SELPA, or a different mutually agreed upon SELPA

5.5 Non-Governmental Funds. The School retains the right to apply for and receive private grant money and/or private donations on its own, and to engage in other fund-raising and service providing activities. The School shall retain all such funds for its use consistent with the terms of such grants or activities and in accordance with applicable law. Any such monies received shall not reduce the annual apportionment received from the State or funds owed from the District.

5.6 Voter-Approved Measures. In the event that the District seeks and receives a voter-approved bond or parcel tax, the School shall have no entitlement to any portion of such funds unless otherwise negotiated in advance by the Parties. The School agrees that it

has no entitlement to funds currently being received, if any, by the District pursuant to previous parcel tax or bond elections

6. CASH FLOW AND TRANSFER

6.1 Payments from District to School. The District agrees to pay the School "in lieu of property taxes" as set forth in Section 5.2, according to a schedule agreed upon annually. The schedule will be developed annually and agreed upon in writing by both Parties no later than August 1 of each fiscal year. The payments will be based initially on the most recent funding rates from the state and on the in-District ADA projected in the School's adopted budget. The amount due to the School may then be re-calculated based on the P1 certified attendance property tax rates, and then modified again after the P2 certification occurs. At the end of the fiscal year, the final amounts of payments will be made, which may also include any calculations for prior year adjustments to property tax, as certified by the state. The District will make payments based on the agreed upon schedule within thirty (30) days of the scheduled payment date. Details of the amounts due from the District to the School may be updated as often as three times per year: prior to the commencement of school, after P1 certification and after P2 certification. This payment plan may be adjusted by mutual agreement of the Parties pursuant to the adjustment and reconciliation process described in Section 7 below. Both Parties agree to re-negotiate this Section, as mentioned in Section 5.2 above, if the agreed upon schedule of payments creates a financial hardship for the District, or if otherwise desirable to both Parties.

6.2 Payments from School to District. The School shall pay funds due to the District according to a schedule agreed upon annually by the Parties. The schedule will be developed annually and agreed upon in writing by both Parties no later than August 1 of each fiscal year. The schedule will contains details of ongoing funds due and is to be updated at least twice annually: prior to the commencement of the school year, based on the adopted budget, and then again after the P2 reporting period has ended, as soon as possible after certification of P2 by the state. The District will send invoice(s) to the School based on the agreed upon schedule, and the School shall pay the District as soon as possible and no later than thirty (30) days after the receipt of an invoice.

- Oversight fees are described in Section 8 of this Agreement. The schedule of payments may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below.
- Administrative Support Services fees and fees for Additional Services are described in Section 12 and will be adjusted annually or as needed.

6.3 Other Services. Additional services that may be provided by the District to the School are based on mutual agreement and are discussed in Section 12 of this MOU. Other services shall be agreed upon and recorded in separate agreements. Payments may be incorporated herein with mutual written consent of Parties.

7. ADJUSTMENTS AND RECONCILIATION

The amounts initially included in the payment schedules are estimates of amounts due to be transferred between the District and the School based on the current best information available. These amounts are estimated based on the projected enrollment of the School, the budget adopted by the School's Board of Directors ("Board"), estimates of state and local funding rates, and the guidelines of the California Department of Education ("CDE") School Fiscal Services Division.

Either Party may request, at any time, a meeting to discuss adjustments to, or reconciliation of, these figures whenever there is reason to believe that these estimates are not reflective of the actual amounts owing. Payments to the School and District will be adjusted following P2 adjustments to revenues made by the state, and reconciled annually during the fiscal close out of the prior fiscal year. Payments to the School and District shall also be subject to adjustment based on any adjustments to student counts as a result of an audit by the state of California. Financial adjustments may be made in subsequent fiscal years between the School and the District that result from apportionment changes, audit adjustments, and/or other legally required adjustments.

8. SUPERVISORIAL OVERSIGHT

8.1 Oversight Fee. The Parties agree that the District will incur costs in connection with its performance of supervisory oversight of the School as required by law, and that it is not in the best interests of either Party to require a mechanical assessment, accounting, billing and payment process to compensate the District for such costs. The Parties further agree that the District is not providing the School with substantially rent-free facilities as referenced by Education Code section 47613(b). Therefore, the Parties agree that the cost of the District's supervisory oversight of the School is one percent (1%) of all "Revenue of the Charter School" (excluding grants, loans, and private donations), as defined in Education Code section 47613, subd. (f).

"Supervisorial oversight," as used in Education Code Section 47613, is defined in Education Code sections 47604.32 and 47604.33 to mean the District's performance of the following:

a) Selecting a representative to act as a liaison to the School.
b) Visiting the School at least annually. This may be done at a mutually agreeable alternative location if the School does not have a physical location within the District.
c) Monitoring the fiscal condition of the School.
d) Ensuring the School complies with all reports required of charter schools by law, including the annual update required pursuant to Education Code section 47606.5.
e) Providing timely notification, as required by law, to the California Department of Education ("CDE") if any of the following circumstances occur: (i) a renewal of the Charter is granted or denied; (ii) the Charter is revoked; or (iii) the School ceases operation for any reason.

f) Reviewing annual reports and assessing the fiscal condition of the School pursuant to Education Code section 47604.33.

8.2 Payment of Oversight Fee. The School shall pay the Oversight Fee annually. The annual schedule of payments will indicate the current estimate of the Oversight Fee amount. (See also Section 6.2.) The School and District agree that the oversight Fee shall not exceed one (1%) of "Revenue of the Charter School" as defined in Section 8.1. The annual amount owed for the Oversight Fee will be adjusted at least once annually following the state's certification at P2 of the amount of revenue owed to the School as defined above. Subsequent adjustments may also be made during the following fiscal year if necessitated by adjustments to the School's revenue by the state. The School shall pay all invoices within thirty (30) days of their issuance by the District.

8.3 Monitoring Activities by District. The District shall provide at least 24-hour advance notice prior to an official visit for the purpose of monitoring the School and shall make an effort not to disrupt instruction during any visit. After the 24-hour notice, the Superintendent or designee reserves the right to visit the School. This visit may occur at a mutually agreeable alternative location if the School does not have a physical location within the District. This provision however, shall not impede the District's ability to visit the School without advance notice should the District have reason to believe that a severe and imminent threat to the health or safety of pupils exists at the School.

9. DATA REPORTING

9.1 Average Daily Attendance ("ADA"). The School will develop an attendance reporting calendar and maintain a system to record and account for ADA. The School will report the ADA figures to the District, the County Office of Education, and/or the California Department of Education, as required by law, on a timely basis for the P1, P2 and annual reporting periods. When requested, the School shall report ADA to the District on a more frequent basis. The School and District will review and agree on the procedures to be used for attendance accounting when updating this MOU, including review of the School's attendance calendar.

9.2 California Pupil Longitudinal Achievement Data System ("CALPADS"). The School shall complete and submit enrollment and other necessary demographic information to CALPADS and obtain State Student Identification Numbers from CALPADS, as necessary, on its own behalf. The School and District may negotiate for the District to provide support for CALPADS reporting as an Additional Service as set forth in Section 12.2, but only if such a service is mutually agreeable to both Parties.

9.3 Other Data. The District shall reasonably cooperate with the School to supply any other information necessary to enable the School to calculate entitlement to all available funding sources and to comply with any other state reporting requirements.

9.4 Information Systems Package. The School has elected to purchase its own software for Information Systems and will maintain the software so that ADA and other data reporting

may be done in a timely and accurate manner in accordance with state guidelines.

9.5 Student Enrollment Information. Prior to the first year of operation, and throughout the duration of the Charter, the School agrees to notify the District when a student who currently lives within the boundaries served by the District, and who is known to be currently attending a District school, or whose most recent school was a District school, applies for enrollment and has completed the initial enrollment documents. The notification will go via email to the Superintendent or his/her designee. If the School does not receive a reply to the notice within fourteen (14) days, the School will proceed with the enrollment process for the student. The need for this notification will be revisited annually and may be discontinued if mutually agreeable to both Parties.

9.6 Local Control and Accountability Plan. In addition to an annual audit and in accordance with Education Code Section 47606.5, the School shall deliver to the District by July 1 of each year, a report which provides an analysis of academic performance of Students during the prior school year as required by the state and as further described in the Charter at Section VIII. A. The report shall include performance required in the state's accountability system, applicable requirements under the Every Student Succeeds Act, or equivalent federal requirements, and any other required elements.

9.7 Provision of Corporate Articles, Bylaws & Board Roster. Within thirty (30) days of the Effective Date of this Agreement, the Corporation shall provide the District with a copy of its Articles of Incorporation, corporate Bylaws and a roster listing its directors and officers. To the extent these documents have already been provided to the District, the documents shall be deemed submitted to the District. The District shall be provided with notice of any changes in the Corporation's corporate Bylaws and or the composition of its governing board within ten (10) business days of the effective date of such changes. As an example, this notice may be provided by email and/or transmission of relevant board meeting material, or other means of delivery.

9.8 Required Documentation and School Policies. Within thirty (30) days of the Effective Date of this Agreement, or as otherwise agreed by the Parties in writing, the School shall make available to the District copies of the following documents. To the extent these documents have already been provided to the District for the 2019-2020 school year, the documents shall be deemed submitted to the District:

a) Current Program Guide;
b) The School's organizational chart;
c) Copy of the School's health, safety and emergency plan and policies;
d) Verification of sexual harassment and mandatory child abuse reporter training (and policies on those topics if not in the School's employee handbook);
e) Copy of the School's parent/student (School) handbook;
f) Copy of the School's employee handbook;

g) A list of teachers, including grade levels and/or primary subject area taught by those teachers for every grade served by the School; all teachers will be in compliance with California credential requirements for charter schools
h) Conflict of Interest Code;
i) Complaint procedures, including Uniform Complaint Procedures; and
j) Fiscal control policies.

As part of the annual oversight visit, or in any event no later than January 31 of each year during the Term unless otherwise agreed to in writing by the Parties, the School shall also make available to the District copies of any of the above-listed documentation that has been modified since the prior year's submission.

Verification of Brown Act training for administration and governing board shall be provided within thirty (30) days of the Effective Date of this Agreement.

10. BUDGET AND FINANCE

The Corporation shall annually provide the following financial information to the District:

a) A proposed budget, approved by the Corporation's Board for the School, for the upcoming fiscal year. The budget will show estimated revenue and expenditures based on identified and reasonable assumptions. The approved budget will be available on or before July 1 of the fiscal year.
b) Following final budget revisions at the State level, if the Corporation has revised the School's budget, the Corporation will provide the School's revised operational budget effective as of October 31. Revisions to the Budget would be provided as part of the first interim financial report due on December 15 each year. The Corporation will notify the District prior to that date if the School becomes aware of any substantial budget changes.
c) Monthly financial reports will be available to the District in the format used to present the reports to Corporation's Board.
d) In accordance with Education Code Section 447604.33, mid-year financial reports displaying the financial status of the School as of October 31st, and January 31st, will be provided to the District and County Office of Education no later than December 15th and March 15th, respectively. Financial information will be provided in a format mutually agreed upon by the Corporation and District. The County Office of Education may also make requests regarding the format of the interim reports. It is the intention of the School to use a version of the state's Charter School Alternative Form to provide the interim reports to the District and County Office of Education.
e) The Corporation will provide the District and the County Office of Education with unaudited actual reports for the School for the full prior year no later than September 15, as required by Education Code Section 47604.33. The Charter School Alternative Form provided annually by the CDE will be the format used unless otherwise mutually agreed upon by the School and District.
f) The District reserves the right to request additional School financial information and inspect School financial records if District officials deem such information necessary

to perform State required financial oversight responsibilities. Such requests shall be made in writing. The School shall provide the District with all such requested financial information and allow the District to inspect the School's financial records within ten (10) days of any such District request, unless the Parties mutually agree to another timeframe.

11. FISCAL AUDIT

The Corporation shall cause to be prepared an annual audit of the financial transactions of the School each year pursuant to the terms specified in the Charter. The Corporation shall retain an auditor certified to audit public schools. This audit will include School attendance records (as described in the Charter). The Corporation shall forward a copy of the audit to the Superintendent of the District, as well as to other parties required by law, after review by the Corporation's Board of the final audit findings. An annual audit will be completed by December 15th following the close of the school year. Any negative findings or exceptions shall be resolved pursuant to the terms of the Charter and the relevant provisions of the Education Code.

12. OTHER SERVICES

12.1 Administrative Support Services. The Parties understand and agree that, in addition to its supervisorial oversight obligations, as set forth in Section 8, the District will provide certain general administrative support and assistance falling outside of the District's supervisorial oversight responsibilities ("Administrative Support Services") as listed below, at a blended rate for all time spent by the District on Administrative Support Services of $100 (one hundred) Dollars/hour. The estimated hours for the first year of operation are 100 (one hundred), approximately 50 (fifty) hours per semester, therefore, the School agrees to pay $10,000 (ten thousand dollars) divided into two installments. However, if the District's service hours exceed this estimate, then the District's invoices shall include the number of extra hours, which may be billed in ½ hour increments, per category of Administrative Support Services for the billing period. In light of financial constraints, the School's obligation to pay for, and the District's obligation to provide the Administrative Support Services pursuant to this Agreement shall be subject to a maximum cap of $20,000 (twenty thousand dollars) for fees incurred in Year One of this Agreement ("Year One Maximum Cap"). The Parties may, by separate written agreement, mutually agree to any additional Administrative Support Services to be provided by the District and paid for by the School beyond the Year One Maximum Cap. The fees for the District's Administrative Support Services are above and beyond the one percent (1%) Oversight Fee. Prior to the commencement of Year Two and Year Three of this Agreement, the Parties shall meet and determine a mutually-agreed upon amount to compensate the District for the provision of such Administrative Support Services. Payment for the District's Administrative Support Services shall be made to the District in accordance with Section 6.2. Administrative Support Services include, but are not limited to, the following, to the extent they are not required oversight obligations:

a) Responding to communications from 3rd Parties regarding the School,

b) Professional development or technical support provided to the School,
c) Providing information to the surrounding community and region regarding the School, and
d) Meetings and communications with the School and/or with other parties such as legal counsel or support organizations in order to provide support to the School.
e) Use of District office space and equipment and/or supplies for School business

12.2 Additional Services. The Parties may, by separate written agreement, mutually agree on additional services ("Additional Services") the District will provide to the School, and the fees to be charged to the School for the provision of such Additional Services.

12.3 Termination of Services. Either Party may terminate the provisions of Administrative Support Services or Additional Services in the event of a material breach by the other Party related to the provision of or payment for those services, after 60-days written notice and opportunity to cure the identified breach. The remaining provisions of this Agreement shall survive a termination pursuant to this section.

13. SPECIAL EDUCATION AND RELATED SERVICES

13.1 School to be an LEA for Purposes of Special Education. The School has elected to be a Local Educational Agency ("LEA") for special education purposes pursuant to Education Code 47641 and as such, the School is solely responsible, at its own expense, for ensuring that every child with disabilities enrolled in the School receives special education and related services in conformity with his or her individualized education program ("IEP") and in compliance with the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq*.), its implementing regulations, and all applicable state and federal law. (34 C.F.R. § 300.209(c); Ed. Code, § 47646(a).)

Following execution of this Agreement, the School shall provide the District with monthly written updates, which may be in the form of an email, reporting the School's progress towards obtaining membership as an LEA in a SELPA. If the School does not obtain membership as an LEA in a SELPA by July 1, 2019, the Parties shall meet and mutually agree to an appropriate date for the School to commence operations.

13.2 Section 504 and the ADA. Absent agreement of the Parties to the contrary, the School shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") (29 U.S.C. §§ 794 *et seq*.) and the Americans with Disabilities Act, including all associated funding and implementation.

13.3 Parent/Guardian Concerns. Parent/Guardian concerns received by the District regarding special education services provided by the School shall be directed to the School. The School shall address the Parent/Guardian concerns. The School shall distribute with its admissions material information pertaining to the provision of special education services.

13.4 Special Education Costs. It is the intent of the Parties that outside of the state and federal funding allocated to the School through the SELPA of which the School is a member, the School will be responsible for payment of all excess costs, including legal costs, related to special education for students enrolled in the School, and the District shall bear no financial responsibility for such costs.

14. STANDARDIZED TESTING

14.1 State Standardized Testing. The School will administer the California State standardized testing as required by law. Arrangements for ordering, administering, and obtaining reimbursement for the state tests will be done by the School independently from the District. The School is responsible to ensure the School's test scores and data are reported accurately according to law. At its discretion, the District may provide the School with one (1) testing site for test administration and may charge the School a usage fee, to be mutually agreed upon by the Parties, for such use of its facilities. The School will provide staff to administer the tests. District staff may administer these tests pursuant to Section 18.3 of the MOU.

14.2 English Language Proficiency Assessments for California ("ELPAC") or California English. Language Development Test ("CELDT") Testing. The School will administer the ELPAC and/or CELDT or their successors as required by law. Arrangements for ordering, administering, and being reimbursed for these tests will be done by the School. The School will insure the School's test scores and data are compiled and reported accurately and on time. In addition, the School will work to identify and designate the status of English Language Learners enrolled at the School. At its discretion, the District may provide the School with one (1) testing site for test administration and may charge the School a usage fee for such use of its facilities. The School will provide staff to administer the assessments. District staff may administer the assessments pursuant to Section 18.3 of the MOU.

14.3 Staff Development. The School and District agree to communicate regarding District's staff development and training sessions that apply to either administration or interpretation of State tests, and the District may also, within its discretion, invite representatives from School staff to attend certain trainings, at a per attendee fee to be mutually agreed upon by the Parties. If the District invites School staff to attend such training sessions, the District will provide an estimate in advance of the anticipated cost per attendee of such training sessions.

15. DISTRICT REPRESENTATIVE TO GOVERNING BOARD

15.1 District Representative. The District has the option of appointing a representative to the Corporation's Board under Education Code 47604 at any time during the Term of the Charter. Alternatively, the District may elect, at any time during the Term of the Charter, to designate a liaison to the Board who will not be a member but who may attend meetings and who will receive public board agendas, minutes, and board materials. The District

may appoint a member to the Corporation's Board or change the designated liaison at any time by notifying the School in writing. Until and unless changed in writing by the District, the District elects at this time not to appoint a member to the Corporation's Board. The District Superintendent, or designee, shall initially serve as liaison.

16. NOTIFICATIONS TO SCHOOL PARENTS

16.1 Notification of Transferability of High School Courses: The School will notify parents of the transferability of School courses to other high schools and colleges pursuant to applicable law. The School plans to provide this notification to parents as part of the School Handbook.

17. SCHOOL RECORDS

17.1 School Records. The School will be responsible for keeping and maintaining accurate and legal records regarding its business, including, but not limited to, student and personnel records. The Corporation will implement policies and procedures regarding content and responsibility for these records and will comply with applicable law regarding retention, confidentiality, and destruction of school records. The District will be provided with a copy of this policy for review upon request. The Corporation and School agree to cooperate with the District regarding input on this policy. The School and District agree to provide any applicable student or personnel records to the other in a timely way. The School or District may charge for the actual cost of providing such records (e.g. copying and mailing). The School and District shall cooperate on maintaining long-term student records. The School and District also agree to reasonably cooperate with each other if further assistance beyond student records is needed following a student transfer.

18. PERSONNEL AGREEMENT

18.1 Personnel Agreement. As stated in the Charter in Section V.C., Rights of School District Employees, if an employee leaves District employment, from either the sponsoring District or any other district, to work at the School, the collective bargaining agreements and District Board policies of that district shall govern the return rights of such employees. The District and the Corporation are separate employers.

18.2 Teacher Credentials. Upon request, the School shall provide the District proof of employment of appropriately credentialed teachers at the School for that school year consistent with the qualification requirements for "Teachers" set forth in the Charter and applicable law. The District reserves the right to review School staffing lists to ensure compliance with applicable law and to determine whether a teacher is deemed to be appropriately credentialed. Flexibility will be given to teachers hired by the School for non-core, non-college preparatory courses as permitted by Education Code Section 47605(l).

18.3 District Staff Employed Part-Time by School. Qualified District staff may work for the School part time, upon mutual agreement of the School, the District and the affected staff, to provide services needed by the School. Such services may include, but are not limited to, science lab instructors, special education service providers, test proctors or elective teachers. Such part time employment would be in addition to employment agreements with the District. The District may, in its discretion, determine whether District staff are qualified to provide the services requested by the School, to the extent those services involve use of the District's facilities, such as science labs.

19. INSURANCE AND INDEMNIFICATION

19.1.1 General Liability. The Corporation on behalf of the School shall maintain in force during the term of this Agreement, general and public liability coverage in amounts of not less than One Million ($1,000,000) Dollars primary and Five Million ($5,000,000) Dollars excess. The insurance or self-insurance program will include the District as an additional insured or the equivalent thereof, and certificates of insurance will be provided upon request.

19.1.2 Workers' Compensation. The Corporation on behalf of the School will maintain workers' compensation insurance to protect its employees at a limit determined by the Labor Code of the State of California and Employers' Liability insurance in the amount of One Million ($1,000,000) Dollars or its current limit of each, whichever is greater. Proof of such coverage will be furnished to the District upon request.

19.2 Property Insurance. The School shall have the sole responsibility for insuring its personal property and securing property insurance for its facility and/or property.

19.3 Indemnification. The District agrees to indemnify and hold the Corporation and its officers, directors, employees, and agents harmless and free from all claims, actions, audits, losses, liabilities or expenses arising under this Agreement that are the responsibility of the District that may arise as a result of the District's acts or omissions in the performance of this Agreement except such loss or damage caused solely by the negligence or willful misconduct of the Corporation.

The Corporation agrees to indemnify and hold the District and its officers, directors, employees, and agents harmless and free from all claims, actions, audits, losses, liabilities or expenses arising under this Agreement that are the responsibility of the School that may arise as a result of the School's acts or omissions in the performance of this Agreement, except such loss or damage caused solely by the negligence or willful misconduct of the District.

19.4 Evidence of Coverage. The Corporation will provide the District evidence of insurance coverage upon request.

20. FACILITIES USE AGREEMENT

20.1 Facilities Use Agreement. Aside from the possible provision of facilities at the District's discretion under Section 14, if the School has a need to use any District facilities, and the District, in its sole discretion, agrees to provide such facilities, the School and District will prepare and approve a Facilities Use Agreement in addition to this MOU. This Agreement will contain the details of the arrangements, including dates and fees, between the District and School for the use of a District facility. Alternatively, the School may use an existing process of the District to reserve, use and pay for facilities requested by the School. Such use shall only be granted if it does not interfere with District use and with the prior approval of the Superintendent or designee. Fees to be charged to the School for such facilities shall be mutually agreed upon by the Parties, with cancellation and refunds made in accordance with District policies regarding rental of facilities. Such facilities may include but are not limited to science lab classrooms, classrooms for administering in person testing, mailboxes or other administrative space, or space for providing in person special education services to students.

20.2 Proposition 39 Waiver. The District shall have no responsibility to construct, fund, improve, or modernize the School's facility, except to the extent that the facility may be property of the District. The District has no obligation to provide facilities to the School pursuant to Education Code section 47614 throughout the term of its Charter.

21. CONSTRUCTION AND SEVERABILITY

21.1 Amendments. This Agreement may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this agreement, mutually agreed upon and executed by the Parties.

21.2 Severability. If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law, statute, and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

21.3 Dispute Resolution; Complaints. In the event of a dispute between the School and the District regarding the terms of the Charter or any other issue regarding the School and District relationship, both Parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating Party believes the dispute relates to an issue that could potentially lead to revocation of the Charter, this shall be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer, if both Parties agree, the Executive Director of the School and the District Superintendent, or their designees, shall meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing. If this joint meeting fails to resolve the dispute, the School representative and the District representative shall meet again within 15 days, or longer if both Parties agree, to identify a neutral, third party mediator to assist in dispute resolution. Unless jointly agreed, the process involving assistance of a third party mediator shall conclude within 45 days.

All mediation costs and all other costs associated with dispute resolution shall be shared equally by the School and the District, provided that each Party shall be solely responsible for its own attorney's fees. The School is entitled to receive funds throughout the term of the Charter despite any such dispute. In the event of a dispute between the School and the District, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the School.

In the event the third party mediation process does not result in resolution of the dispute, both Parties agree to continue good faith negotiations. If the District indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the School's students, the District is not required to utilize mediation, but reserves the right to take any action it deems appropriate to ensure the safety of students.

In addition to the processes above, the Board will develop, adopt and maintain updated policies and procedures for resolving internal and external disputes and grievances. These procedures will be included in the Parent/Student and Employee Handbooks, and provided to the District in accordance with the requirements of Section 9.8.

The District agrees to refer all complaints regarding the School's operations to the School staff and/or the Board for resolution in accordance with the School's adopted policies, except for a complaint that the District reasonably believes could lead to potential revocation of the Charter or a complaint related to a severe or imminent threat to the health and safety of the students. The School shall provide the District with bi-annual reports describing the nature and number of Uniform Complaint Procedure ("UCP") complaints received by the School and the disposition of those UCP complaints. Upon request, the District shall have the right to review all records concerning UCP complaints received by the School.

21.4 School Governance. The Corporation is incorporated as a California non-profit public benefit corporation. The School will be governed by the Board of Directors pursuant to its bylaws.

The Board will adhere to all applicable laws for non-profit public benefit corporations operating a charter school, including but not limited to the laws regarding interested parties and conflict of interest. In addition, the Board agrees to conduct its business in compliance with the Ralph M. Brown Act (Open Meeting Laws), and Education Code section 47604.1 upon and after its effective date. The Board will adopt and regularly update a Conflict of Interest Code under the Political Reform Act. The Board will also adhere to any additional statutes or requirements regarding charter school governance that are specifically made applicable to California charter schools.

21.5 Notifications. All notices, requests and other communications (collectively "Notices") under this Agreement given to or by the Parties shall be in writing. Notices shall be deemed to have been duly given on the date of service if personally served on the Party to

whom the Notice is to be given, or seventy two (72) hours after mailing by United States first class mail, registered or certified mail, postage pre-paid, and addressed to the Party to whom Notice is to be given at the proper addresses as follows:

To the District at:
Scotts Valley Unified School District
Attn: Superintendent
4444 Scotts Valley Dr.
Scotts Valley, CA 95066

To the Corporation and the School at:
California Connections Academy Monterey Bay Charter School
Procopio, Cory, Hargreaves & Savitch LLP
525 B Street, Suite 2200
San Diego, CA 92101
Attn: Board President, c/o Greg Moser

IN WITNESS WHEREOF, the Parties to this Agreement have duly executed it on the day and year set forth below.

On behalf of the Scotts Valley Unified School District:

By _____ Date: _____
Tanya Krause, Superintendent

On behalf of California Online Public Schools, for California Connections Academy Monterey Bay Charter School:

By _____ Date: _____
Elaine Pavlich, President, California Online Public Schools

Charter School Application for CalSTRS Activation

ES1026 (NEW 05/16)

CALSTRS
California State Teachers' Retirement System
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275
800-228-5453
CalSTRS.com

Instructions

Prior to submitting contributions to CalSTRS, charter school must complete and submit the *Charter School Application for CalSTRS Activation* (ES1026) packet. Please complete all the following sections and the required documents. Email completed *Charter School Application for CalSTRS Activation* (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Section 1-A: Charter School Profile Summary

ORGANIZATION NAME (CHARTER SCHOOL NAME): California Connections Academy Central Coast

CHARTER SCHOOL NUMBER (SBE 4-digit no.): 2031

CORPORATION NAME (if applicable): California Online Public Schools

☒ Non Profit ☐ For Profit

CHARTERING AUTHORITY: Cuyama Joint Unified School District

LOCAL SCHOOL DISTRICT: Cuyama Joint Unified School District

COUNTY: Santa Barbara

SCHOOL START DATE: 9/3/19

CALSTRS COVERAGE EFFECTIVE DATE: 7/1/19

PRE-TAX CONTRIBUTIONS EFFECTIVE DATE: (reference: EPMC form) 7/1/19

CHARTER TERM FISCAL YEAR PERIOD: (reference: Charter Petition/MOU/Board Minutes) FROM: July 1 TO: June 30

CONTACT NAME and TITLE: Frances Sassin, Director of Business Services

CONTACT TELEPHONE: 949-306-8498

CONTACT E-MAIL ADDRESS: fsassin@calca.connectionsacademy.org

MAILING ADDRESS: 33272 Valle Rd

CITY, STATE and ZIP CODE: San Juan Capistrano CA 92675

OFFICIAL SIGNATURE

SIGNATURE DATE

Section 1-B: CalSTRS Contributions Report Structure

To be completed by the County Office of Education (COE) or the Authorizing District

Please select transmittal and data reporting structure of CalSTRS Contributions

☐ COE Report Unit ID (combined with authorizing COE)	Organization Code (RU ID# XX-XXX)
☐ School District Report Unit ID (combined with authorizing School District)	
☐ Charter School District Report Unit ID (combined with charter schools of the same corporation located within the same county)	
☐ New Report Unit ID (Independent from Charter School District, COE and School District)	

Charter School Application for CalSTRS Activation

continued

CALSTRS

Section 2: EPMC – Employer Paid Member Contributions Resolution

- **School Board** - Charter School's School Board or the authorizing School District's School Board.
- **County Superintendent of Schools** - County Office of Education (COE).
- **Charter School** - Charter School Name.

Whereas, the California Connections Academy Central Coast School Board [California Online Public Schools via Orange County Superintendent of Schools] has the authority to implement the provisions of Internal Revenue Code (IRC) section 414(h)(2); and

Whereas, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

Whereas, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

Whereas, the California Connections Academy Central Coast School Board [California Online Public Schools via Orange County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

I. That the California Connections Academy Central Coast School Board [California Online Public Schools via Orange County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employee contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.

II. That the contributions made by the California Connections Academy central coast Charter School [via Orange County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the California Connections Academy Central Coast Charter School [via Orange County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.

III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the California Connections Academy Central Coast Charter School [via Orange County Superintendent of Schools] to CalSTRS.

Charter School Application for CalSTRS Activation

CALSTRS

continued

Section 2: EPMC Resolution (continued)

IV. That the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.

V. That the Amount of the contributions designated as employee contributions and paid by the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.).

VI. That the contributions designated as employee contributions made by California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.

VII. That the California Connections Academy Central Coast Charter School [via orange County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of IRC section 414(h)(2) and until CalSTRS has officially notified the California Connections Academy Central Coast Charter School [and orange County Superintendent of Schools] that it will accept contributions pursuant to IRC section 414(h)(2).

EPMC RESOLUTION EFFECTIVE DATE: (must be the same as CalSTRS coverage effective date) 7/1/19	DATE ADOPTED BY THE SCHOOL BOARD:
OFFICIAL'S NAME and TITLE:	
OFFICIAL'S SIGNATURE	SIGNATURE DATE

Section 3: Charter Petition

Attach a copy of current and approved charter school petition with this packet.

CHARTER PETITION DATE: Approved 9-13-18	REFERENCE PAGE #: 1
CHARTER TERM FISCAL YEAR PERIOD: July 1 to June 30	REFERENCE PAGE #: 119
RETIREMENT BENEFITS: ☒ CalSTRS ☒ Social Security ☐ Other Retirement for certificated for classified	REFERENCE PAGE #: 104

Charter School Application for CalSTRS Activation

continued

Section 4: Support Documents (optional or upon request by CalSTRS)

Support documents are requested to confirm charter petition amendments on retirement benefits, charter term effective dates, EPMC resolution effective dates, or other significant dates and information requiring clarification from Charter School or Charter School Board.

Support documents must be complete with Officials' Signatures and Dates.

Please select support document(s) submitted with this packet.

- ❒ Board Approved Minutes
- ❒ Memorandum Of Understanding (MOU)
- ❒ Other (please specify) _____

Charter School CalSTRS Activation – Instructions

CalSTRS Offers Retirement Benefits to Charter Schools

Charter schools have the unique ability to decide whether to provide CalSTRS benefits and services to their employees.

CalSTRS offers the following benefits to members:

- Defined Benefit Program
- Defined Benefit Supplement Program
- Pension2®, a voluntary supplemental savings plan
- Cash Balance Benefit Program

Criteria for a Charter School to Elect CalSTRS

During the initial writing of a charter petition, the school can elect to participate in the State Teachers' Retirement Plan administered by CalSTRS to provide retirement benefits for their employees.

Charter schools must meet the following criteria to participate in CalSTRS retirement programs:

- Recognized as a public charter by the California Department of Education
- Elect participation in CalSTRS and enroll eligible employees
- Submit a completed Charter School CalSTRS Activation (ES1026) packet to CalSTRS confirming participation before reporting contributions
- Report contributions to CalSTRS via school district or county office of education

Laws in California Education Code for Charter Schools

- California Education Code section 47605: Provides a charter school the option of participating in CalSTRS, CalPERS or Social Security.
- California Education Code section 47611: Informs charter schools that participation in CalSTRS means that all parts of the Teachers' Retirement Law apply to them in the same manner as to other public schools.
- California Education Code section 47611.3: Requires school districts of County Offices of Education to report contributions and data to CalSTRS on behalf of charter schools.

Required Documents from Charter Schools Electing CalSTRS

Prior to accepting contributions, CalSTRS requires a completed Charter School CalSTRS Activation (ES1026) packet consisting of the following documents:

- ❒ Section 1-A: Completed Charter School Profile Summary
- ❒ Section 1-B: Reporting Structure of CalSTRS Data and Contributions
- ❒ Section 2: Completed Pre-Tax Resolution Form - Employer Paid Member Contributions (EPMC)
- ❒ Section 3. Copy of Approved Charter School Petition
- ❒ Section 4. Other Support Documents: Approved Board Minutes or MOU

Email completed Charter School CalSTRS Activation (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Charter School Application for CalSTRS Activation

CALSTRS

continued

Section 2: EPMC Resolution (continued)

IV. That the Calif Connections Academy Monterey Bay Charter School [via Orange County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.

V. That the Amount of the contributions designated as employee contributions and paid by the Calif. Connections Academy Monterey Bay Charter School [via Orange County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.).

VI. That the contributions designated as employee contributions made by California Connections Academy Monterey Bay Charter School [via orange County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.

VII. That the Calif Connections Academy Monterey Bay Charter School [via Orange County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of IRC section 414(h)(2) and until CalSTRS has officially notified the Calif Connections Academy Monterey Bay Charter School [and Orange County Superintendent of Schools] that it will accept contributions pursuant to IRC section 414(h)(2).

EPMC RESOLUTION EFFECTIVE DATE: (must be the same as CalSTRS coverage effective date) 7/1/19	DATE ADOPTED BY THE SCHOOL BOARD:
OFFICIAL'S NAME and TITLE:	
OFFICIAL'S SIGNATURE	SIGNATURE DATE

Section 3: Charter Petition

Attach a copy of current and approved charter school petition with this packet.

CHARTER PETITION DATE: Approved 2/26/19	REFERENCE PAGE #: 1
CHARTER TERM FISCAL YEAR PERIOD: July 1 to June 30	REFERENCE PAGE #: 129
RETIREMENT BENEFITS: ☒ CalSTRS (for certificated) ☒ Social Security (for classified) ☐ Other Retirement	REFERENCE PAGE #: 111

Charter School Application for CalSTRS Activation

continued

Section 4: Support Documents (optional or upon request by CalSTRS)

Support documents are requested to confirm charter petition amendments on retirement benefits, charter term effective dates, EPMC resolution effective dates, or other significant dates and information requiring clarification from Charter School or Charter School Board.

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Please select support document(s) submitted with this packet.

- ☐ Board Approved Minutes
- ☐ Memorandum Of Understanding (MOU)
- ☐ Other (please specify) _____

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Charter schools have the unique ability to decide whether to provide CalSTRS benefits and services to their employees.

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- Defined Benefit Program
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- Pension2®, a voluntary supplemental savings plan
- Cash Balance Benefit Program

Criteria for a Charter School to Elect CalSTRS

During the initial writing of a charter petition, the school can elect to participate in the State Teachers' Retirement Plan administered by CalSTRS to provide retirement benefits for their employees.

Charter schools must meet the following criteria to participate in CalSTRS retirement programs:

- Recognized as a public charter by the California Department of Education
- Elect participation in CalSTRS and enroll eligible employees
- Submit a completed Charter School CalSTRS Activation (ES1026) packet to CalSTRS confirming participation before reporting contributions
- Report contributions to CalSTRS via school district or county office of education

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- ❒ Section 1-A: Completed Charter School Profile Summary
- ❒ Section 1-B: Reporting Structure of CalSTRS Data and Contributions
- ❒ Section 2: Completed Pre-Tax Resolution Form - Employer Paid Member Contributions (EPMC)
- ❒ Section 3. Copy of Approved Charter School Petition
- ❒ Section 4. Other Support Documents: Approved Board Minutes or MOU

Email completed Charter School CalSTRS Activation (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Charter School Application for CalSTRS Activation

ES1026 (NEW 05/16)

CALSTRS
California State Teachers' Retirement System
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275
800-228-5453
CalSTRS.com

Instructions

Prior to submitting contributions to CalSTRS, charter school must complete and submit the *Charter School Application for CalSTRS Activation* (ES1026) packet. Please complete all the following sections and the required documents. Email completed *Charter School Application for CalSTRS Activation* (ES1026) packet to CharterSchoolQuestions@CalSTRS.com.

Section 1-A: Charter School Profile Summary

ORGANIZATION NAME (CHARTER SCHOOL NAME): California Connections Academy Monterey Bay

CHARTER SCHOOL NUMBER (SBE 4-digit no.):

CORPORATION NAME (if applicable): California Online Public Schools

☑ Non Profit ☐ For Profit

CHARTERING AUTHORITY: Scotts Valley Unified School District

LOCAL SCHOOL DISTRICT: Scotts Valley Unified School District

COUNTY: Santa Cruz

SCHOOL START DATE: 9/3/19

CALSTRS COVERAGE EFFECTIVE DATE: 7/1/19

PRE-TAX CONTRIBUTIONS EFFECTIVE DATE: (reference: EPMC form) 7/1/19

CHARTER TERM FISCAL YEAR PERIOD: (reference: Charter Petition/MOU/Board Minutes)
FROM: July 1 TO: June 30

CONTACT NAME and TITLE: Frances Sassin, Director of Business Services

CONTACT TELEPHONE: 949-306-8498

CONTACT E-MAIL ADDRESS: fsassin@calca.connectionsacademy.org

MAILING ADDRESS: 33272 Valle Rd

CITY, STATE and ZIP CODE: San Juan Capistrano CA 92675

OFFICIAL SIGNATURE

SIGNATURE DATE

Section 1-B: CalSTRS Contributions Report Structure

To be completed by the County Office of Education (COE) or the Authorizing District

Please select transmittal and data reporting structure of CalSTRS Contributions

☐ COE Report Unit ID (combined with authorizing COE)	Organization Code (RU ID# XX-XXX)
☐ School District Report Unit ID (combined with authorizing School District)	
☐ Charter School District Report Unit ID (combined with charter schools of the same corporation located within the same county)	
☐ New Report Unit ID (Independent from Charter School District, COE and School District)	

Charter School Application for CalSTRS Activation

continued

CALSTRS

Section 2: EPMC – Employer Paid Member Contributions Resolution

- **School Board** - Charter School's School Board or the authorizing School District's School Board.
- **County Superintendent of Schools** - County Office of Education (COE).
- **Charter School** - Charter School Name.

Whereas, the Calif. Connections Academy Monterey Bay School Board [California Online Public Schools via orange County Superintendent of Schools] has the authority to implement the provisions of Internal Revenue Code (IRC) section 414(h)(2); and

Whereas, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

Whereas, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

Whereas, the Calif. Connections Academy Monterey Bay School Board [California Online Public Schools via orange County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

I. That the Calif. Connections Academy Monterey Bay School Board [California Online Public Schools via orange County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employee contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.

II. That the contributions made by the California Connections Academy Monterey Bay Charter School [via orange County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the California Connections Academy Monterey Bay Charter School [via orange County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.

III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the California Connections Academy Monterey Bay Charter School [via orange County Superintendent of Schools] to CalSTRS.

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

NEW CHARTER INFO

March 4, 2019

Background Info

California Connections Academy Schools is a network of online public charter schools governed under one non-profit governing board, *California Online Public Schools*. The first charter in the network joined Tulare SELPA in 2006, and the most recent joined in 2014. **Two new charters have been approved at the local level and are slated to open in Fall of 2019.** Since all charters are operated in much the same way as one "district" with multiple schools, the organization would like all the charters to be LEA members of the same SELPA.

New Charter Info

Name	Authorizer	Approval Date	County of authorization	Estimated enrollment 2019-20	Charter Number	CDS Code
California Connections Academy Central Coast	Cuyama Joint Unified School District	9/13/18	Santa Barbara	200	Was given at March SBE meeting	Received
California Connections Academy Monterey Bay	Scotts Valley Unified School District	2/26/19	Santa Cruz	300	Will be given at July SBE meeting	Expected in July

ASSURANCES FOR CHANGES TO TULARE COUNTY SELPA LOCAL PLAN

In accordance with federal and state laws and regulations, the Board of Directors of California Online Public Schools, on behalf of the charter school members and Local Educational Agencies listed below, certifies that this plan has been adopted by the appropriate local board (the Board of Directors of California Online Public Schools) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *U.S.C.* 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 *U.S.C.* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Local Educational Agencies/Charter Schools:

Capistrano Connections Academy
California Connections Academy @ Central
California Connections Academy @ Ripon
California Connections Academy @ North Bay

Adopted this 23rd day of April, 2019

Yeas: _____ Nays: _____

Signed: _____

Elaine Pavlich, Board President

Signed: _____

Richard Savage, Executive Director

AGREEMENT FOR PARTICIPATION
EL DORADO CHARTER SELPA

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

RECITALS

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

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

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

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

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

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

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

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.
NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.

1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.

1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.

1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.

1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.

1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.

1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.

1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.

1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. LEA RESPONSIBILITIES

2.1 Programs and Services. The LEA is solely and exclusive responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:

2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.

2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.

2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.

2.1.4. Develop and implement program objectives and the evaluation of the program effectiveness.

2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations and the provisions of the Local Plan.

2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.

2.1.7. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria.

2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.

2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.

2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.

2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan.

2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.

2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.

2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.

2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.

2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.

2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. SELPA DUTIES AND RESPONSIBILITIES

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

3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.

3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.

3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.

3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.

3.1.5. Coordinate state Quality Assurance Process.

3.1.6. Provide alternative dispute resolution supports and services.

3.1.7. Develop interagency referral and placement procedures.

3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.

3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.

3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:

1. Evidenced Based Practices;
2. Program Development and Improvement;
3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

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

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

3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.

3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.

3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.

3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.

4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:

5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and

5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.

5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and

5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.

5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:

5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or

5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

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

6. DISPUTE RESOLUTION

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

7. MUTUAL REPRESENTATIONS

7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.

7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.

7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.

7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

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

This agreement is entered into for the 2019-20 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this _____ day of _____, 20_____.

In accordance with SELPA policy, California Connections Academy Central Coast
[INSERT Charter LEA Name]
certifies that this agreement has been approved by the appropriate local board(s).

LEA

_____ _____
Date Signature of CEO of Charter LEA

Richard Savage, Executive Director
[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

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

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

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

This agreement is entered into for the 2019-20 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this _____ day of _____, 20_____.

In accordance with SELPA policy, California Connections Academy Monterey Bay,
[INSERT Charter LEA Name]
certifies that this agreement has been approved by the appropriate local board(s).

LEA

_____ _____
Date Signature of CEO of Charter LEA
Richard Savage, Executive Director
[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

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

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

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

This agreement is entered into for the 2019-20 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this _____ day of _____, 20_____.

In accordance with SELPA policy, California Connections Academy Southern California (Capistrano Connections Academy)
[INSERT Charter LEA Name]
certifies that this agreement has been approved by the appropriate local board(s).

LEA

_____ _____
Date Signature of CEO of Charter LEA
Richard Savage, Executive Director
[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

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

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

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

This agreement is entered into for the 2019-20 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this _____ day of _____, 20_____.

In accordance with SELPA policy, California Connections Academy @ Central
[INSERT Charter LEA Name]

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

LEA

_____ _____
Date Signature of CEO of Charter LEA
Richard Savage, Executive Director
[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

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

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

8. **RESERVATION OF RIGHTS**

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

This agreement is entered into for the 2019-20 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this _____ day of _____, 20_____.

In accordance with SELPA policy, California Connections Academy@Ripon

[INSERT Charter LEA Name]

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

LEA

_____ _____

Date Signature of CEO of Charter LEA

Richard Savage, Executive Director

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

_____ _____

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

_____ _____

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

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

This agreement is entered into for the 2019-20 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this _____ day of _____, 20_____.

In accordance with SELPA policy, California Connections Academy @ North Bay (North Bay),
[INSERT Charter LEA Name]

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

LEA

_____ _____
Date Signature of CEO of Charter LEA

Richard Savage, Executive Director
[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

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

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

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY ASSURANCES

1. **Free Appropriate Public Education 20 *United States Code* (*USC*) Section (§) 1412 (a)(1)**

   It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. **Full Educational Opportunity 20 *USC* § 1412 (a)(2)**

   It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. **Child Find 20 *USC* § 1412 (a)(3)**

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

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

   It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. **Least Restrictive Environment 20 *USC* § 1412 (a)(5)**

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

6. **Procedural Safeguards 20 *USC* § 1412 (a)(6)**

   It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. **Evaluation 20 *USC* § 1412 (a)(7)**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. **Confidentiality 20 *USC* § 1412 (a)(8)**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. **Part C, Transition 20 *USC* § 1412 (a)(9)**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. **Private Schools 20 *USC* § 1412 (a)(10)**

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

11. **Local Compliance Assurances 20 *USC* § 1412 (a)(11**

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

12. **Interagency 20 *USC* § 1412 (a)(12)**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. **Governance 20 *USC* § 1412 (a)(13)**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel Qualifications 20 *USC* § 1412 (a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance Goals and Indicators 20 *USC* § 1412 (a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in Assessments 20 *USC* § 1412 (a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of State/Federal Funds 20 *USC* § 1412 (a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. Maintenance of Effort 20 USC § 1412 (a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. Public Participation 20 *USC* § 1412 (a)(19)

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

20. Rule of Construction 20 *USC* § 1412 (a)(20)

(Federal requirement for State Education Agency only)

21. State Advisory Panel 20 *USC* § 1412 (a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION 20 USC § 1412 (a)(22)

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

23. Access to Instructional Materials 20 *USC* § 1412 (a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. Overidentification and Disproportionality 20 *USC* § 1412 (a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. Prohibition on Mandatory Medicine 20 *USC* § 1412 (a)(25)

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

26. Distribution Of Funds 20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. Data 20 *USC* § 1418 (a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Reading Literacy (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. Charter Schools *EC* 56207.5 (a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations

California Connections Academy Central Coast

(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (LEA/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations* (*CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Yeas:_____ Nays:_____

Signed: _____

Title: Board President

Approved this 23rd day of April, 2019

In accordance with Federal and State laws and regulations

California Connections Academy Monterey Bay

(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (LEA/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations* (*CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Yeas:_____ Nays:_____

Signed: _____

Title: Board President,

Approved this 23rd day of April, 2019

In accordance with Federal and State laws and regulations

California Connections Academy Southern California (Capistrano Connections Academy)
(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (LEA/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations* (*CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Yeas:_____ Nays:_____

Signed: _____

Title: Board President

Approved this 23rd day of April, 2019

In accordance with Federal and State laws and regulations

California Connection Academy @ Central

(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (LEA/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations* (*CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Yeas:_____ Nays:_____

Signed: _____

Title: Board President

Approved this 23rd day of April, 2019

In accordance with Federal and State laws and regulations

California Connections Academy @ Ripon

(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (LEA/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations* (*CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Yeas:_____ Nays:_____

Signed: _____

Title: Board President

Approved this 23rd day of April, 2019

In accordance with Federal and State laws and regulations

California Connections Academy North Bay (@ North Bay)
(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (LEA/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (*USC*) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations* (*CFR*), Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Yeas:_____ Nays:_____

Signed: _____

Title: Board President

Approved this 23rd day of April, 2019

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating public charter schools

RESOLUTION OF THE BOARD OF DIRECTORS TO AUTHORIZE BANK ACCOUNT(S)

RESOLUTION NUMBER 4-19-1
Submitted April 23, 2019

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts and/or to change the corporation's bank accounts over to the combined corporation with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the following as signers on these accounts: Board President, Board Treasurer, Board Vice President, Board Secretary, Site Administrators and Executive Director. Whoever holds these positions will be a Board authorized signer while s/he holds the office or position. All other previous signers will be removed. The current signers are listed below.

LET IT BE FURTHER RESOLVED, that in addition, further signers may be added or removed in the future with the written approval of any two officers of the Board of Directors and in accordance with bank policy. All signers will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized signers for California Online Public Schools effective April 1, 2019:

Elaine Pavlich, Board President
Michael Henjum, Board Vice President
David Souza, Board Treasurer
Diana Rivas, Board Secretary
Heather Tamayo, Site Administrator, Capistrano
Kara Mannix, Site Administrator, Ripon
Marcus White, Site Administrator, Central
Leslie Dombek, Site Administrator, North Bay
Richard Savage, Executive Director

As authorized by:

_____ _____
Elaine Pavlich, President Date
California Online Public Schools, Board of Directors

_____ _____
Diana Rivas, Secretary Date
California Online Public Schools, Board of Directors

RESOLUTION FOR THE ORANGE COUNTY DEPARTMENT OF EDUCATION TO ISSUE FUNDS TO CHARTER SCHOOL

WHEREAS, the Capistrano Connections Academy Charter School has been authorized by Capistrano Unified School District as a charter school; and

WHEREAS, Capistrano Connections Academy is operated as, or operated by California Online Public Schools, a California public benefit nonprofit corporation; and

WHEREAS, Capistrano Connections Academy Charter School has requested and has been approved to be funded under the New Charter School Funding Model and to receive funding; and

WHEREAS, the charter school is not required to deposit and invest its money with the County Treasurer; and

WHEREAS, the County Treasurer shall pay out monies as requested by the Charter school and the Orange County Department of Education.

THEREFORE, BE IT RESOLVED that the Governing Board of the Capistrano Connections Academy Charter School authorizes the Orange County Department of Education, in the form of a deputized signature, to issue funds in favor of the Charter School referred to herein, for all public funds received in the Orange County Treasury for the Charter School. The funds will be distributed when OCDE receives public funds with documentation indicating the Charter School as the recipient. These public funds include, but are not limited to, charter school Local Control Funding Formula (LCFF) state aid, other state and federal categorical aid, and lottery funds.

BE IT FURTHER RESOLVED, that the Capistrano Connections Academy Charter School has requested that all public funds received in the Orange County Treasury be issued using the Electronic Funds Transfer (EFT) payment method to the following charter school bank account:

Financial Institution:	Chase Bank
Address:	31972 Camino Capistrano
	San Juan Capistrano, CA 92675
Routing Number:	322271627
Account Number:	(to be added prior to submission to OCDE)
Account Type:	Analysis Account

BE IT FURTHER RESOLVED, only the following individuals employed by the charter school are authorized to request withdrawals from the county treasury to the above mentioned charter school bank account:

Name	Signature	Position	Phone Number	E-Mail Address
Richard Savage		Executive Director	949-661-1667 X3013	rsavage@calca.connectionsacademy.org
Frances Sassin		Director of Business Services	949-306-8498	fsassin@calca.connectionsacademy.org

PASSED AND ADOPTED this 23rd day of April, 2019, by the Governing Board of the Capistrano Connections Academy Charter School, by the following vote:

Ayes: _____

Noes: _____

Absent: _____

CERTIFICATION

I, Elaine Pavlich, certify that the Governing Board of the Capistrano Connections Academy Charter School took action at a board meeting on April 23, 2019 to authorize the Orange County Department of Education to distribute funds to the Charter School, for all public funds received in the Orange County Treasury for the Charter School, according to the terms set forth in the authorization above.

I also certify that the voided check attached to this board resolution is a true payment instrument for the school's account at the institution listed above. If no check is attached, then a bank letter verifying the wiring instructions shall be required.

_____ _____

Signature, Board President Date

by

Elaine Pavlich, Board President

_____ _____

Signature, Secretary of the Board Date

by

Diana Rivas, Board Secretary

ACKNOWLEDGEMENT OF RECEIPT BY:

_____ _____

Signature, Charter School Authorizing LEA Date

_____

Printed Name

3RD 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 these more broadly defined categories:

- **Personalize & Monitor Student Learning**: first semester (final) and second semester (current) 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, start up tasks, curriculum based assessment (CBA) completion, Learning Coach contacts, preliminary retention contacts complete 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 three, metrics will not be reported in this category.

Quarter 3 encompasses the time period between January 1, 2019 and March 31, 2019. 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.

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Personalize & Monitor Student Learning

First Semester "Final" Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CalCA 18/19	87%	85%	78%	89%	79%	81%
CalCA 17/18	82%	86%	75%	84%	78%	75%
Large Avg.	92%	82%	82%	92%	80%	77%
Group 3 Avg.	90%	83%	83%	91%	80%	77%
Connections Avg.	91%	81%	82%	91%	78%	76%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CalCA 18/19	83%	83%	82%	87%	80%	81%
CalCA 17/18	88%	83%	79%	86%	84%	80%
Large Avg.	90%	82%	85%	91%	77%	86%
Group 3 Avg.	86%	81%	84%	88%	80%	85%
Connections Avg.	89%	81%	84%	89%	78%	85%

Second Semester "Current" Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CalCA 18/19	90%	75%	63%	85%	71%	61%
CalCA 17/18	84%	74%	61%	82%	68%	54%
Large Avg.	92%	72%	71%	86%	69%	63%
Group 3 Avg.	88%	70%	69%	84%	68%	63%
Connections Avg.	90%	70%	70%	84%	66%	64%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CalCA 18/19	87%	77%	73%	86%	74%	68%
CalCA 17/18	89%	75%	71%	84%	72%	67%
Large Avg.	88%	75%	75%	89%	73%	74%
Group 3 Avg.	86%	73%	74%	86%	72%	74%
Connections Avg.	88%	74%	75%	87%	73%	74%

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- **First semester "final" core course completion and second semester "current" core courses on track for successful completion** – This shows the percent of first semester core courses marked as successfully completed (those with a score of 60% or higher) and the status of the second semester core courses (in progress with a 60% or higher score) who are still working towards completion. The "final" grades reported for semester one reflect increases over the "in progress" course completion rates reported in quarter 2 in all course/grade band combinations with high school math showing the highest increase (9%). Although semester 2 "in progress" courses have lower than anticipated passing rates, we do realize these rates tend to fluctuate throughout the semester with different school policies handling missing assignment and reteach/relearn policies. Consistent with the changes seen when semester one courses were finalized, we fully expect to see these rates increase at the end of the 18/19 school year.

	Compliant IEP Review	Tier I	Tier II	Tier III
CalCA 18/19	96%	91%	1%	0.5%
CalCA 17/18	92%	91%	1%	0.1%
Large Avg.	98%	90%	3%	0.4%
Group 3 Avg.	97%	85%	6%	0.8%
Connections Avg.	98%	87%	4%	0.6%

- **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. 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% increase in both Tier II and III identification from quarter three last year.

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	4 HS Cohorts % On track	2019	2020	2021	2022
CalCA 18/19	53.9%	52.8%	50.4%	51.5%	60.9%
Connections Avg.	59.5%	52.7%	54.0%	60.9%	70.4%

- **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). Efforts to improve this metric for each school continue by focusing on withdrawn students (ensuring we remove, where applicable, students from graduation calculation denominator) and enrolled student support to ensure supportive efforts are occurring to both keep students on track and help them in credit recovery efforts where needed.

Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Start Up Tasks Complete	Student Contacts Met	LC Contacts Met
CalCA 18/19	91%	99%	97%	90%	75%
CalCA 17/18	89%	99%	96%	89%	74%
Large Avg.	91%	99%	99%	87%	69%
Group 3 Avg.	91%	99%	98%	92%	72%
Connections Avg.	93%	99%	98%	86%	73%

- **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.

- **% of students enrolled 21 or more days who have completed Start-Up Tasks** – Students are monitored and encouraged to complete a set of "start-up tasks within the first 21 days of enrollment. Across all Connections schools, 98% of students enrolled 21+ days had completed their start-up tasks. This is up from first quarter's 97% completion rate.

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- **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 3 (cumulative) synchronous contacts with the Learning Coach during the school year.

	CBA "Met" K-8	CBA "Met" 9-12	Preliminary Retention Notification	DSY WD
CalCA 18/19	90%	94%	61%	17%
CalCA 17/18	85%	94%	69%	18%
Large Avg.	84%	80%	78%	23%
Group 3 Avg.	87%	78%	73%	20%
Connections Avg.	86%	81%	73%	23%

- **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 third quarter.

- **Preliminary Retention Notification** – As part of the continuous monitoring and communication process at each school, teachers are asked to complete a "preliminary" promotion/retention recommendation for all K-7th grade students in the early spring. The resulting call and written follow-up for those students who are indicated as "in danger of being retained" allows for a critical (and documented) communication with each impacted family. Warning of possible retention status is a required contact when a student is marked "retain" or "unsure" and this resulting metric is the percent of students across all school marked as "retain" or "unsure" who have had a successfully logged retention call.

- **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.

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Develop & Collaborate Professionally

	Sept	Oct	Nov	Jan	Feb	March
CalCA 100s	82%	82%	71%	59%	35%	29%
CalCA 200s	96%	91%	85%	85%	67%	37%
CalCA 300s	87%	67%	83%	74%	28%	19%
CalCA MWGT!	100%	100%	91%	91%	86%	55%
Large Avg.	74%	66%	67%	60%	36%	17%
Group 3 Avg.	84%	77%	75%	70%	41%	21%
Connections Avg.	75%	65%	65%	57%	37%	21%

- **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.

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California Connections Academy

Outreach Summary and Enrollment Metrics

April 2019

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INTRODUCTION

The Family Marketing team is pleased to share the 2018–2019 Marketing Outreach Summary for California Connections Academy (CalCA). The outreach plan was developed holistically in conjunction with California Connections Academy staff, the Family Marketing team, and industry experts from companies such as Google. The objective of the outreach plan is to meet the target enrollment goal approved by the CalCA board by attracting and retaining California families. To do so, we:

- regularly gather school leader and marketing representative feedback
- evaluate the local legislative, media, and competitive landscape
- review prior-year metrics for all outreach campaigns
- consider new opportunities and trends in the educational space

Informed by the results from the 2018–2019 school year, we've developed the 2019–2020 enrollment metrics, which have been approved by the CalCA board and are included in this report.

I invite you to connect with Kelly Gatzke, Marketing Program Manager, if you have any questions or suggestions. We appreciate the opportunity to provide these services to the school and look forward to receiving your feedback.

Sincerely,

Vickie Vermeire
Director, Partner Marketing
Pearson Online and Blended Learning (OBL)

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SUMMARY OF OUTREACH SERVICES

Pearson OBL provides marketing expertise and services to California Connections Academy.

- primary and secondary market research
- branding and advertising campaigns, digital guide, and promotional literature
- integrated multichannel communications, such as events, email, direct mail, media, print, digital, and outbound telemarketing
- comprehensive digital strategy, including school website and robust online advertising campaigns
- public relations, including national and local media, reputation management, and crisis communications
- social media strategy and management
- logistics expertise and support for community outreach
- data collection, management, and analysis
- ongoing evaluation of metrics to gauge the effectiveness of efforts
- marketing program management to develop strategy, oversee tactical execution, and facilitate communication
- campaigns to support family engagement and retention

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SUMMARY OF 2018 OUTREACH ACHIEVEMENTS

1. Ran national cable television advertising, which covered every major market in California, generating more than 71.8 million impressions among women ages 25–54 at the local level.
2. Aired local cable television ads in key zip codes, driving an additional 11.6 million impressions within the key demographic.
3. Launched new creative campaign, Bring School to Life, in July.
4. 11,636 families learned about CalCA via paid online ads on search engines, Facebook, and Instagram.
5. More than 250 positive/neutral news placements highlighted online school benefits, online school families, CalCA alumni in Winter Olympic games, etc., reaching 218 million in circulation and viewership.
6. Sent 369,115 direct mail pieces to interested families across the state.
7. Attracted more than 156,852 visitors to the CalCA website (a 4.7 percent year-over-year [YOY] increase), converting 7,281 visitors.
8. Created a new home page design for the website in November to improve families' experience across multiple devices, as well as to drive a better first impression and stronger conversions.
9. Increased Facebook page followers by 12 percent (Southern California), 6 percent (Central), 25 percent (North Bay), and 13 percent (Ripon).
10. CalCA earned $17,825 (713 enrollments) through parent referrals.
11. Conducted 97 community outreach activities that resulted in 585 enrollments (a 41.9 percent YOY increase).
12. Virtual events, Online Parent Panels, and the Sneak Peek saw a 14 percent increase in attends YOY, and resulted in 637 enrollments.

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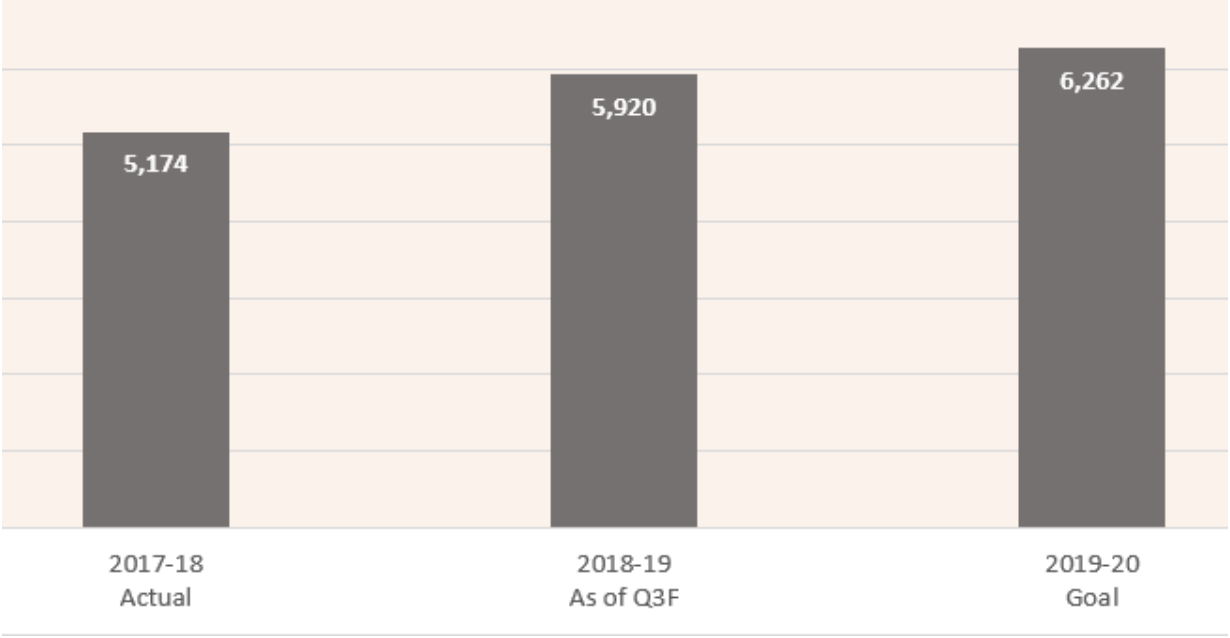
2018 SCHOOL ENROLLMENT HIGHLIGHTS

Overall, enrollment in California Connections Academy increased by 13 percent over last year. The main factor that contributed to the goal was the 10 percent increase in the application to enrollment rate YOY, resulting in an 11 percent increase in enrolled new students.

2019–2020 California Connections Academy Funded Enrollment



Funded enrollment in 2018–2019 increased 14 percent from the prior year. For 2019–2020, a funded enrollment of 6,262 has been approved by the board, an increase of 342 students (6 percent).

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2019–2020 ENROLLMENT METRICS

To achieve the targeted enrollment goal of 6,829 students across existing and new schools, Pearson OBL will develop and execute a comprehensive marketing plan. Plan performance will be gauged against these enrollment funnel goals:

- families engaged in marketing activities: 16,898
- applications: 9,460
- conversion rate from applicant to enrolled: 35 percent
- retention rate: 62 percent

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2018 NEWS HIGHLIGHTS—SCHOOL SAMPLES

California Connections Academy Southern California:

- feature coverage of student Israel Ruiz—*Hi-Desert Star*
- feature coverage of graduate Emalie Snyder—*Big Bear Grizzly*

Hi-Desert Star

Online school is a life-changing gift for teen with heart defect

By Jenna Hunt The Desert Trail Jan 5, 2018 0

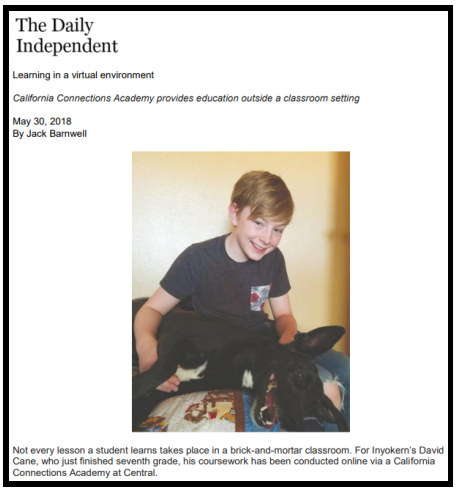
Big Bear Grizzly

Virtual school grad has lofty plans

By Kathy Portie kportie.grizzly@gmail.com Jun 20, 2018 0

California Connections Academy Central:

- feature coverage of student David Cane—*The Daily Independent*
- feature coverage of the Randolph family—*The Porterville Recorder*



The Daily Independent

Learning in a virtual environment

California Connections Academy provides education outside a classroom setting

May 30, 2018
By Jack Barnwell

Not every lesson a student learns takes place in a brick-and-mortar classroom. For Inyokern's David Cane, who just finished seventh grade, his coursework has been conducted online via a California Connections Academy at Central.

THE PORTERVILLE Recorder

FEATURED

A different way to learn

BY JUAN AVILA jlopez@portervillerecorder.com Nov 30, 2018

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California Connections Academy Ripon:

- on-site learning demonstration with teacher Susan Bunnell-Christensen and student Simi Singh—*KTXL-TV*
- feature coverage of graduation, class of 2018—*The Antioch Herald*

California Connections Academy North Bay:

- feature coverage of graduate Noah Faber—*Davis Enterprise*
- feature coverage of graduate Madeline Eger—*Sonoma Index-Tribune*

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CAPISTRANO UNIFIED SCHOOL DISTRICT

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TELEPHONE: (949) 234-9200/FAX: 443-2269 www.capousd.org

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Via First Class Mail & E-mail to:
rsavage@calca.connectionsacademy.org

Richard Savage
Executive Director
California Connections Academy Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Re: Annual Visit Summary

October 12, 2018

Dear Mr. Savage:

Dear Capistrano Connections Academy Leadership Team,

Our team enjoyed our annual visit to your site on September 26, 2018. Our annual site visit is intended to be a snapshot of the current academic year, and a time to gather information and document evidence which is important to our District's charter school oversight obligation. Most importantly, the District team had an opportunity to engage in productive dialogue with the Connections Leadership Team. All local educational agencies (LEAs) including school districts, county offices of education (COEs), and charter schools are required to prepare a Local Control and Accountability Plan (LCAP). The LCAP describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) sections 52060(d), 52066(d), and 47605. The District felt this was a good opportunity to make LCAP goals and progress the focus of this year's annual visit.

The District appreciates your completion of the LCAP Self-Assessment document you submitted prior to the visit and the presentation you created to address the areas covered on the LCAP Self-Assessment document. Enclosed, please find both the Self-Assessment and the presentation for your records.

Based on the information submitted and presented, here are the District's findings:

Areas of Strength:
- Advancement Via Individual Determination (AVID) was expanded in grades 6-12
- To support family engagement goals, Connections hired five teachers to help parents transition to online learning and serve as Learning Coaches
- During the Western Association of Schools and Colleges (WASC) mid-year cycle vist to Connections, five commendations were received with no additional recommendations

- A new position was created: Director of Student Achievement
- Introduced Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Math Assessment to fifth graders
- A credit recovery program was implemented for students who are credit deficient

Opportunities for Growth:
- As displayed in the presentation, a-g completion rate is 17% and target is 75%
- As stated in the LCAP Greatest Needs section, Graduation Rate (61.8% which declined 5.7% from previous year) is an area of focus with credit recovery and student engagement strategies
- Also stated in the LCAP Greatest Needs section, California Assessment of Student Performance and Progress (*CAASPP*) Math Smarter Balanced Assessment (SBA) scores are lower than desired and is an area of focus

Topics the Charter School Would Like the District to Provide Information and/or Future Training:
Request: The charter school leadership team expressed an interest in learning about what type of technical assistance may be available in the future if the school is identified for technical assistance under the new State accountability system.
Response: The District contacted OCDE for guidance and was informed that the State is still determining what the technical assistance will look like for schools. Technical assistance for identified districts included help with needs assessments, analyzing data, and updating plans. Technical assistance for schools may be similar and OCDE will confirm once guidance is provided by the State.

The CUSD Charter Visiting team valued the opportunity to meet with the Capistrano Connection Academy's leadership team and learn more about your instructional program. The District looks forward to a continued partnership with Capistrano Connections Academy to ensure success for all students.

If you feel the District has made an error on any portion of this report, please respond in writing and provide any additional documents to support your claim within thirty days of receipt of this report.

Sincerely,

Heidi Crowley
Coordinator, Charter Schools and Strategic Initiatives

Capistrano Unified School District

Charter School Office

Local Control Accountability Plan (LCAP) Self-Assessment

2018-2019

Charter School: Capistrano Connections Academy				
Total Supplemental and Concentration Funding: $3,075,281				
	Yes	No	Page(s)	Narrative Explanation
1. The school used the State Board of Education template.	X		N/A	N/A
2. The plan clearly articulates how the funding will be used to improve school climate.	X		See narrative	
3. The plan clearly articulates how the funding will be used to improve academic performance.	X		See narrative	
4. The plan clearly articulates how the funding will be used to improve parent involvement.	X		See narrative	
5. The plan clearly articulates how the supplemental and concentration funding will be used to increase or improve services and programs for low-income, English learners and foster youth.	X		See narrative	
6. Consultation regarding the development of the LCAP occurred with parents and teachers.	X		33-36	
7. Please share any areas/topics the charter school would like the District to provide future training and technical assistance with regards to the LCAP.	See below.			
8. Additional comments:	See below.			

****Please note, the District is not imposing an additional requirement for the LCAP that is not already in the law.

HISTORY and BACKGROUND:

Capistrano Connections Academy was first chartered in June 2004 by the Governing Board of CUSD and was renewed in 2009 and 2014 . The current renewal will be the third for the school.

Capistrano Connections Academy was originally chartered for students in grades K-8. Additional grades were added each year until the school served all grades TK through 12th and the school currently serves students as a non-classroom-based, independent charter school, with enrollment in the high school grade levels making up approximately 50% of the total enrollment.

In recognition of its effective and innovative educational approach, Capistrano Connections Academy has been accredited for grades K-12 by the Western Association of Schools and Colleges (WASC), while Connections Academy, which provides curriculum, technology, and school support services to Capistrano Connections Academy, is accredited by AdvancED.

Since the charter opened, the school has grown dramatically. During its first school year, the school served approximately 100 students in grades K-8. As of October 2017, CalCA Capistrano was serving over 3,600 students in grades K-12, and as of the first week of school in 2018 over 3,800 students are enrolled. Since opening, the school has drawn students from throughout the Southern California area in the contiguous counties around Orange County. Students who reside within CUSD do attend Capistrano Connections Academy, but the number of district resident students compared to the total enrollment of the charter school has remained small, at approximately 180 in-district students during the 2017-18 school year.

Capistrano Connections Academy has experienced a steady increase in enrollment from year to year. School enrollment has increased by approximately 300 new students per year representing an average growth each year of 15% over the past six years. In addition, student mobility is high due to the nature of the school program, and this factor must be taken into account when analyzing school performance.

NARRATIVE FOR ITEMS ABOVE:

2. The plan clearly articulates how the funding will be used to improve school climate.

Goal 3: The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students. pp. 14 – 18 and 58 – 69

Goal 6: The school will develop a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, insure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources. pp. 29 – 32 and 92 – 97

3. The plan clearly articulates how the funding will be used to improve academic performance.

Goal 1: Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments. pp. 5 – 9 and 37 – 47

Goal 2: Each student will develop the necessary English Language Arts skills as reported by state and local assessments. pp. 10 – 13 and 48 – 57

Goal 4: Graduation rates and UC a-g completion rates will increase. pp. 19 – 24 and 70 – 85

Goal 5: The English Language Learner program will be further developed and implemented. Additional support will be provided to eligible ELL students using scheduled teacher synchronous support, Supplemental and Instructional Support Programs (SISP) programs and new credit bearing courses for high school ELL students. pp. 25 – 28 and 86 – 91

4. The plan clearly articulates how the funding will be used to improve parent involvement.
Goal 3: The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students. pp. 14 – 18 and 58 – 69

5. The plan clearly articulates how the supplemental and concentration funding will be used to increase or improve services and programs for low-income, English learners and foster youth.
Goal 5: The English Language Learner program will be further developed and implemented. Additional support will be provided to eligible ELL students using scheduled teacher synchronous support, Supplemental and Instructional Support Programs (SISP) programs and new credit bearing courses for high school ELL students. pp. 25 – 28 and 86 – 91

Goal 6: The school will develop a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, insure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources. pp. 29 – 32 and 92 – 97

6. Consultation regarding the development of the LCAP occurred with parents and teachers.
We worked with all important community groups including staff, students, and parents. This was done in a variety of ways. These methods are discussed in detail in our LCAP on pp. 33 – 36. An outline of our efforts include the following:

- Stakeholder Surveys
    - Parents
    - Students
    - Staff
- School Advisory Committee
- Town Hall Parent Meetings
- Brown Bag Staff Meetings
- Charter School Board Meetings
- Authorizing District Input and Charter Renewal Cycle
- WASC Accreditation Focus Group Meetings

- Executive Leadership Meetings
- Back to School and End of Year All Staff Meetings
- Community Partnerships

7. Please share any areas/topics the charter school would like the District to provide future training and technical assistance with regards to the LCAP.

The school is interested in what type of technical assistance may be available in the future if the school is either identified or requests assistance under the LCFF accountability system.

8. Additional comments:

During the spring of 2018, the school received a mid-cycle WASC visit. Overall, the visit was a success, with the Visiting Committee validating the progress that has been made and affirming the remaining three years of accreditation. Also, the Visiting Committee did not feel the need to assign any additional recommendations and they issued five new commendations. The commendations are the following:

- The administration and staff are committed to the Mission, Vision, and SLOs of the school. There is a culture of dedication and commitment among the entire staff to ensure all students have maximum opportunity to achieve academic success.
- Administration and staff maintain a safe, nurturing, and inclusive school environment where students feel safe and embrace cultural and social diversity and work together to ensure each student has the opportunity to succeed.
- Staff and administration demonstrate broad support and commitment to the schoolwide WASC improvement process and in grounding planning and resource allocation in data driven analysis.
- The school has implemented comprehensive annual and strategic planning processes as part of the larger California Connections Academy Network that are appropriately focused on relevant school priorities and includes actionable strategies and action items to support each priority.
- The school maintains an institutional culture of reflection and inquiry that includes continuous review of the mission, vision, and Student Learning Outcomes (SLOs) and intervention (RtI) process.

CALIFORNIA CONNECTIONS ACADEMY

CUSD Oversight Visit 9-26-18

Agenda

- Welcome and Introductions
- Mission Statement
- Instructional Program Overview
- LCAP Self-Assessment

CALIFORNIA CONNECTIONS ACADEMY

1. Welcome and Introductions

Let's take a moment to learn who is in the room...

Please briefly share the following info:

- Name
- Title
- One positive thing that happened in your life this month

Highlights and Celebrations

- ★ Enrollment as of the first week of school was over 3,800 students, with over 50% in high school
- ★ Implementation this year of a new homeroom model for high school
- ★ Implementation of “Project Success” credit recovery program
- ★ Continued work on implementing program for struggling 8th grade students to start high school work early
- ★ Success of new credit bearing EL courses last year
- ★ Expansion of Learning Coach Support program
- ★ Good redesignation rates for EL students
- ★ The 2018 spring graduating class was over 390 students, including 34 students graduating with the highest honors with GPAs of 4.0 or higher, as well as 144 additional students graduating with honors (GPA 3.0 to 3.99)
- ★ Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received “a-g” approval, allowing CalCA Capistrano students to more easily meet the “a-g” requirements while enrolled in an online school setting.
- ★ The school hosted 117 field trips last year with over 3,900 family members in attendance.

Status of WASC Revisit

- 3 year mid cycle visit in spring of 2018. Affirmation of the remaining 3 years of accreditation.
- Five additional commendations were issued. No additional recommendations were issued.
- Visiting Committee conducted an in depth review, as they were also conducting a full self study for one CalCA school at the same time as the mid-cycle review for Capistrano.
- Visiting Committee had expertise in online education and was impressed by the school's cycle of continuous improvement and the dedication of all staff to meeting student needs.

CALIFORNIA CONNECTIONS ACADEMY

2. CalCA Mission Statement

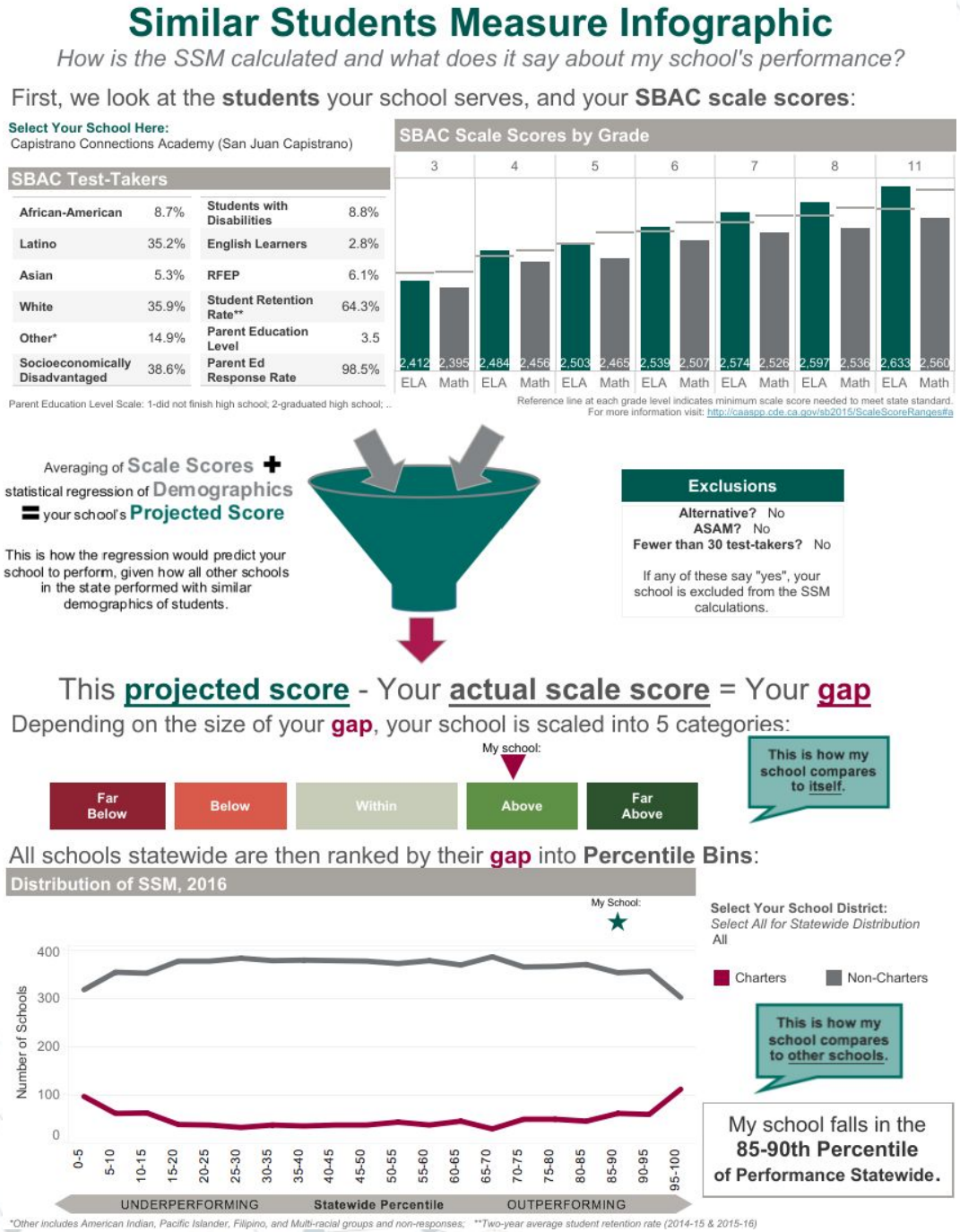
The mission of California Connections Academy is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

Results - Phase Two: School Comparison Study

Existing research studies do not account for student mobility - a dominant attribute of virtual school students.

This is the first time we can see performance through a mobility lens.

Note that in phase two mobility was calculated based on each state's definition (see Appendix for additional details)



The California Charter School Association has been continually comparing data between schools, including both charter schools and traditional public schools. Based on their complex analysis, CalCA Capistrano is currently scoring a 10, the highest possible decile rating, when compared to other public schools serving similar demographics.

Select a School: Capistrano Connections Academy (San Juan Capistrano) 0106765

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2016-2017

Capistrano Connections Academy (Capistrano Unified)

PERCENTILE:
Schools must be above the 5th percentile on the DF3 measure.

INITIAL FILTERS:
To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.

Percentile

Above

The selected school has a percentile above 5 in 3 of the last 3 years.

State Rank

Above

This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2017.

Similar Students Rank

Above

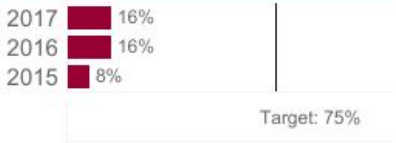
This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2017.

% A-G Completion

Below



This school was at/above the target

0 out of 3 year(s),

not meeting the standard for this metric for 2017.

MULTIPLE MEASURE REVIEW:
Charter schools with a DF3 percentile of 5 or less in two of three years and charter schools who do not meet at least one of the other initial filters are invited to present additional measures for review:

Not Required

The selected school is not in the bottom 5th percentile of performance and is above on at least one of the initial filters.

State rank and similar students rank calculated using the September 27, 2017 release of the CAASPP file, a-g rate calculated from the UC/CSU entrance requirements file released April 11, 2017, and DF3 growth calculated using the state dashboard academic indicator files released December 7, 2017. Click metric names to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.

CCSA
California Charter Schools Association

CALIFORNIA CONNECTIONS ACADEMY

3. Instructional Program Overview

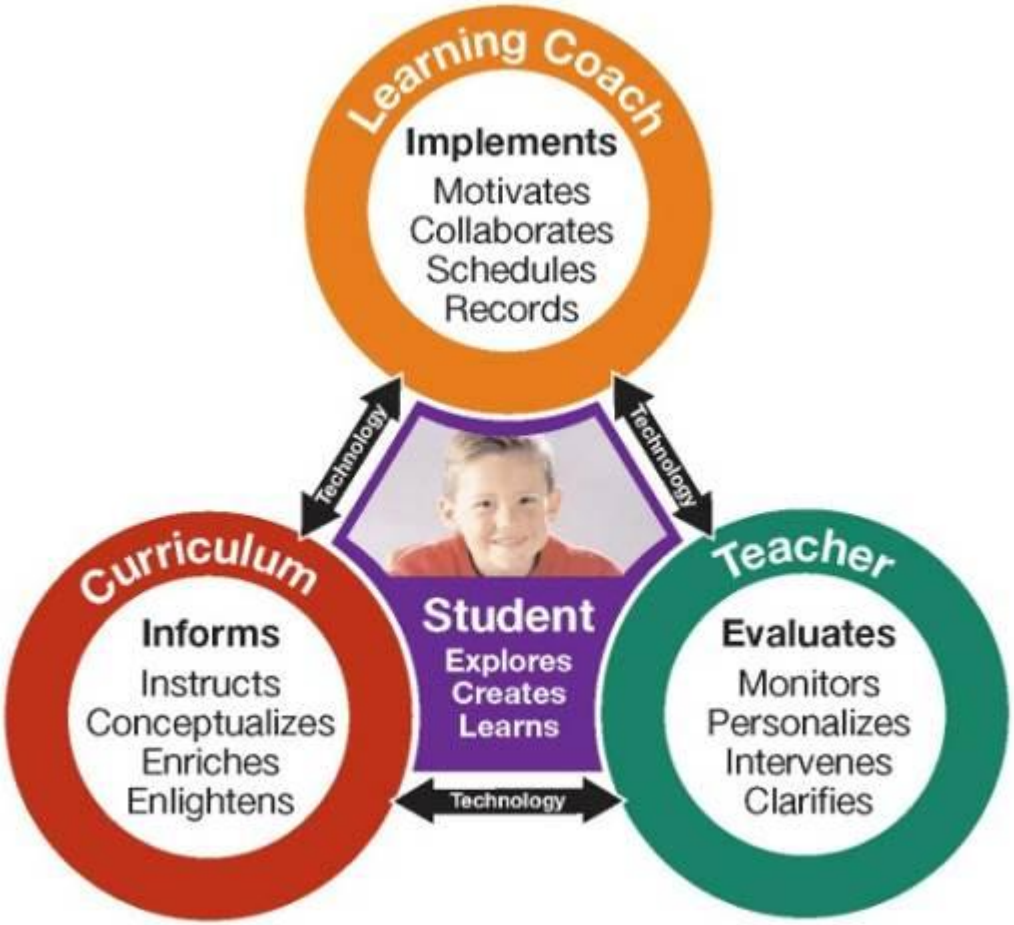
CalCA's Instructional Program

The fully accredited California Connections Academy online school's program delivers an all-inclusive K-12 educational experience by partnering with successful educational publishers and expert curriculum specialists.

By giving students access to the best instructional material online and offline, they are able to master content in all of their required core courses: mathematics, science, language arts, and social studies, as well as enrich their educational program with many elective courses and PE.

The Connections Education curriculum team works with talented in-house videographers and multimedia designers to bring the curriculum to life. They select the best texts and instructional materials from leading publishers to weave into units, lessons and activities. The resulting curriculum engages students in individual study as well as collaboration with their classmates. Students learn to think independently and to work together through our online system.

The Learning Triad



Preparing Students for Success

Our well-rounded program features:

- California credentialed teachers dedicated to helping students achieve their goals and maximum potential
- Personalized learning which allows each student to build on his or her academic strengths and unique interests
- A supportive online environment featuring interactive virtual classrooms, multimedia instructional tools and high-quality resources
- Many opportunities for parents to be actively involved in their child's education
- Online clubs
- Family support programs focused on socialization, parent mentoring and technology guidance

Preparing Students for Success

ELEMENTARY
Students work mostly offline and spend 15-30% of the day on interactive online courses
Recommended hours spent on school work per week:

- Kindergarten: 17 hours
- Grades 1-3: 24 hours
- Grades 4-5: 25 hours

MIDDLE SCHOOL
Students spend 50%-70% of the day on online courses
Recommended hours spent on school work per week:

- Grades 6-8: 25 hours minimum

Preparing Students for Success

HIGH SCHOOL
Students spend 80%-90% of the day on online courses

Recommended hours spent on school work per week:

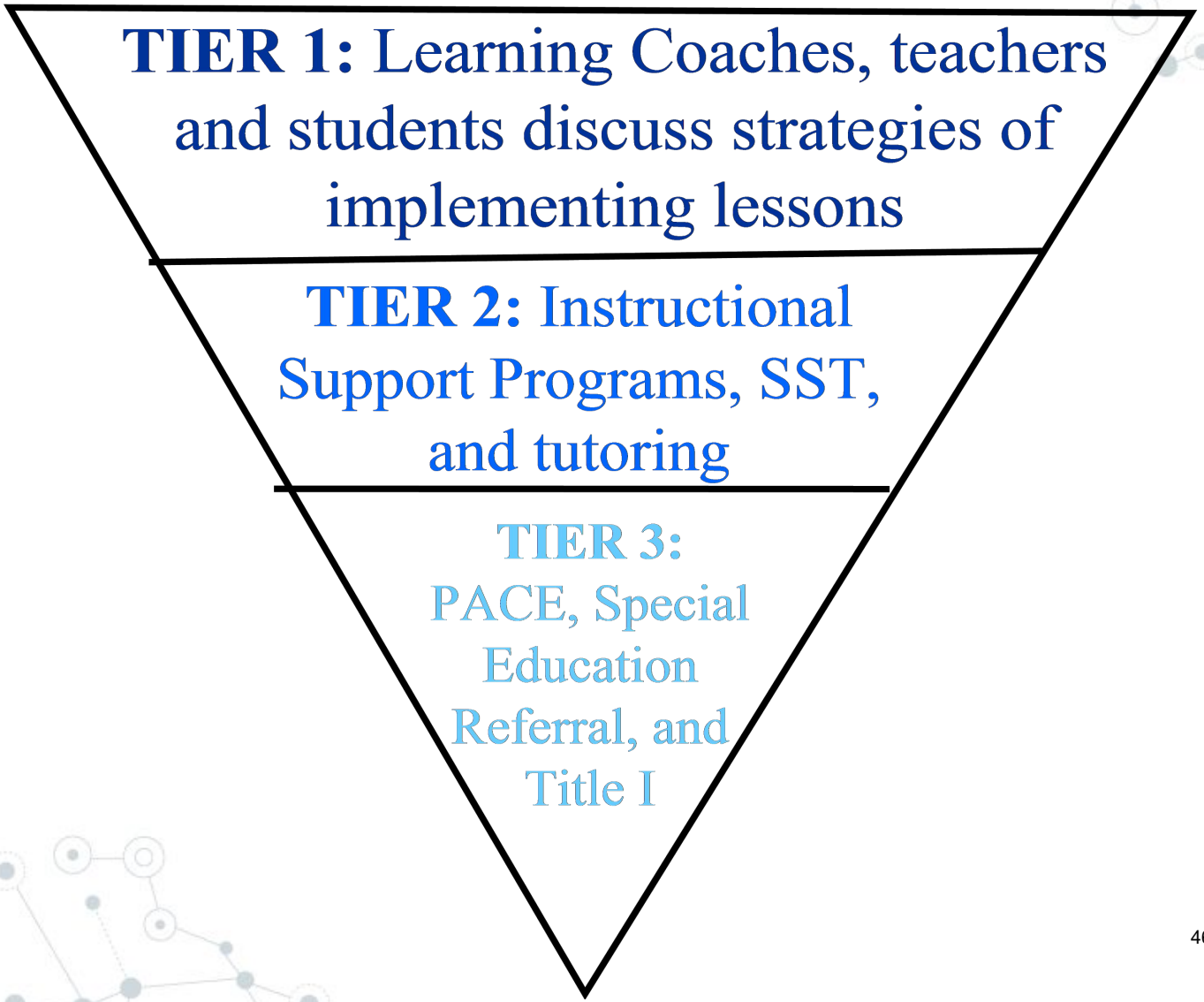
- Grades 9-12: 30 hours

Academic advising and counselors available to all students. They facilitate college tours, virtual career fairs and Live Lessons focused on academic achievement, personal and social development and college and career readiness.

“Live Cafe” available for fun, virtual interaction at lunch time

Winter formals, Prom, grad night and senior commencement ceremonies (Graduation is held at the UCI Bren Events Center)

Tiered support when needed



CALIFORNIA CONNECTIONS ACADEMY

4.
LCAP Self-Assessment

CalCA's LCAP Goals 1 -3

Goal 1: Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

Goal 2: Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

Goal 3: The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

CalCA's LCAP Goals 4 - 6

Goal 4: Graduation rates and UC a-g completion rates will increase.

Goal 5: The English Language Learner program will be further developed and implemented. Additional support will be provided to eligible ELL students using scheduled teacher synchronous support, Supplemental and Instructional Support Programs (SISP) programs and new credit bearing courses for high school ELL students.

Goal 6: The school will develop a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, insure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources.

Improving School Climate

Goal 3

- Learning Coach Support
- Teachers assigned cohorts of identified at-risk students
- Community outreach coordinator
- Providing tech for those in need
- Additional Student Services Staff
- Attendance committee

Goal 6

- Enhance ID process for foster and homeless youth
- Foster / Homeless Youth Liaison
- Specialized supports based on need
- Online tutoring

Improving Academic Performance

Goal 1

- Local benchmarks (LEAP and Scantron)
- PLCs
- Math Support Program
- SpEd specific PLC
- AVID Implementation
- SST Process

Goal 2

- PLCs
- Local benchmarks (LEAP and Scantron)
- Utilize reports to identify and implement ELA intervention
- SpEd specific PLC
- AVID Implementation
- SST Process

Improving Academic Performance (continued)

Goal 4

- Personalized Learning Plans
- Credit recovery programs
- Enhance Guidance / Advisory Departments
- Analyze A-G course completion
- Plan strategies to address CDE's college and career indicator
- Provide wet labs
- College and Career Visits

Goal 5

- Additional staff to support ELL students
- Administer and analyze the ELPAC
- Credit bearing language support courses for HS
- Support for LTELs

Improving Parent Involvement

Goal 3

- Learning Coach Support
- Teachers assigned cohorts of identified at-risk students
- Community outreach coordinator
- Providing tech for those in need
- Additional Student Services Staff
- Attendance committee

Utilization of LCFF for Targeted Students

LCAP Goal 5

- Additional staff to support ELL students
- Administer and analyze the ELPAC
- Credit bearing language support courses for HS
- Support for LTELs

LCAP Goal 6

- Enhance ID process for foster and homeless youth
- Foster / Homeless Youth Liaison
- Specialized supports based on need
- Online tutoring

Consultation of LCAP Development

- Stakeholder Surveys
  - Parents
  - Students
  - Staff
- School Advisory Committee
- Town Hall Parent Meetings
- Brown Bag Staff Meetings
- Charter School Board Meetings
- Authorizing District Input and Charter Renewal Cycle
- WASC Accreditation Focus Group Meetings
- Executive Leadership Meetings
- Back to School and End of Year All Staff Meetings
- Community Partnerships

Thanks!

Any questions?

TO: California Online Public School Board of Directors

FROM: Franci Sassin

RE: Summer school budgets

DATE: April 18, 2019

At the February board meeting, the board approved a proposal for offering summer school again for all four existing CalCA schools. Pearson Online and Blended Learning (POBL) offers a wide range of courses that the school purchases. The fee schedule includes teacher support for standard courses, while for credit recovery courses, CalCA supplies the teacher and purchases only the course. The focus the past several years has been on high school students who need to take courses in the summer to either graduate, or to stay on track to graduate on time. The use of credit recovery courses has increased over the past several years.

The proposed budget amounts are shown below by school. Because the Counseling Department must make decisions about placing students in summer school courses *now*, the board is asked to approve a summer school budget before the rest of the school budgets are approved. These approved amounts will then be incorporated into the main budgets. Summer school costs are part of next fiscal year rather than the current fiscal year. Last summer, all schools ended up spending below the approved budget. We are proposing the same initial amounts as last year, that is, the amounts in the *initial* 2018-19 budget. The new schools cannot offer summer school as they do not yet have any enrolled students, but next year they would hopefully be able to have a summer school budget.

Capistrano/SoCal:	**$115,000**
Central:	**$12,200**
Ripon:	**$44,000**
North Bay:	**$5,000**

Another important consideration for the board to be aware of is that the CalCA Administration has begun developing a summer school program which would utilize the POBL courses but CalCA teachers. The cost per course (without teachers) would be reduced and CalCA would pay teachers directly, including any applicable additional costs like pension, taxes, etc. There are many details to work out so it is not certain yet if this could be implemented for the summer of 2019. If not, then it is very likely that it will be rolled out the following summer for grades K-12. CalCA Administration will work within this initial budget amount, once approved by the board, as it develops the summer school plans further.

TO: California Online Public School Board of Directors

FROM: Richard Savage, Executive Director
Franci Sassin, Director of Business Services

RE: Proposed change to CalCA compensation structure

DATE: April 18, 2019

BACKGROUND INFORMATION:

The CalCA schools have utilized a performance based pay system since inception. Each year, the Board approves a Compensation Plan which lays out the base salary and other parts of the compensation for new teachers. In addition, the Employee Handbook contains additional details for employees about various items related to compensation. The performance based pay system has included performance based bonuses. The bonus amount has been based on a combination of the employee's individual performance plus the overall performance of the school against its stated goals. The Board has also been involved in reviewing and approving those schoolwide goals. When an employee stayed with the organization, the bonus percentage could increase after a certain number of years with the organization.

In addition, as part of the current performance based pay system, employees may be offered a merit base pay increase (if the Board approves an increase for the following fiscal year). The merit increase can be prorated based on employee individual performance. For example, an employee on an improvement plan may not receive the full amount of the merit increase.

Last fall, the CalCA Administration, in collaboration with Pearson Online and Blended Learning's HR staff, conducted a survey of CalCA staff members regarding the current compensation structure.

RATIONALE FOR CHANGE:

- Based on staff surveys and feedback, it does not appear that staff/teacher actions are significantly influenced by the current incentive structure.
- The bonus may be seen as more of a "guarantee", rather than a reward for school or personal achievement that positively impacts students.
- The school Administration believes a change may allow a better fit to the organizational needs.
- There have been concerns about a perception of low base compensation which might negatively impact teacher recruitment and retention.

PROPOSED CHANGE TO STRUCTURE:

For salary offers for returning employees for the 2019-20 school year, the bonus potential amount would be rolled into the base salary, increasing each employee's base salary by the amount of the bonus potential percentage for 2019-20, in accordance with current guidelines in the employee handbook and other factors that have made up the current bonus potential/percentage for each employee.

This would apply to all CalCA employees, teachers, administrators and administrative support staff. After careful consideration of several different alternatives, CalCA Administration believes that it is best for the organization that all employees are compensated using a similar structure and method.

For newly hired staff, the potential bonus amount is being absorbed into the new base salary offer. The accompanying document, "School Compensation Plan", shows an increase to the base salaries of 4%, which is the amount that was previously offered as a bonus to new hires. This same plan does NOT show any bonus (as it has in past years). It is expected that the higher base salary will be better for recruiting new teachers, which is particularly important as the teacher shortage continues to worsen.

In future years, employees with higher longevity would *not* have the potential for an increased bonus percentage, however, the increase in base pay (referred to as a "merit increase" and that is considered and approved annually) should offset this over time.

Additional pay opportunities for teachers will also still exist as part of Career Ladder, where teachers take on addition leadership responsibilities for additional pay. This would remain in place, as well as the current performance based merit pay structure.

FISCAL CONSIDERATIONS:

This proposal should be initially cost neutral to the organization. Employees will receive a higher amount of their annual compensation in each paycheck, so there will a higher outgoing amount each month for payroll costs, but then there will not be a large payout all at one time of year. In addition, the tracking of compensation costs for meeting the state's required spending targets (under the schools' Funding Determinations) will be easier without bonuses to be calculated and accrued. In the past, bonuses were sometimes paid out at different times of the year, depending on other fiscal circumstances, which created some uncertainty for staff, and under the new structure, this would no longer happen. If approved, the changes will be incorporated into the draft budgets which are scheduled to be approved by the Board in June.

OTHER CONSIDERATIONS:

The organization may want to provide some other type of incentive pay at various times and for various reasons. For this reason, a policy will be brought back to the Board at a future meeting to allow this in the future. In addition, changes to the Employee Handbook will need to be made, and those will also be brought to the Board at a future meeting for approval.

There may be some impact on the way staff evaluations are conducted if there is a much more limited fiscal impact to the school. Administration plans to follow up to see if the new pay structure has any noticeable impact on staff performance or on staff perception of their compensation.

So far, employee response to this proposal has been positive.

BOARD ACTION NEEDED:

CalCA Administration recommends that the Board take action to modify the CalCA compensation structure so that performance based bonuses are no longer offered, and existing CalCA employees will have their potential bonus percentage added to their current base salary effective as of 2019-20. In addition, CalCA Administration recommends the Board approve the proposed School Compensation Plan which outlines the starting base salary for new employees, plus other compensation considerations.

2019-2020 Total Compensation Plan for Teachers

Base Salary*	● A starting base salary for new teachers will be determined by the point system described below.
	● Teachers may receive an annual salary increase based on their performance rating.
	● For this school year, the CalCA starting base will be $45,240.
	  ● Tier 1: Base
	  ● Tier 2: Base + $2,250
	  ● Tier 3: Base + $4,000
	  ● The positions aligned to each tier are determined by the school leader.
	● Each point will be valued at $1,000.

Payroll Schedule	● Teachers will receive twenty-four (24) pays of an equal gross amount, assuming they remain employed throughout the school year. ● Teachers annual salaries may be pro-rated for a partial year of service due to a leave of absence, a start date after the first scheduled work day or leaving prior to the end of the school year.
Career Ladder Positions	Teachers can apply for the following career ladder opportunities and assume additional responsibilities in order to earn additional compensation as follows: ● Coordinator Teacher – base plus 4% ● Lead Teacher – base plus 9% ● Specialist Teacher – base plus 12% ● Master Teacher – base plus 15%
Benefits	Teachers working at least 30 hours per week are offered a comprehensive benefits plan which includes: medical, dental, vision, life, short-term disability, long-term disability, accidental death and dismemberment, life insurance, a 401(k) plan (with discretionary employer match), flexible spending accounts, employee assistance program, and tuition reimbursement for eligible courses/expenses.

State Retirement Plan	All teachers contribute. Only administrative employees with credentials contribute. Contribution rates are subject to change based on state requirements.
	● **Employee Contribution**:
	  • Non-PEPRA: 10.25% Eligible Earnings plus 8% Bonus Earnings;
	  • PEPRA: 10.205% Eligible Earnings
	● **Employer Contribution**: 18.13% (or the rate approved by the state, if different)
	● **Social Security Exemption**: Yes

Paid Time Off	Teachers earn four (4) sick days per school year which can be carried over from year to year up to a maximum of eight (8) sick days. Teachers also earn at least two (2) personal days. These days are pro-rated for teachers not working the entire year. Teachers who have been employed for at least one (1) year earn six (6) personal days. Teachers receive additional personal days for additional years of service up to a maximum of twelve (12) days. All Paid time off policies are subject to change and are detailed in the employee handbook.
Work-at-home Days	Teachers who report to an office location may be eligible to earn work-at-home days based on their performance.

*Salary increases are contingent on the fiscal and academic performance of the school. The Board/Sponsor will have the ability to adjust the percentages in the event that the school does not meet expectations.
**Performance Compensation and Paid Time Off are subject to Board Approval.

The process for determining the starting base salaries for Certified Teachers is as follows:
(NOTE THAT THIS POINT SYSTEM IS ONLY RELEVANT FOR STARTING SALARIES AND IS NOT USED FOR ANNUAL INCREASES OR BONUSES)

STEP 1 – Develop minimum starting salary and point value based on school budget and local comparisons.

STEP 2 - Using the Point Criteria Guidelines below, determine the number of points for an individual teacher candidate. The maximum number of points is 19. Note that the minimum salary and point value is set each year based on competitive market factors and the school budget.

STEP 3 – The total number of points will determine the starting salary of the teacher.

Starting base salary + Relevant work experience points + Relevant degree points + Special skill points = New Hire Base Salary Offer

Point Criteria Guidelines	
Years of relevant work experience	**Points**
0 to 1	0
2 to 5	2
6 to 10	4
11 to 15	6
16 – 20	8
Relevant Degree(s)	**Points**
BA*	0
Multiple BAs	1
BA + MA*	1.5
BA + Multiple MAs	2.5
BA + MA + EdD/PhD	3
Special skill, knowledge and/or ability	**Points**
Languages, technology, virtual experience, tutoring, and substitute teaching	1 - 3

*BA and MA are interchangeable with Bachelor of Science (BS) and Master of Science (MS)

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

FINANCIAL REPORT

Submitted for April, 2019

TO: Board of Directors

FROM: Franci Sassin, Director of Business Services

RE: Written financial report for CalCA schools

DATE: April 22, 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.

P2 ATTENDANCE:

The annual deadline for the P2 attendance (ADA) is in April each year. The P2 ADA is the number upon which each school is funded for the year for most of the revenue sources, including LCFF funds. Attendance through Month 7 of the attendance calendar was compiled and reported to the state via each authorizer. The actual P2 ADA was lower than budget for all four schools. These actual numbers will be included in the April financial files and the forecasts will be adjusted accordingly. The numbers are included in the chart below with some comparisons.

School	P1 ADA (reported in December)	P2 ADA (reported in April)	BUDGETED ADA (from December revised budgets)	Forecast ADA (as of March files)
Capistrano	3,567.06	3,652.10	3,837	3,740
Ripon	1,200.65	1,232.43	1,308	1,265
Central	447.68	455.01	466	468
North Bay	176.90	181.21	185	185
All CalCA		5,520.75	5,796	

TAX RETURN INFORMATION (Federal 990 and State 199 forms):

As a reminder, there are two separate sets of tax returns being filed with a due date of May 15: The 2017-18 fiscal year for all three corporations, plus a "final" close out filing for the Capistrano and Friends of California Virtual Education corporations which merged into Alpaugh to become CalOPS. The drafts of all these will be shared with the board within the next week or so, as part of the required review process, and all returns will then be filed by the deadline.

COMPLIANCE AND POLICY ITEMS:

CALPADS reporting:

The "Fall 2" reports, which report on the assignment and credentials of teachers, as well as on services provided to English Language Learner students, were submitted by the state due date in March. There will be big changes to this reporting next year. The state will be collecting and analyzing all teacher credentials compared with teaching assignments. Staff from Business Services are participating in training for these changes, and also conducting credential audits to address any possible credential concerns before the beginning of next school year.

Funding Determinations:

As reported at the last board meeting, the Funding Determination Requests for two schools were submitted to CDE. Capistrano and North Bay schools were considered by the Advisory Commission on Charter Schools at the April meeting. The Requests met all the required tests for full funding for both schools. The CDE recommended forward funding for each school for four years, and this was approved by ACCS. This will still need to have a final approval by the State Board of Education at their May meeting.

The two new schools scheduled to open next year will need to submit their first Funding Determinations in the Fall, based on their first year budgets.

Second Interim Financial Reports:

These were all submitted to each authorizing district by March 15 and included the updated budgets that were approved in December. The final version submitted is in the format that is modeled on the state's financial reporting form for charters, and is in the board materials for ratification.

Form 700s (Conflict of Interest Forms) and Conflict of Interest Code:

All annual filings were completed by the due date of April 1. Work is continuing with the FPPC to update the Code and list of designated filers, and additional board action will likely be required at an upcoming meeting.

Comprehensive Support and Improvement:

As reported previously, three of the CalCA schools were identified as 'in need of improvement' based on the federal requirements for graduation rate. Funds are starting to come in now and additional information has been made available about how to report the plans to spend the funds. More information will be included in the LCAP updates as the LCPA will include information about improvement plans and spending the CSI funds received.

CORPORATION MERGER

The last four "old" bank accounts under the former corporations have been closed and all remaining funds were transferred over to the new accounts that were opened. All the approved signers are now on all accounts, and the change of the Board Secretary has been made as well. The bank still needs to update the school names on some of the accounts. Resolution to change the account for funds coming from the Orange County Treasury account for the Capistrano school is included in the board agenda.

The online system for large wires (also used for payroll) was tested to deliver invoice payments from CalCA Capistrano and Ripon. There were some issues initially but those appear to be resolved, and so online rather than in bank/in person payment of the Connections invoices should be possible going forward.

Because CalCA teachers are now paid under the CalOPS non-profit, they are no longer eligible to teach summer school for iNACA. The CalCA Administrative team is working on a summer school proposal which would be operated by the school using CalCA teachers, and we would just purchase the courses from Pearson OBL/Connections via iNACA. It may not be possible to implement this summer due to time constraints.

CHARTER RENEWAL and NEW CHARTER APPROVAL ACTIVITIES

The renewal for CalCA North Bay has been obtained, even though the vote was postponed until April while we worked through several areas that the authorizer had, especially regarding the new laws going into effect such as AB 406. Additional work is being done in the Statement of Agreement following the

draft that was used for charter renewal. The changes to the charter document have been included in the board packet for ratification. The MOU will still need to be finalized, but the authorizer has indicated that can happen any time before the first day of school. The MOU will contain language that we have agreed to seek renewal in three years rather than wait the usual five years.

The operational MOUs with Capistrano USD (for CalCA Capistrano/SoCal) and with Cuyama Joint USD (for CalCA Central Coast) are still in progress, and should be ready for the board by May.

The name changes for the CalCA Capistrano school to CalCA SoCal and to remove the @ sign for CalCA North Bay will both be done before the end of this school year, to take effect next school year.

CalCA Central Coast received its charter school number and CDS code (school code) from CDE in March.

The charter application to the Scotts Valley Unified School District for CalCA Monterey Bay was approved on February 26, with our agreement that the initial term would be three years. That was the only change to the charter originally submitted. Subsequently, we worked on an MOU that reflects other agreements with this new authorizer, and that was approved by their board on April 16, and which is included in the board materials for approval by CalOPS. One area that is included in the MOU is our agreement to move students from Santa Clara county from the Ripon school to the new Monterey Bay school next year. This was discussed with the superintendent of the Ripon Unified School District since it will result in lower enrollment for the CalCA Ripon school next year. The charter school number and CDS code (school code) will not be received for this school until July, but that still allows time to open in the fall.

A charter was submitted to West Contra Costa Unified School District and the public hearing is Wednesday, April 24. In addition, staff members will be undergoing a capacity interview with district staff that same day.

The two new schools will need to join a SELPA for administration and oversight of the Special Education program. Our current SELPA, Tulare County, does not seem interested in allowing the two new schools to join, therefore we have started the process to apply to El Dorado Charter SELPA. This SELPA was formed just to serve charter schools, and currently has over 140 charter members. Their application process is very thorough, and we hope for a positive result in May. Documents for both SELPA arrangements which require board approval are included in the board materials.

Other Activities:

A team from CalCA attended the annual CCSA conference in March, including Diana Rivas representing the board. There has been a lot of discussion about the political and legislative climate for charters right now, and more information will be available to the board. There are several hostile charter bills working through Sacramento currently.

Work has begun on the budgets for 2019-20 and drafts will be discussed at the May meeting, and several items from the budgets may need board approval at that time.

MONTHLY FINANCIAL REPORTS

Highlights of the monthly financial information are reviewed below. This month both February and March are included since there was no March board meeting.

All CalCA

Consolidated Financial Report:

The consolidated financial report shows the overall fiscal picture for the CalOPS corporation. The overall P2 ADA is now known to be lower than forecast (see above on the P2 chart) and so additional information will be discussed next month after the impact on funding is analyzed. The service credit shown is all for the CalCA Ripon school currently.

Cash for payroll:

Each school paid back CalCA Capistrano for January payroll and retirement costs, and additional payments for February and March should be posted by the end of April. Currently, there are sufficient funds in the payroll and OCDE accounts to cover payroll and STRS for several months.

Expenses:

There are a few trends this month which are common across all the schools and which are described below. Variations between schools are also noted below this month.

- As reported, actual ADA, upon which most funding is based, is lower than budget for all schools. This will result in lower revenues but also some lower expenses as well.
- Staff costs, including instructional, administrative and substitute services, are all higher than budget.
- The student technology assistance costs is above budget for all schools, most likely due to the demand at the beginning of second semester. This should stabilize now that enrollment is closed. The higher demand will be taken into account in the 2019-20 budget. CalCA Ripon and North Bay also have higher than budgeted instructional materials costs.
- Legal fees are high this year due mostly the new charter activity, charter renewals, and updating important agreements and handbooks, such as the employee handbook and the Statement of Agreement. However, the budget currently appears to include sufficient funds to cover legal fees.
- The College and Career Grant funds will either be expended or returned. There is an upcoming overnight college trip which will spend a significant portion of the remaining funds, with students attending from all four schools. Student costs will be charged to the grant for each school. The cost includes a bus, airfare, hotels and meals. CalCA Capistrano will have expended all funds, but the other three schools likely will not have. The final expenditure reports will be due this summer.

Revenues:

Final audit adjustments from last year were made, this resulted in a decrease in revenue in the "prior year adjustment" line item. Much of the rest of the decrease in state funding shown this month is due to a reduction in "one time" state funding. Once the P2 ADA adjustments are made, further analysis of overall revenue will be done.

End of Year Forecast:

Currently all schools are showing expenses which will exceed revenue, but the amounts are not too large and some savings in expenses are likely by the end of the year. However, when the revenue amounts are adjusted downward, additional service credits could be needed.

Balance Sheets:

- Amounts owed between schools were discussed above.
- CalCA Capistrano paid the October invoices in early April; this is therefore not reflected on the March balance sheet.
- CalCA Central paid the December invoices in early April; this is therefore not reflected on the March balance sheet.
- Additional payments should be scheduled by the end of April where possible.