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

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

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

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

Telephone Conference Call Locations:
CalCAR School Site: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CapoCA School Site: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
15721 Pyrite Court, Chino Hills, CA 91721
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

I. Audit Committee, Committee of the Entire Board
   a. Review and Acceptance of the 2017-2018 Fiscal Year Audit Report (to follow) – F. Sassin

II. Routine Business
   a. Approval of Agenda – E. Pavlich

III. Public Hearing on the Independent Study Policies (to follow) – F. Sassin

IV. Oral Reports
   a. Executive Director's Report – R. Savage
      i. Student Intervention Efforts Update – Tier 1 and Tier 2
      ii. Potential New Charter School Update
   b. Site Administrator's Reports (attached)
      i. CalCAN (MSR attached) – L. Dombek
      ii. CenCA (MSR attached) – M. White
      iii. CalCAR (MSR attached) – K. Mannix
      iv. CapoCA (MSR attached) – H. Tamayo
   c. CalCA Financial Report (to follow) – F. Sassin
      i. Internal Revenue Service (IRS) Audit Update
      ii. Dashboard Update
      iii. Additional Funding Source Update
      iv. Consolidated Financial Report (attached)
      v. CalCAN Financial Report (attached)
      vi. CenCA Financial Report (attached)
      vii. CalCAR Financial Report (attached)
      viii. CapoCA Financial Report (attached)

V. Board Strategic Development
   a. Strategic Plan Update – R. Savage
   b. Governance Unification Update (attached) – R. Savage/ F. Sassin

VI. Consent Agenda
   a. Approval of Minutes from the October 23, 2018 Board Meeting (attached)
   b. Approval of Staffing Report (attached)
   c. Approval of Connections Education Invoice(s) (attached)
   d. Approval of LiveSpeech Invoice(s) (attached)
   e. Approval of the 2019-2020 Master Agreement (to follow)
   f. Approval of Independent Study Policy (to follow)
   g. Approval of Board Policy Manual (attached)
   h. Approval of Revised Budgets for the 2018-2019 School Year (attached)

VII. Action Items
   a. Approval of CalCAN Charter Renewal Documentation (to follow) – R. Savage/J. Daniels
   b. Approval of School Funds for Potential Charter Schools (to follow) – R. Savage/F. Sassin/J. Daniels

VIII. Information Items
   a. State & Strategic Client Relations Update – J. Daniels
      i. Pearson Online & Blended Learning Statement of Agreement Timeline Update
   b. Partner School Leadership Team (PSLT) Update – B. Rosta
      i. School Leader Review Process Reminder
   c. Sponsoring District(s) Update – E. Pavlich
   d. Future Funded Enrollment Growth – R. Savage

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

Agenda publicly posted:

On: Friday, November 30, 2018

At: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
15721 Pyrite Court, Chino Hills, CA 91721
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

Site Administrator Report
California Connections Academy Schools
2018-19

Month for Report: November

Enrollment Update

DATA as of November 9, 2018					
	Capo	**Ripon**	**Central**	**North Bay**	**All CalCA**
Enrolled	4105	1407	536	213	6261
Approved	45	19	5	3	72
Pre-Approved	373	178	56	30	638
Applicant	200	126	51	21	398

Field Trip Update

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

Capistrano

- 10/11: Gym Kids at GIA: 37
- 10/16: Laguna Beach Art Museum: 10
- 10/19: Tanaka Farms: 111
- 10/26: Tanaka Farms: 47
- 11/1: Big Bear Hike: 31
- 11/5: Richard Nixon Library: 28
- 11/8: Los Rios Rancho Apple Tour: 86

- 11/8: Mount Rubidoux Trail: 19
- 11/6: CSUF: 18
- 11/7: The Reagan Library: 11
- 11/8: Mission San Diego de Alcala: 27

Central

- 1016: Murray Family Farm: 51
- 10/19: Civil War Re-visited: 19
- 11/9: Scout Island: 14

Ripon

- 10/12: Black Chasm Cavern: 26
- 10/14: Sandhill Crane Wetland Tour: 16
- 10/19: Pinecrest Lake Trail Nature Hike: 7
- 10/24: Dell'Osso Family Farms: 71
- 11/7: Walt Disney Family Museum: 18
- 11/9: San Luis Wildlife Refuge: 15
- 11/9: Explorit Science Center: 8

North Bay

- 10/18: Schultz Museum & Ice Skating: 42
- 11/6: Mrs. Grossman's Sticker Factory: 11

Upcoming Field Trips

Capistrano

- 11/15: LA Times
- 11/16: Aquarium of the Pacific
- 11/27: The Center for the Arts, Escondido
- 12/5: Biola University
- 12/10: The Huntington Library, Art Collections, and Botanical Gardens
- 12/17: Rancho Los Cerritos

Central

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

Ripon

● 11/15: CA Raptor Center @ UC Davis
● 12/13: Jelly Belly Candy Company

North Bay
● 11/15: CA Raptor Center @ UC Davis
● 12/10: Cheese Factory/Gingerbread Houses

Outreach Update

North Bay: Successfully completed outreach event at the annual North Bay Discovery Science Day in Santa Rosa on October 27th. Attended by over 10,000 North Bay residents. Teachers demonstrated what makes the “boom” sound in thunder.

Ripon: Ripon team attended annual Ripon main street Halloween event to raise awareness of our school.

Capistrano: Registered for booth presence at Saturday, December 15th OC Autism Foundation “Breakfast with Santa” taking place in Garden Grove; brought to us by teacher Grant Murray.

Virtual Information Sessions: Teachers hosted virtual information sessions on October 9 and October 23 interacting with 13 prospective families

Prospective Family Phone Calls: Approximately 40 phone calls from prospective families were answered by the outreach manager and family relationship team members in October.

Family Relationship Team: *October data*- Contacted a minimum of 67 struggling caretakers based on teacher referrals and followed-up on over 30 appointments made by caretakers. Data excludes proactive outbound calls made to caretakers (in process of obtaining October data). One team member helped a substitute make welcome calls.

SITE REPORTS

Capistrano: Heather Tamayo, Site Administrator

The Capistrano office is abuzz with all of the excitement of the holiday season. The Administrative Assistants are hard at work with the reorganization and restructuring of the cumulative files, which is quite a massive undertaking, considering the size of our school. Kudos to that team for their hard work and dedication to getting this job done.

There have been a number of highly attended field trips in recent weeks, which include Los Rios Historical Tours, The Nixon Library, Aquarium of the Pacific, San Diego Museum of Man and various college campus tours. We are constantly looking for field trips that are stimulating, relate to academic content, and allow for families and staff to interact with one another. This is not always the case with every field trip that we offer, so we regularly review the feedback that we receive and assess whether or not it is a venue or trip that we will offer again. Offering stimulating experiences, while providing time to build relationships, is of the utmost importance to us.

The holiday party is fast approaching on December 14, at the Capo office. I look forward to offering details about how it went in an upcoming report!

Central: Marcus White, Site Administrator

We are very excited to be heading into the holiday season here at Central. Families who have been with us since the beginning of the year are really starting to settle into productive routines. Additionally, we have new families enrolling who we are really excited to welcome to our program. Staff morale is high, as this is a time to reflect on all the great work we have done so far this year.

Ripon: Kara Mannix, Site Administrator

We are at a great place in the year with routines being set and students actively progressing in their classes. We've had many successful field trips and events and have enjoyed the opportunities to catch up with families in person. The Ripon staff enjoyed a Thanksgiving potluck and is looking forward to their holiday dinner in early December is well. We're beginning a very busy season, and excited that things are going well!

North Bay: Leslie Dombek, Site Administrator

North Bay continues to grow and build our school community. We have nearly two and a half months of school under our belts and families and staff are moving right along with making connections and helping our students to be successful at our school. As we prepare for the holiday season, our staff is focussed on small group LiveLessons, calls, office hours and other forms of contacts to keep students and families engaged and thriving in school. North Bay also teamed up with the Ripon staff to be a part of the Discovery Days event at the Sonoma Fairgrounds at the end of October. This was a great event to meet families and get the word out about our schools.

Lastly, our staff will be getting together in early December to celebrate the holidays and build relationships as a team.

MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ North Bay

Report Date

October 31, 2018

Currently Enrolled

209

Total YTD Enrolled

227

Enrollment Services Complete (Stage 4)

234

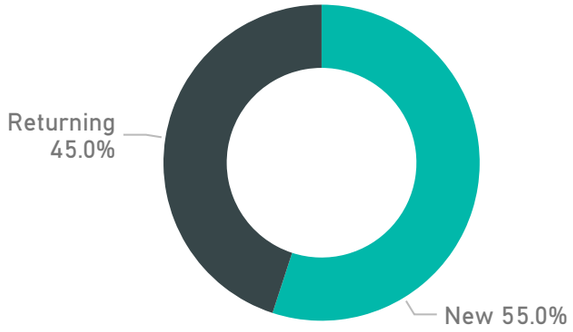
California Connections Academy at North Bay

October 31, 2018

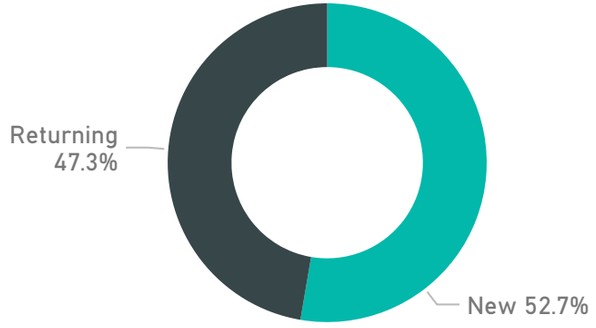
Current Enrollment Month-Over-Month Change
5%

Current Enrollment Year-Over-Year Change
12%

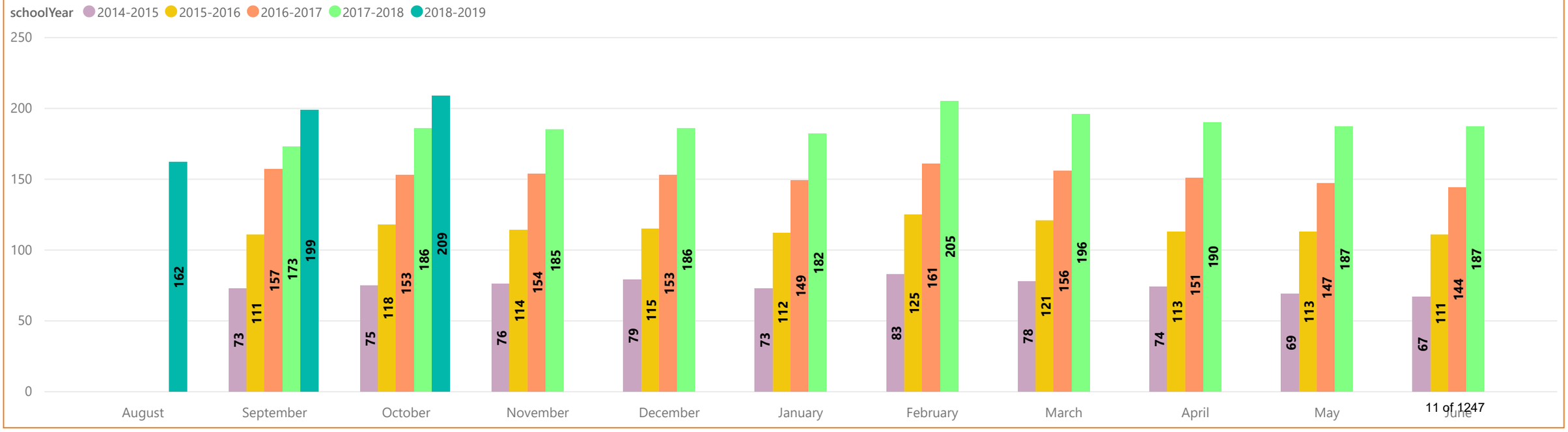
New and Returning



New and Returning Prior Year



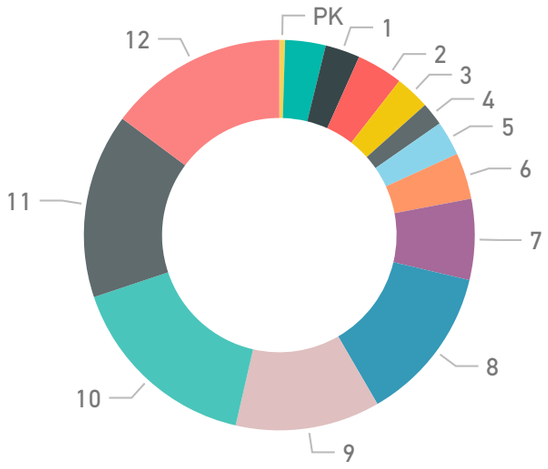
Monthly Student Current Enrollment Comparison



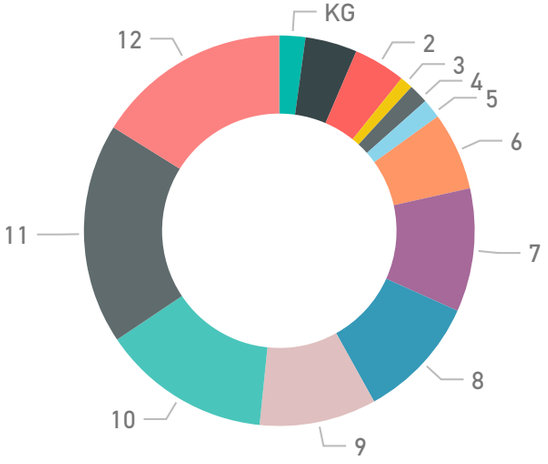
California Connections Academy at North Bay

October 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



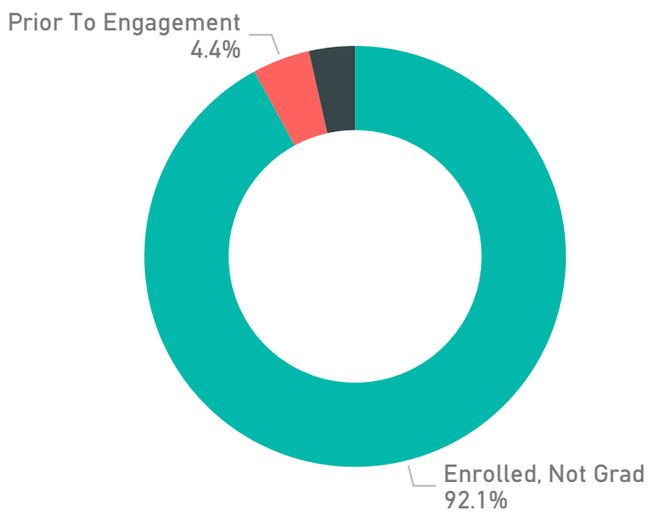
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**20**	**11%**	**21**	**11%**	**21**	**11%**	**22**	**11%**
PK					1	1%	1	0%
KG	4	2%	5	3%	6	3%	7	3%
1	8	4%	8	4%	6	3%	6	3%
2	8	4%	8	4%	8	4%	8	4%
3-5	**8**	**4%**	**11**	**6%**	**15**	**8%**	**16**	**8%**
3	2	1%	3	2%	5	3%	6	3%
4	3	2%	4	2%	5	3%	4	2%
5	3	2%	4	2%	5	3%	6	3%
6-8	**50**	**27%**	**54**	**29%**	**46**	**23%**	**49**	**23%**
6	12	6%	11	6%	9	5%	8	4%
7	19	10%	17	9%	12	6%	14	7%
8	19	10%	26	14%	25	13%	27	13%
9-12	**108**	**58%**	**101**	**54%**	**117**	**59%**	**122**	**58%**
9	18	10%	23	12%	26	13%	25	12%
10	26	14%	30	16%	29	15%	34	16%
11	34	18%	21	11%	30	15%	32	15%
12	30	16%	27	14%	32	16%	31	15%
Total	**186**	**100%**	**187**	**100%**	**199**	**100%**	**209**	**100%**

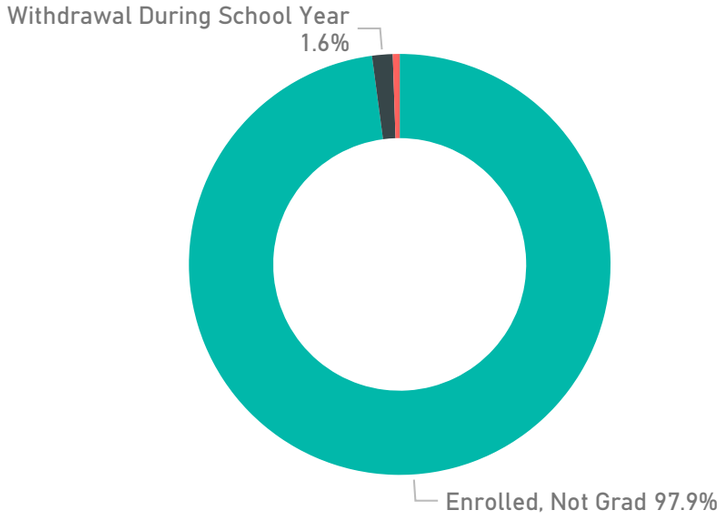
California Connections Academy at North Bay

October 31, 2018

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	186	98%	187	76%	199	96%	209	92%
Prior To Engagement	1	1%	8	3%	6	3%	10	4%
Withdrawal During School Year	3	2%	51	21%	2	1%	8	4%
Total	**190**	**100%**	**246**	**100%**	**207**	**100%**	**227**	**100%**

Enrollment Services Complete (Stage 4)

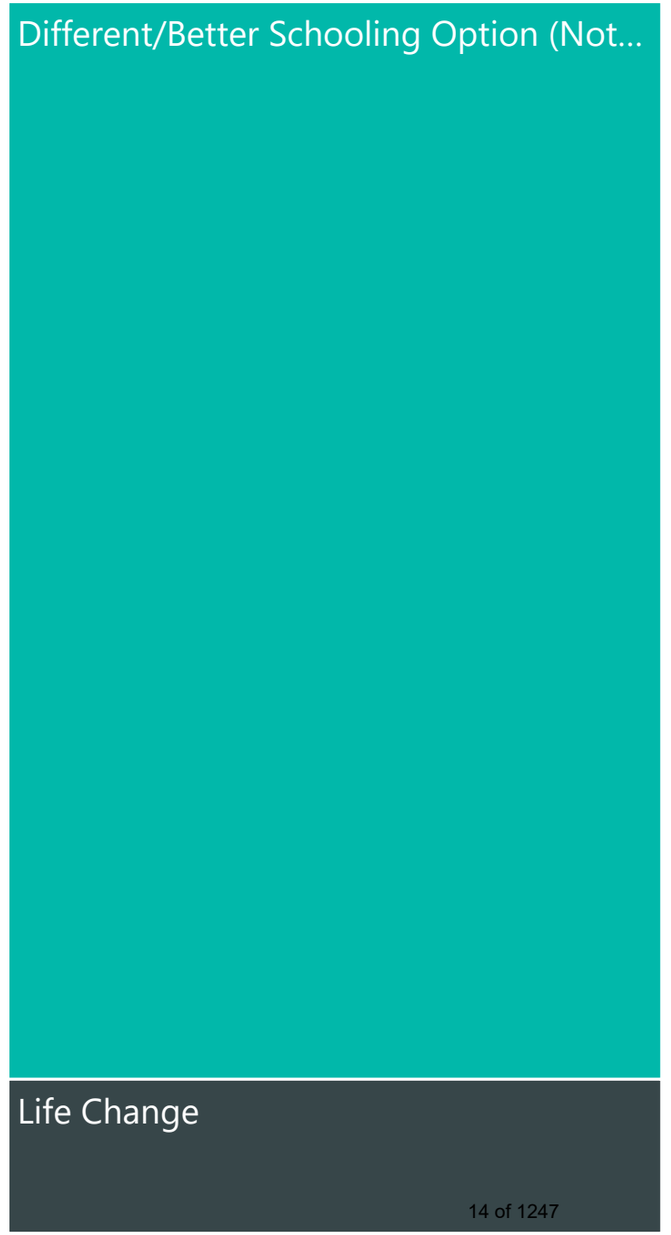
234

California Connections Academy at North Bay

October 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)		25	2	7
Life Change	1	5		1
Mismatch Academic		5		
Regulation		13		
Student wants more socialization	2	3		



California Connections Academy at North Bay

October 31, 2018

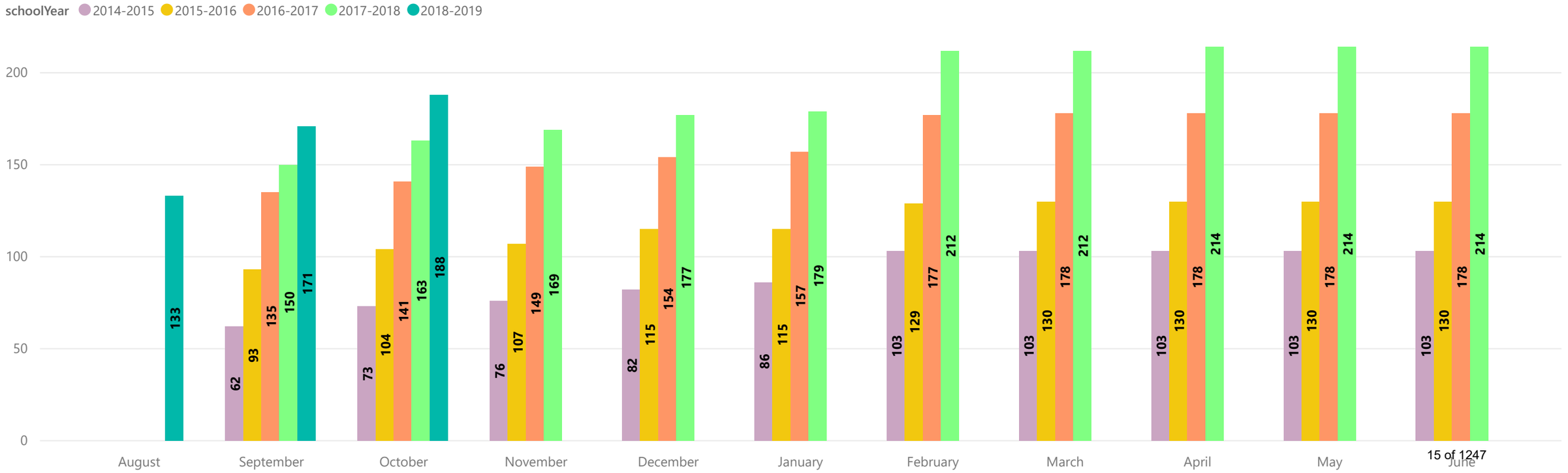
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	159	159	165	172
WD During School Year	3	50	1	7
WD Prior To Engagement	1	8	5	10

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.17	1.18	1.21	1.22

Monthly Total Households



California Connections Academy at North Bay

October 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	43	44	55	60
Not Hispanic or Latino	143	143	144	149

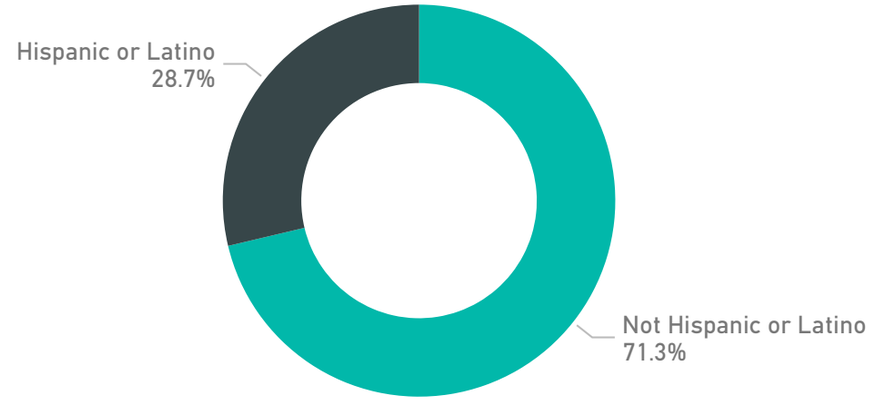
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	18	16	23	19
Asian	12	12	11	13
Black/African American	13	15	24	23
Native Hawaiian or Other Pacific Islander	3	3	4	4
White	156	159	168	178

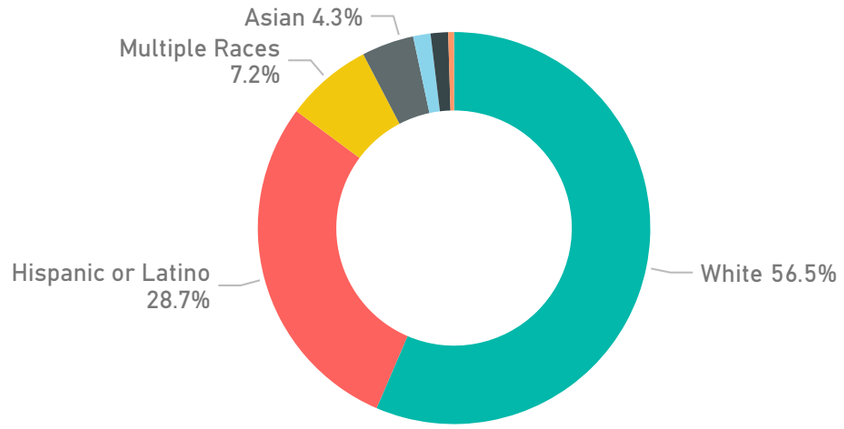
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	1	5	3
Asian	9	9	7	9
Black/African American	4	6	3	3
Hispanic or Latino	43	44	55	60
Multiple Races	12	12	15	15
Native Hawaiian or Other Pacific Islander	1	1	1	1
White	115	114	113	118

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at North Bay

October 31, 2018

Gender

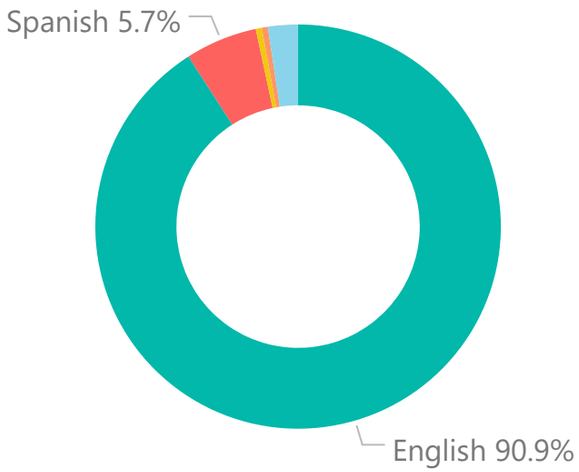
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	101	108	106	109
M	85	79	93	100

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	172	175	184	190
Spanish	9	7	8	12
Russian	1	1	1	1
Arabic			1	1
Another Language	4	4	5	5

Enrolled Students by Gender

Enrolled Students by Language



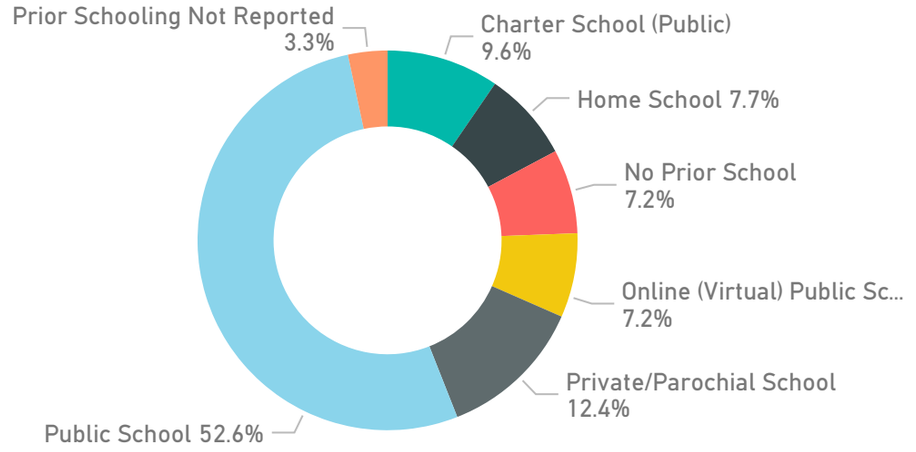
California Connections Academy at North Bay

October 31, 2018

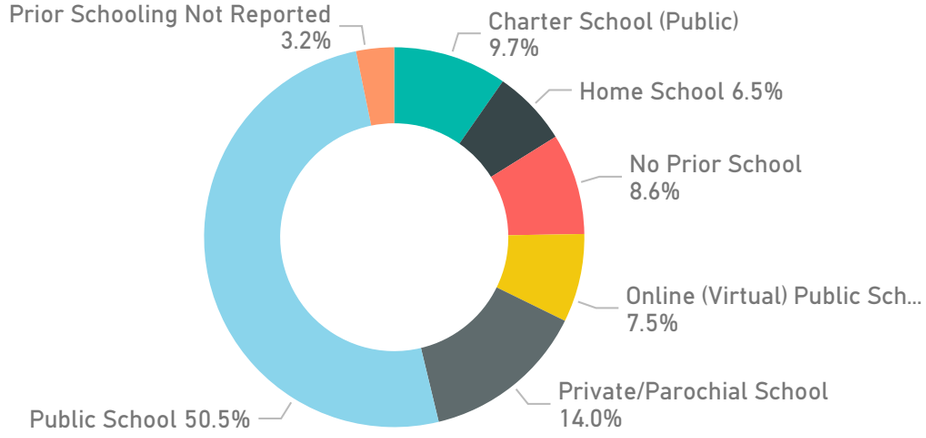
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	18	17	18	20
Home School	12	10	16	16
No Prior School	16	9	6	15
Online (Virtual) Public School	14	15	16	15
Private/Parochial School	26	28	23	26
Public School	94	102	91	110
Prior Schooling Not Reported	6	6	29	7

Prior Schooling
October 31, 2018



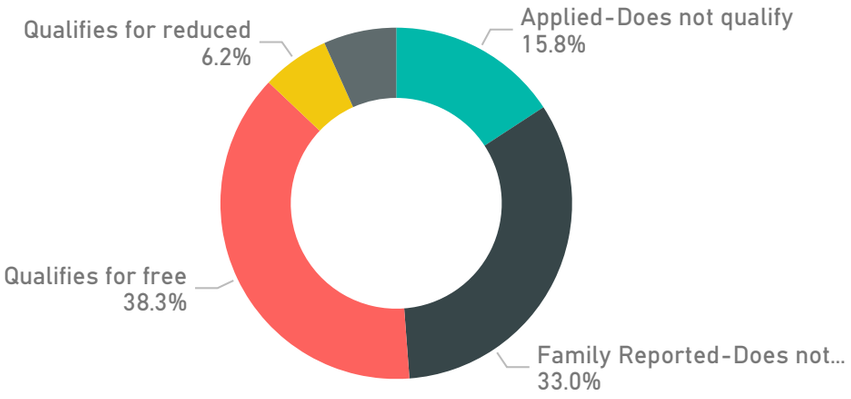
Prior Schooling
October 31, 2017



California Connections Academy at North Bay

October 31, 2018

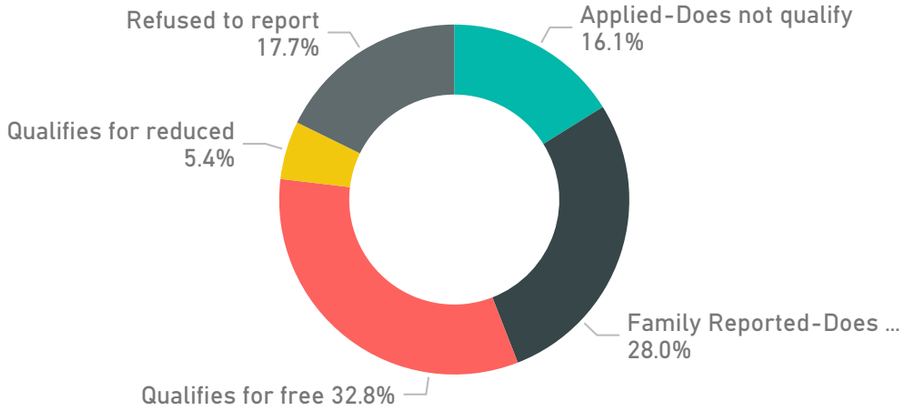
FARM Eligibility
October 31, 2018

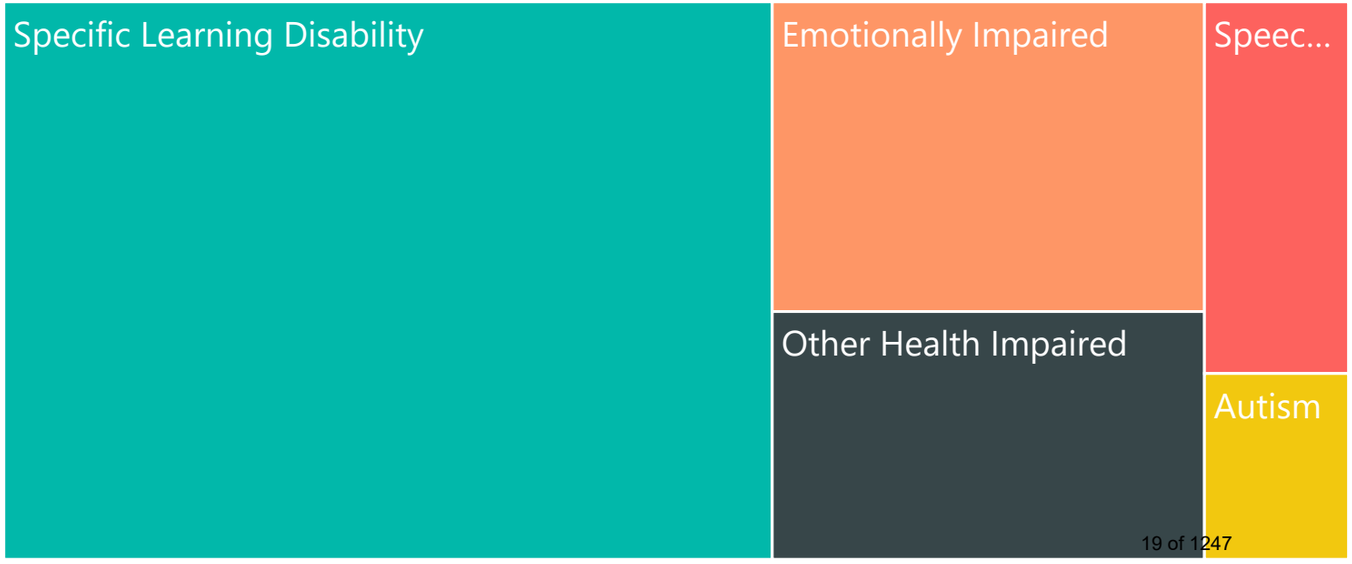


Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	3	3		1
Emotionally Impaired	3	6	5	5
Other Health Impaired	5	5	4	4
Specific Learning Disability	10	15	14	16
Speech/Language Impaired	4	4	2	2

FARM Eligibility
October 31, 2017

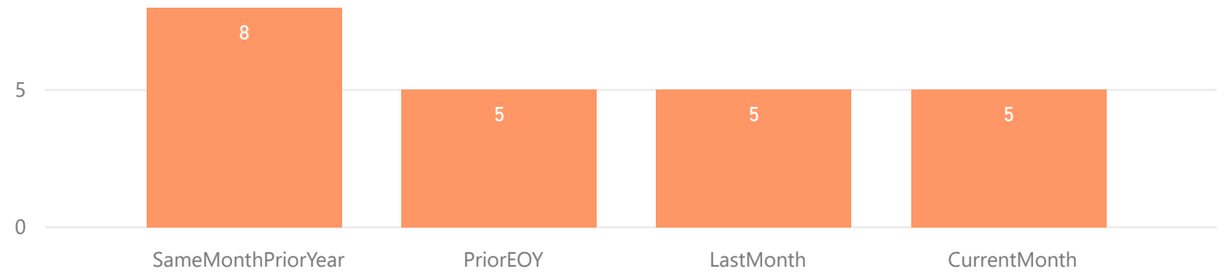




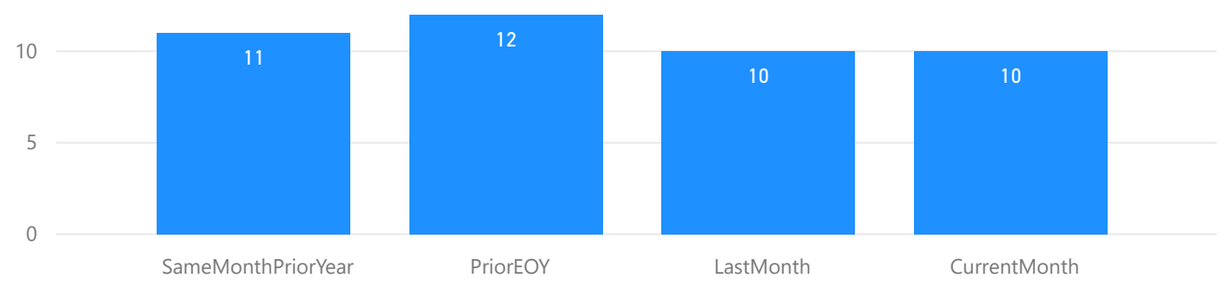
California Connections Academy at North Bay

October 31, 2018

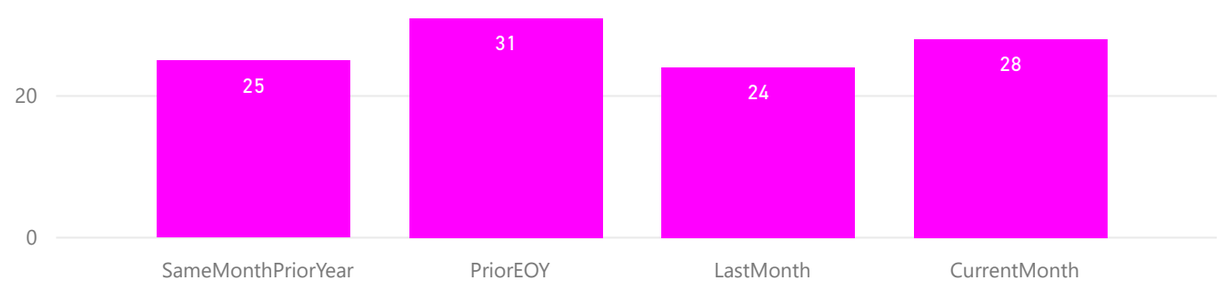
Gifted



Plan504



IEP



Currently Enrolled

209

Gifted

2%

Plan504

5%

IEP

13%

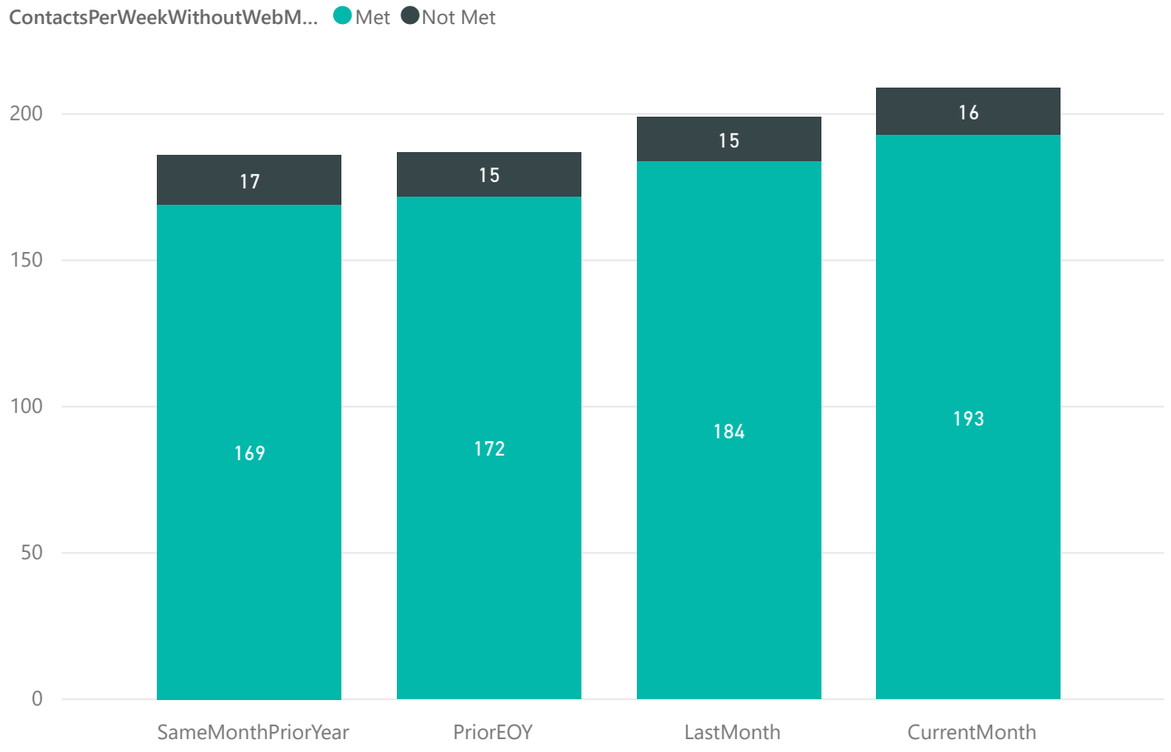
Not in Special Population

80%

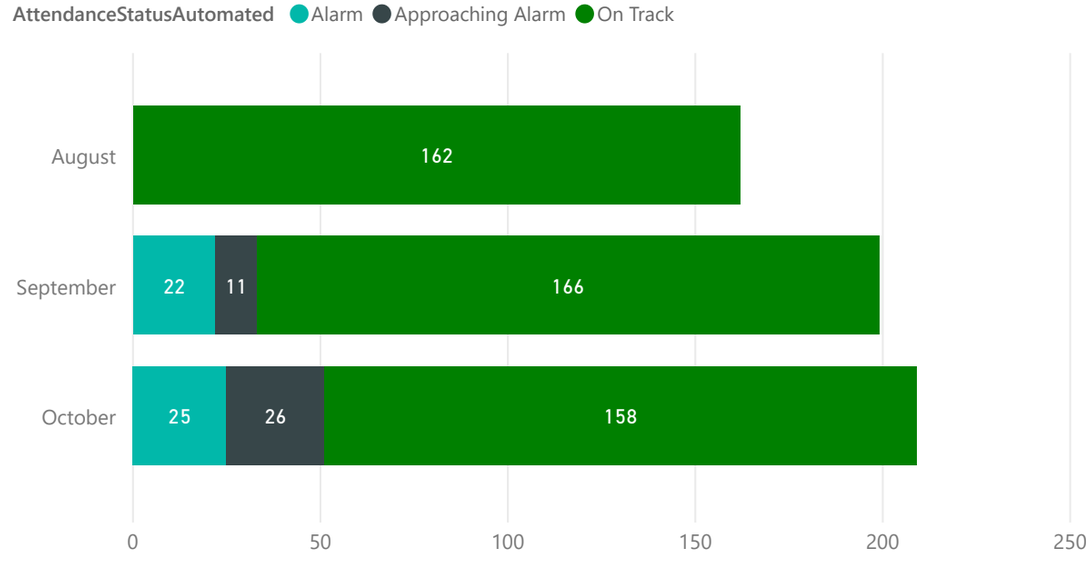
California Connections Academy at North Bay

October 31, 2018

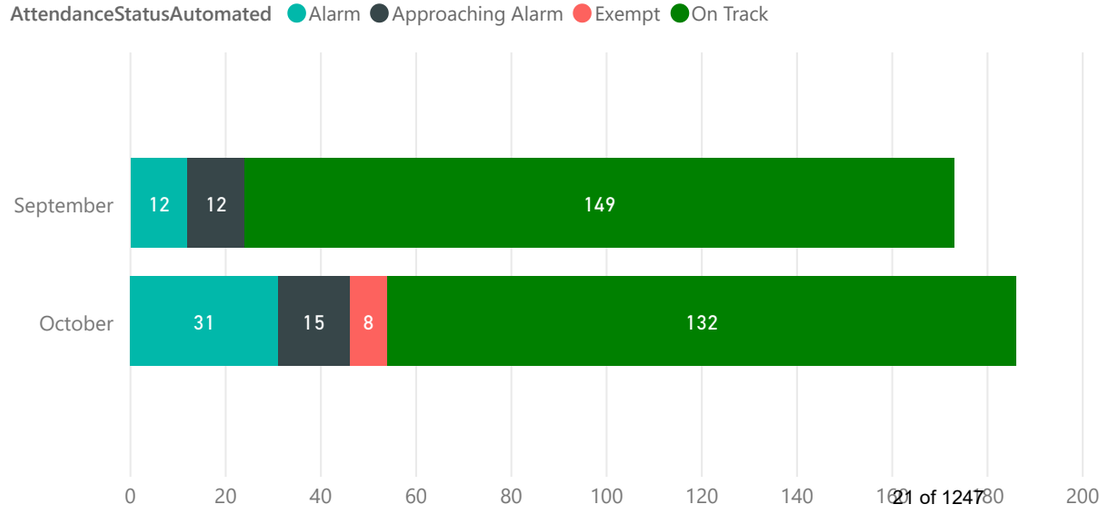
Contacts Per Week



School Year: 2018-2019



School Year: 2017-2018



Currently Enrolled

209

California Connections Academy at North Bay

October 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	112%	98%	90%	93%
3-5	95%	101%	96%	98%
6-8	98%	100%	111%	103%
9-12	97%	98%	89%	90%
Total	**99%**	**99%**	**95%**	**94%**

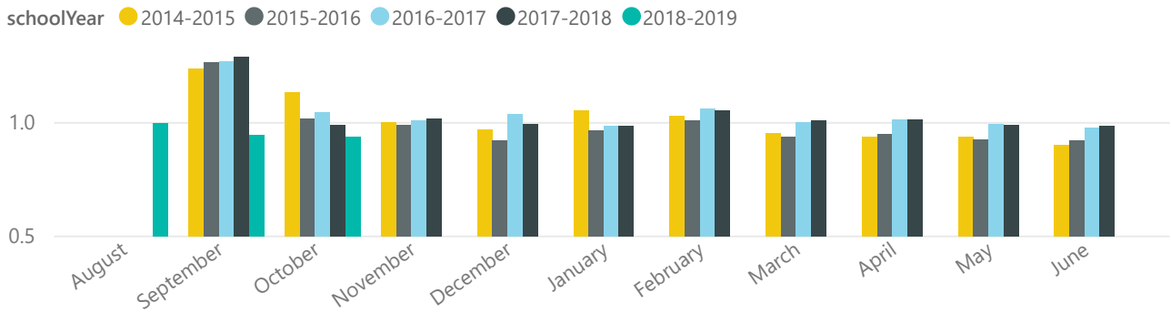
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	91%	94%	89%
3-5	74%	70%	82%	82%
6-8	66%	67%	78%	75%
9-12	69%	76%	79%	67%
Total	**71%**	**75%**	**80%**	**72%**

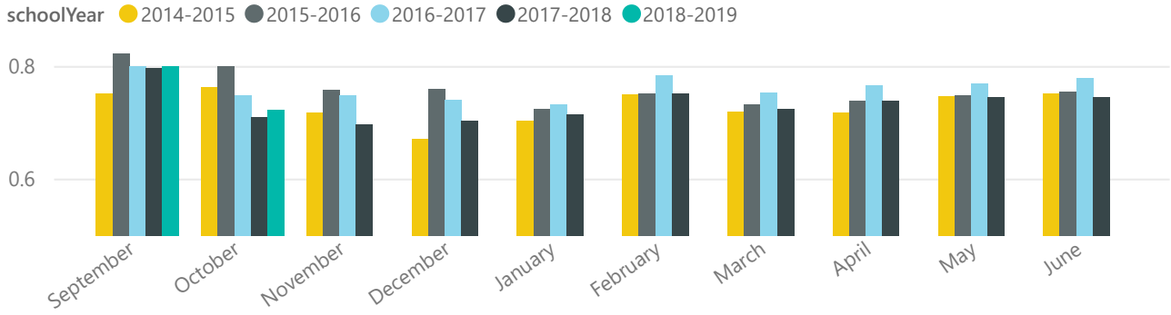
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	93%	85%	90%
3-5	90%	95%	87%	95%
6-8	87%	93%	96%	94%
9-12	79%	87%	85%	84%
Total	**83%**	**90%**	**88%**	**88%**

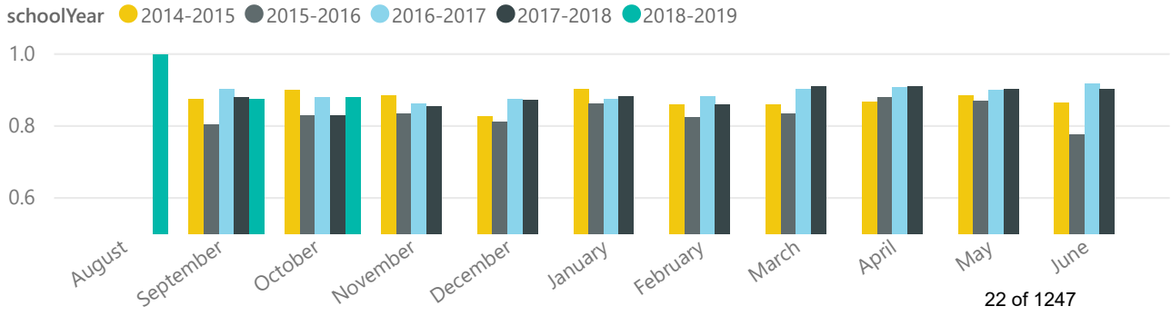
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Central

Report Date

October 31, 2018

Currently Enrolled

539

Total YTD Enrolled

591

Enrollment Services Complete (Stage 4)

611

Central California Connections Academy

October 31, 2018

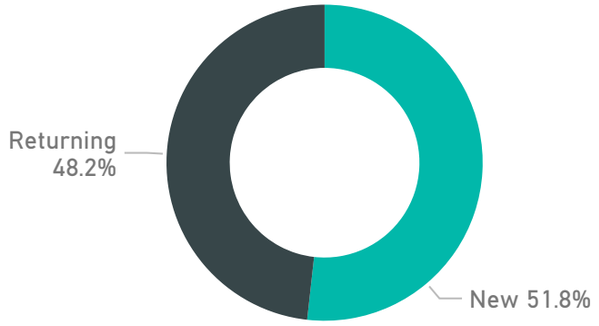
Current Enrollment Month-Over-Month Change

7%

Current Enrollment Year-Over-Year Change

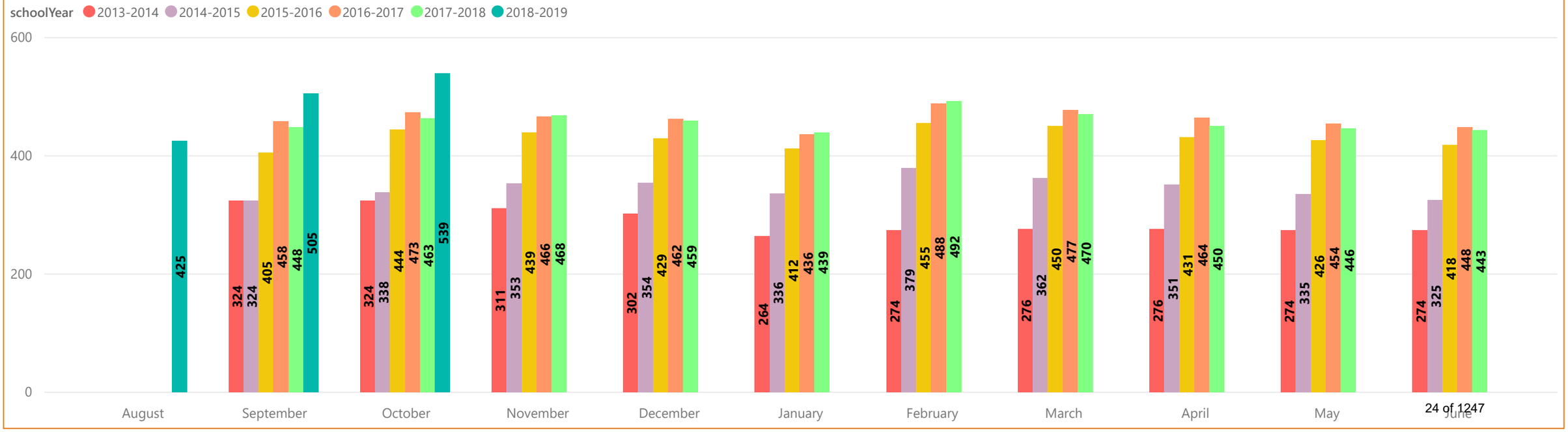
16%

New and Returning



New and Returning Prior Year

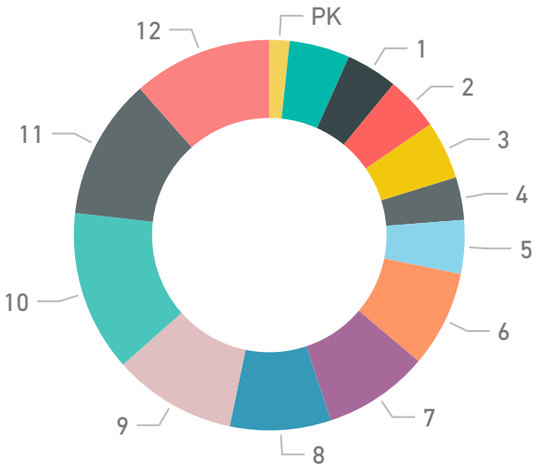
Monthly Student Current Enrollment Comparison



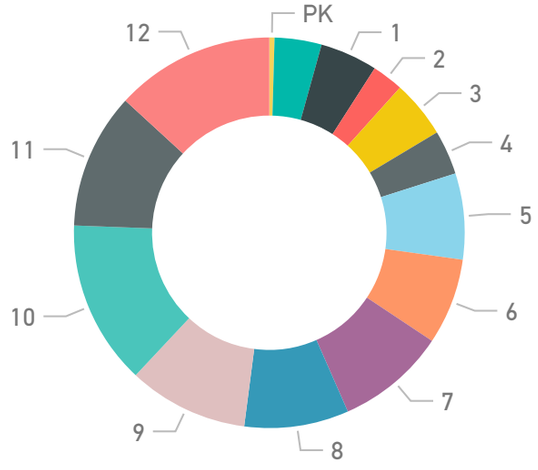
Central California Connections Academy

October 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



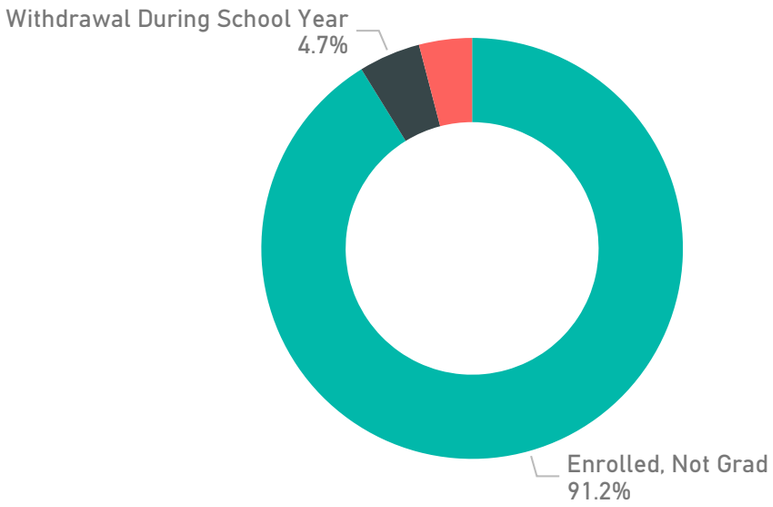
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**54**	**12%**	**60**	**14%**	**80**	**16%**	**83**	**15%**
PK	2	0%	3	1%	9	2%	9	2%
KG	18	4%	19	4%	25	5%	27	5%
1	22	5%	22	5%	20	4%	23	4%
2	12	3%	16	4%	26	5%	24	4%
3-5	**72**	**16%**	**72**	**16%**	**61**	**12%**	**69**	**13%**
3	22	5%	16	4%	24	5%	26	5%
4	17	4%	20	5%	16	3%	19	4%
5	33	7%	36	8%	21	4%	24	4%
6-8	**115**	**25%**	**116**	**26%**	**121**	**24%**	**135**	**25%**
6	33	7%	35	8%	41	8%	43	8%
7	42	9%	34	8%	40	8%	47	9%
8	40	9%	47	11%	40	8%	45	8%
9-12	**222**	**48%**	**195**	**44%**	**243**	**48%**	**252**	**47%**
9	46	10%	47	11%	53	10%	55	10%
10	63	14%	51	12%	70	14%	72	13%
11	52	11%	50	11%	61	12%	63	12%
12	61	13%	47	11%	59	12%	62	12%
Total	**463**	**100%**	**443**	**100%**	**505**	**100%**	**539**	**100%**

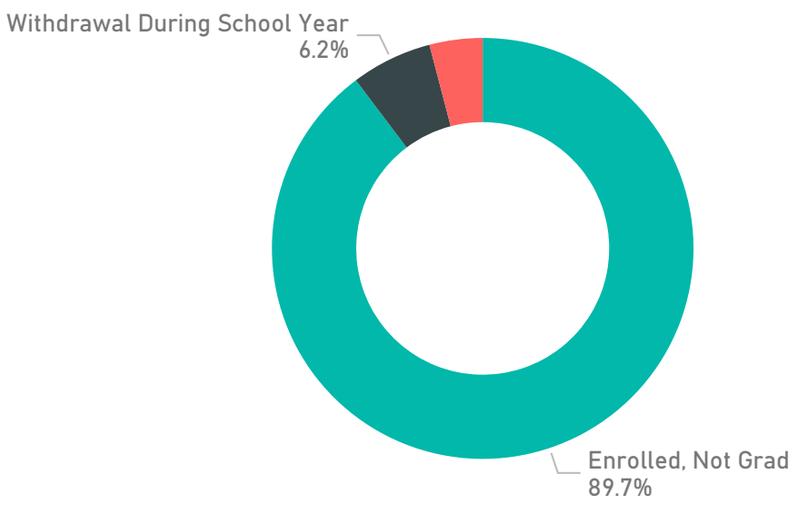
Central California Connections Academy

October 31, 2018

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	463	90%	443	69%	505	94%	539	91%
Graduated			3	0%				
Prior To Engagement	21	4%	33	5%	18	3%	24	4%
Withdrawal During School Year	32	6%	166	26%	15	3%	28	5%
Total	**516**	**100%**	**645**	**100%**	**538**	**100%**	**591**	**100%**

Enrollment Services Complete (Stage 4)

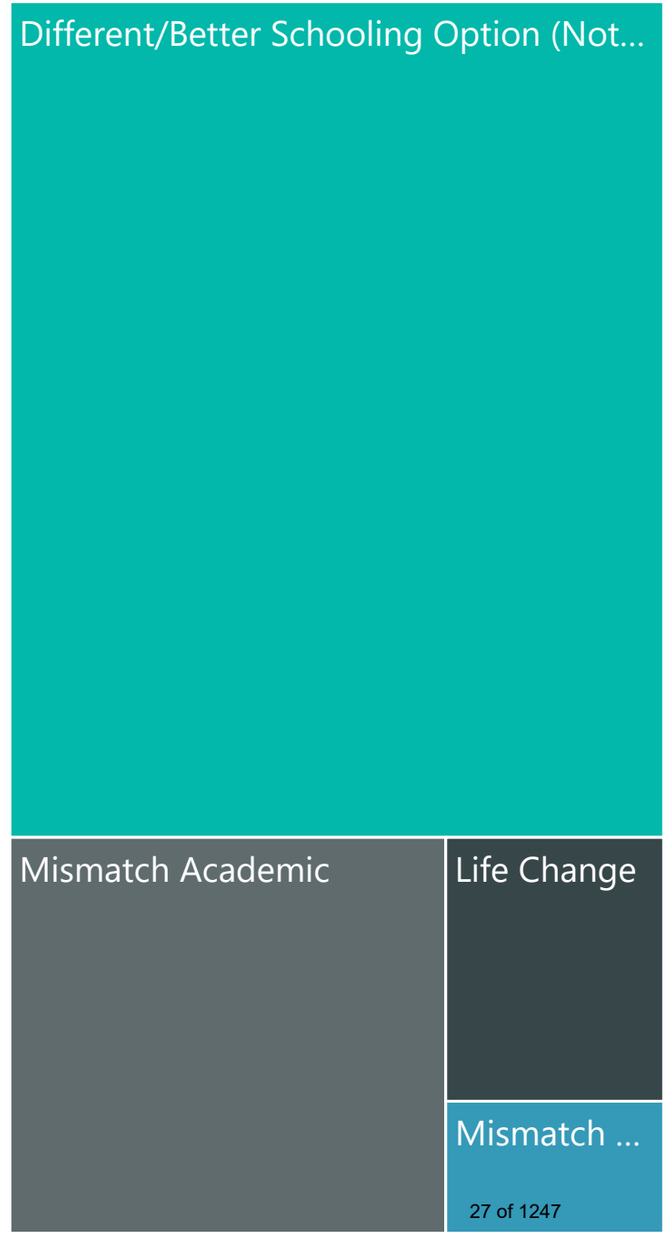
611

Central California Connections Academy

October 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	19	84	9	19
Getting started with the school was too difficult		3		
Life Change	2	14		2
Mismatch Academic	6	17	5	6
Mismatch Family Schedule	1	1	1	1
Regulation	1	40		
Student wants more socialization	2	6		
Unhappy with the school (teachers, leadership)	1	1		



Central California Connections Academy

October 31, 2018

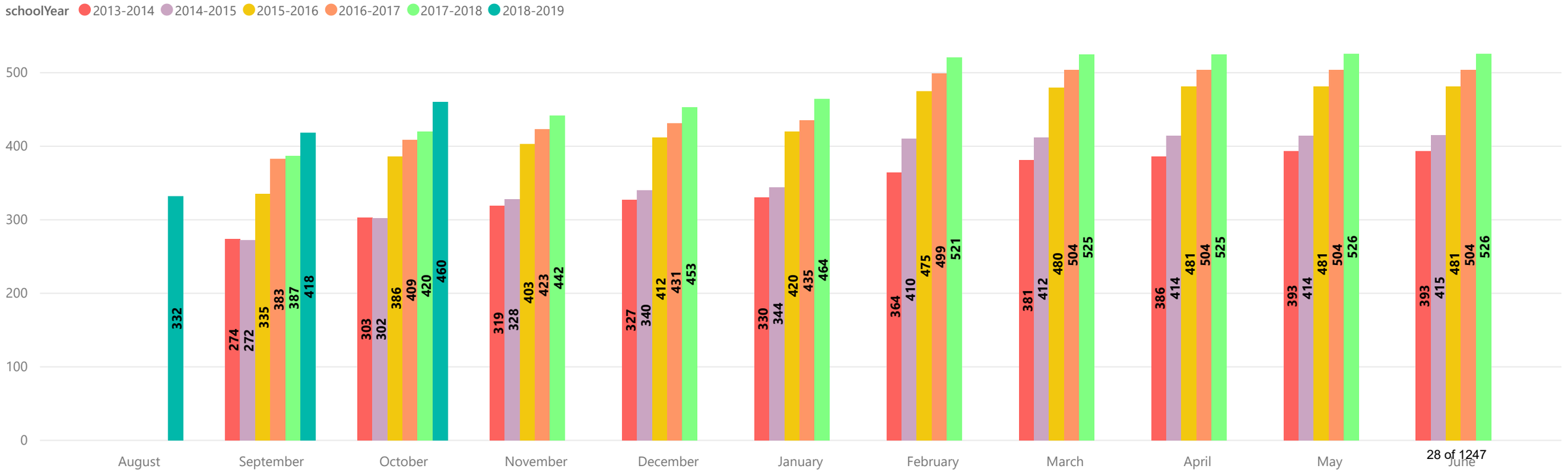
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	377	363	394	420
Graduated		3		
WD During School Year	28	142	12	21
WD Prior To Engagement	17	30	17	22

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.23	1.22	1.28	1.28

Monthly Total Households



Central California Connections Academy

October 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	184	178	223	240
Not Hispanic or Latino	279	265	282	299

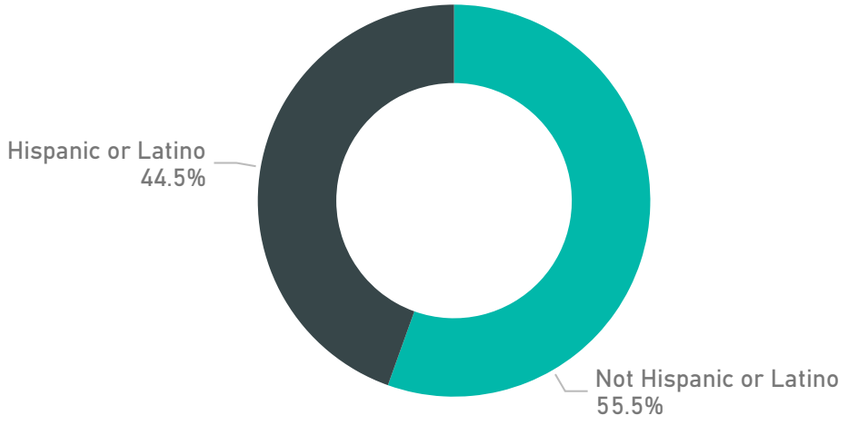
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	61	53	67	68
Asian	32	29	24	25
Black/African American	60	59	55	58
Native Hawaiian or Other Pacific Islander	9	7	7	7
White	369	353	406	437

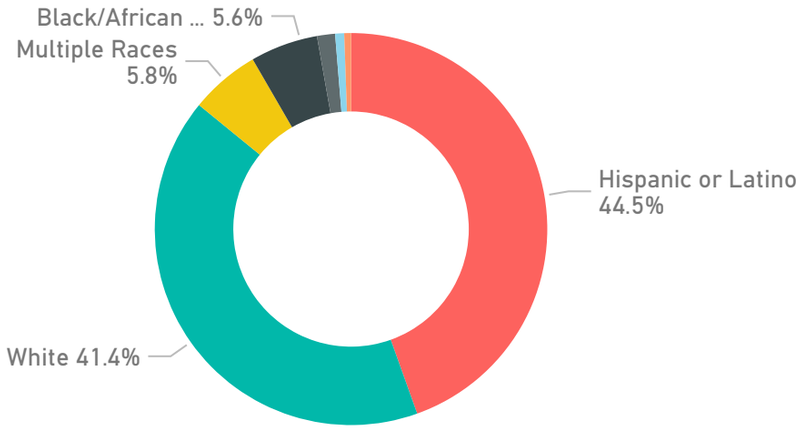
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	3	3	4
Asian	14	10	7	8
Black/African American	30	30	28	30
Hispanic or Latino	184	178	223	240
Multiple Races	34	28	30	31
Native Hawaiian or Other Pacific Islander	2	2	4	3
White	197	192	210	223

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Central California Connections Academy

October 31, 2018

Gender

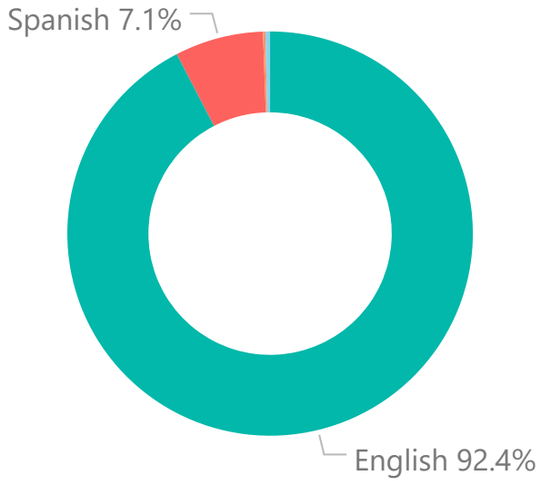
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	237	219	260	277
M	226	224	245	262

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	423	408	469	498
Spanish	33	31	34	38
Arabic	3	2		1
Another Language	4	2	2	2

Enrolled Students by Gender

Enrolled Students by Language

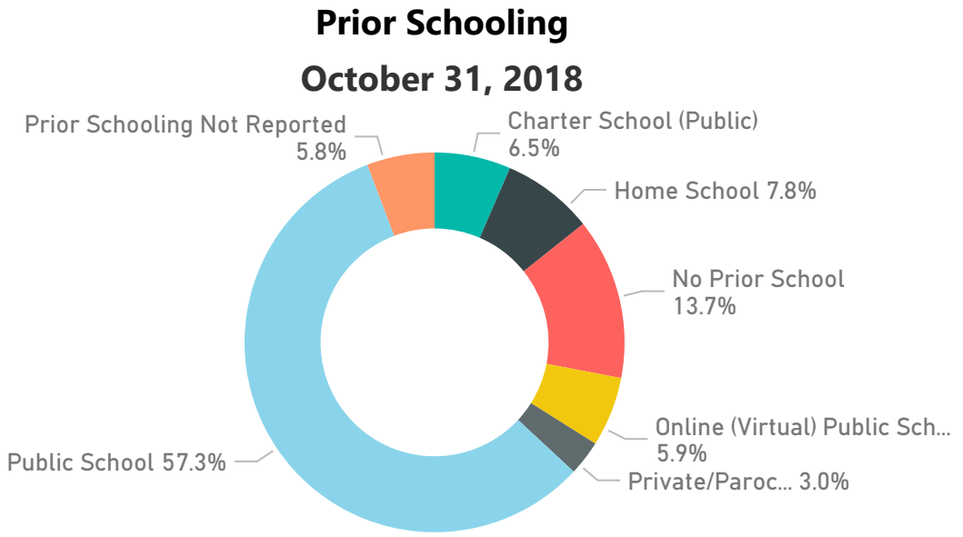


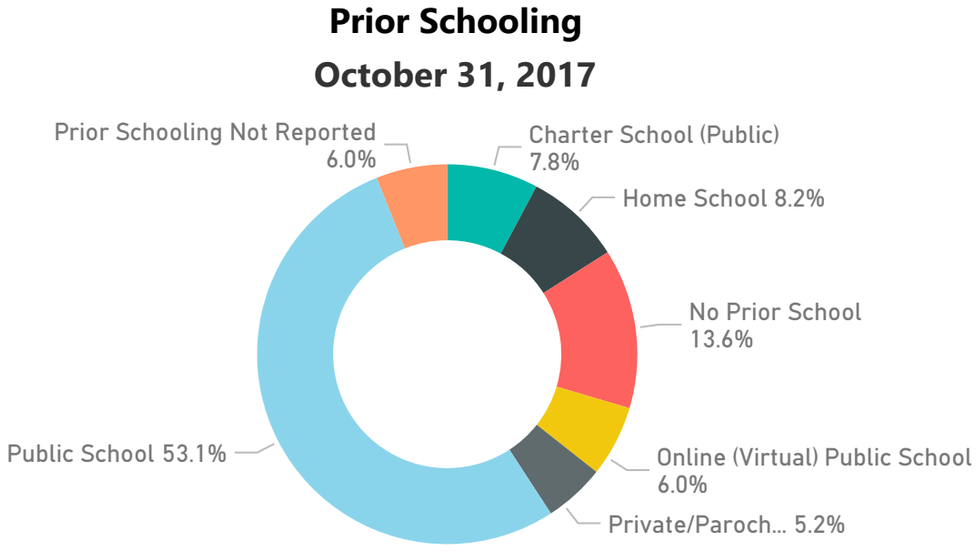
Central California Connections Academy

October 31, 2018

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	36	39	33	35
Home School	38	32	42	42
No Prior School	63	46	36	74
Online (Virtual) Public School	28	28	33	32
Private/Parochial School	24	23	17	16
Public School	246	250	277	309
Prior Schooling Not Reported	28	25	67	31



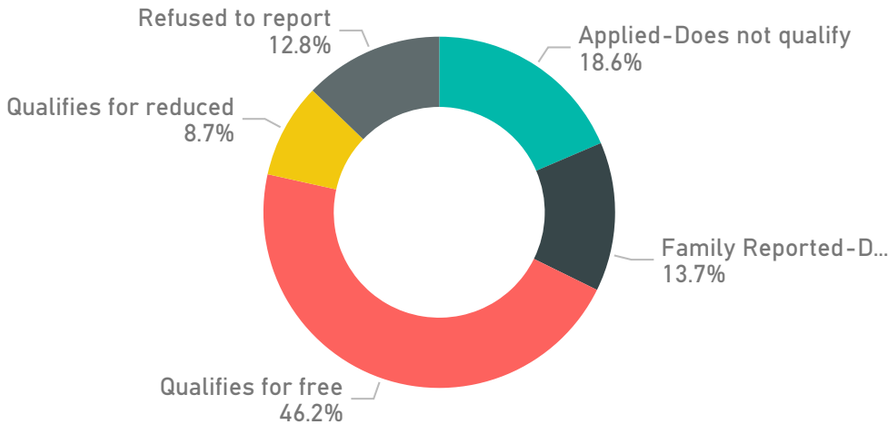


Central California Connections Academy

October 31, 2018

FARM Eligibility

October 31, 2018

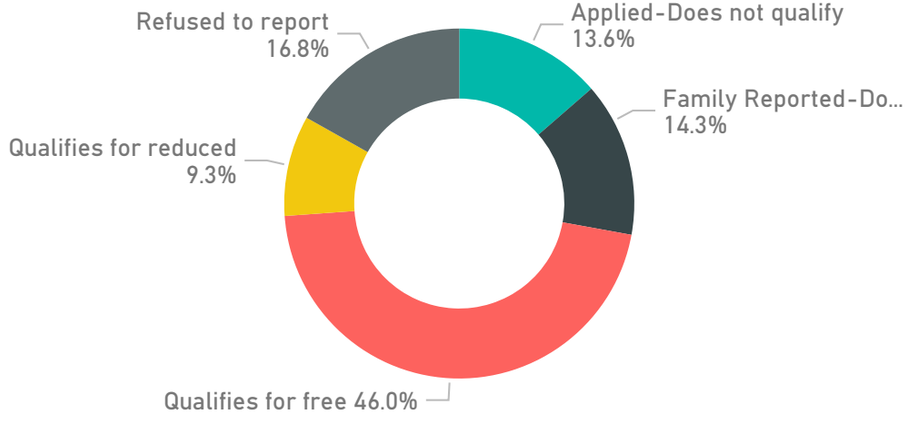


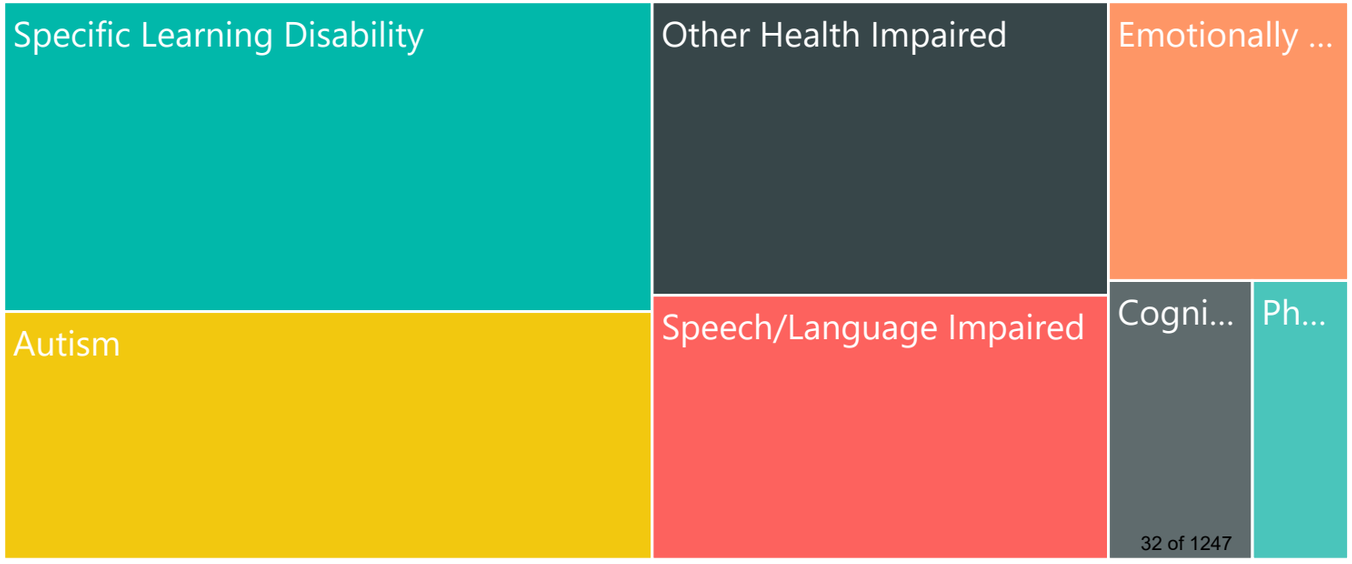
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	8	12	11	12
Cognitive Disability	4	3	3	3
Emotionally Impaired	6	5	5	5
Hearing Impaired	1			
Other Health Impaired	9	11	10	10
Physical Disability	2	2	2	2
Specific Learning Disability	13	20	14	15
Speech/Language Impaired	9	9	10	9

FARM Eligibility

October 31, 2017

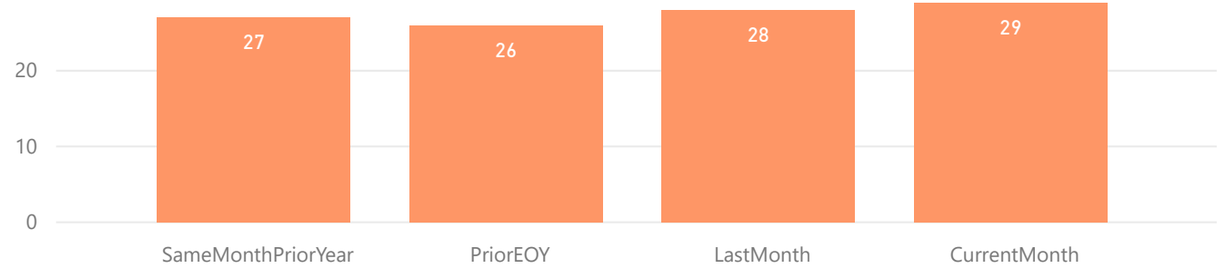




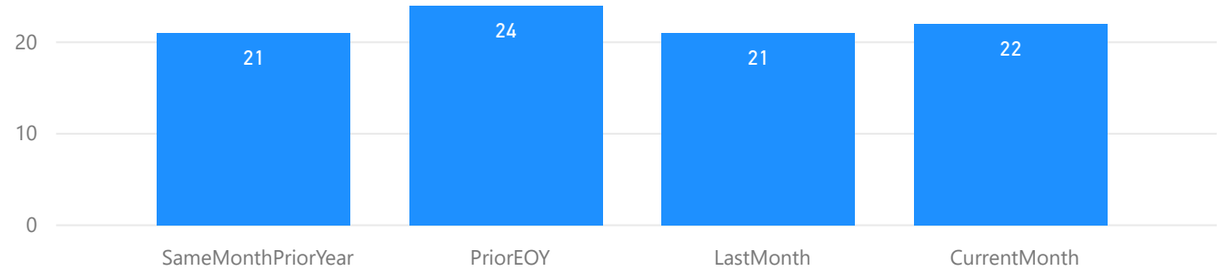
Central California Connections Academy

October 31, 2018

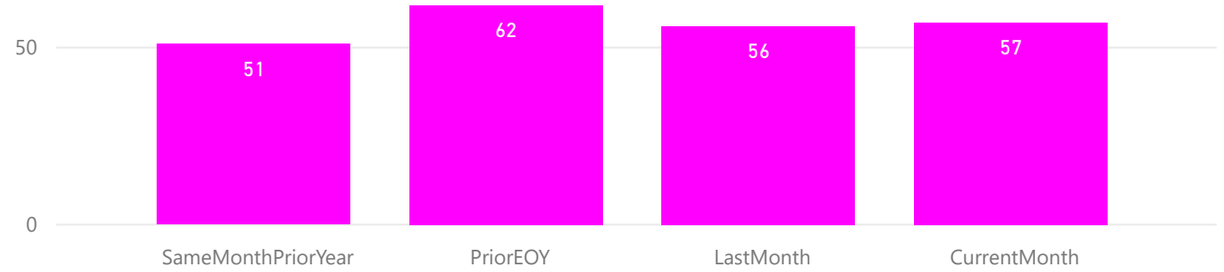
Gifted



Plan504



IEP



Currently Enrolled

539

Gifted

5%

Plan504

4%

IEP

11%

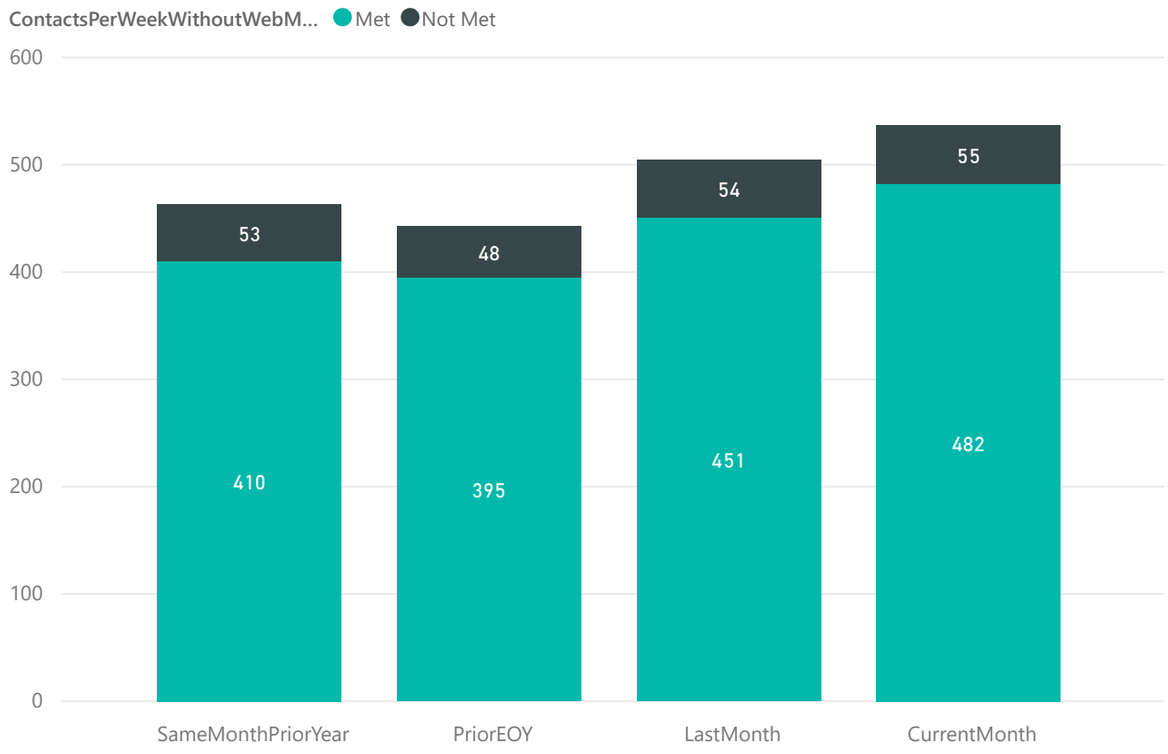
Not in Special Population

81%

Central California Connections Academy

October 31, 2018

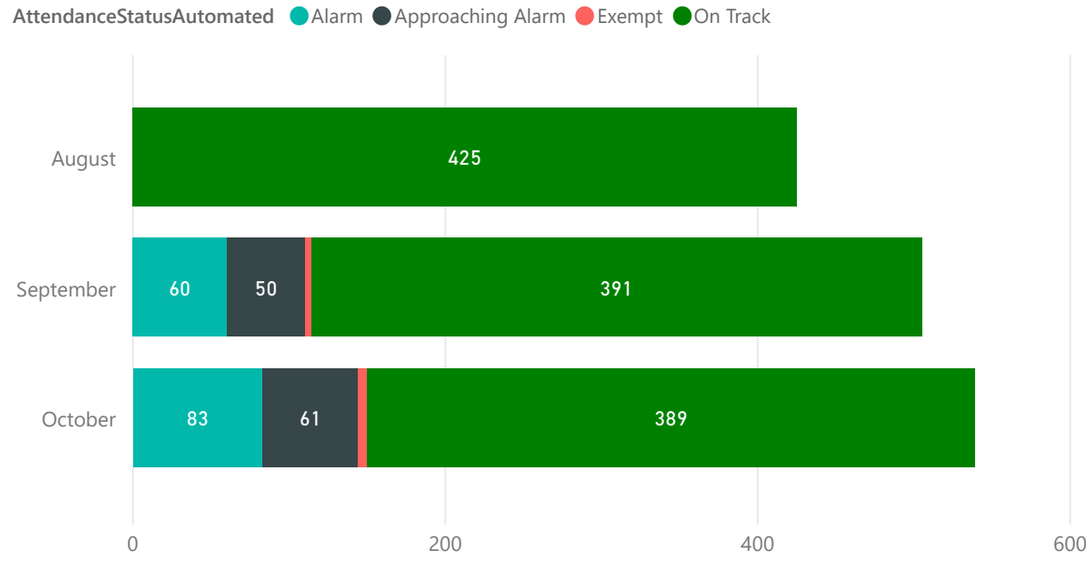
Contacts Per Week



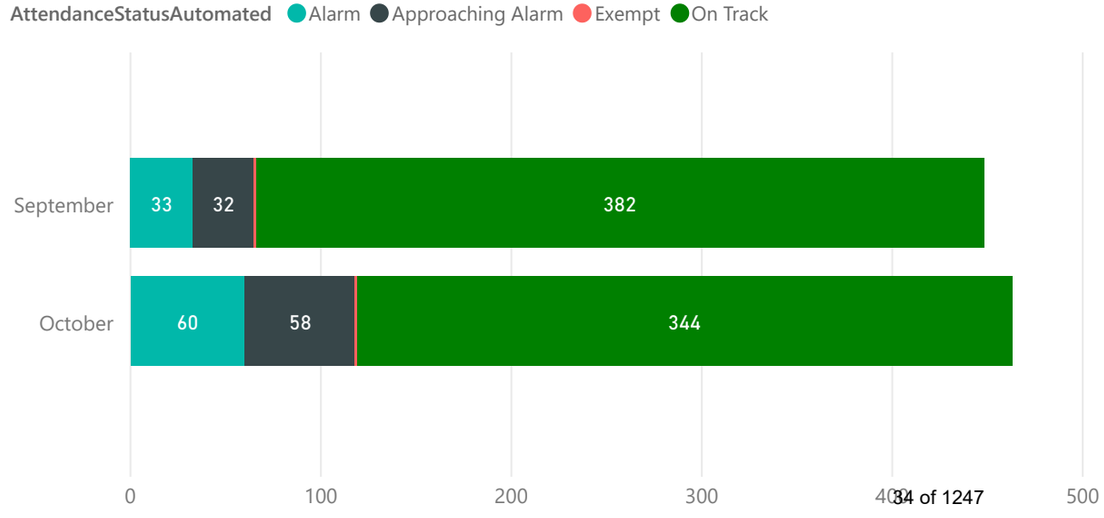
Currently Enrolled

539

School Year: 2018-2019



School Year: 2017-2018



Central California Connections Academy

October 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	114%	96%	102%	101%
3-5	115%	98%	106%	95%
6-8	109%	98%	110%	100%
9-12	97%	95%	90%	85%
Total	**105%**	**96%**	**99%**	**92%**

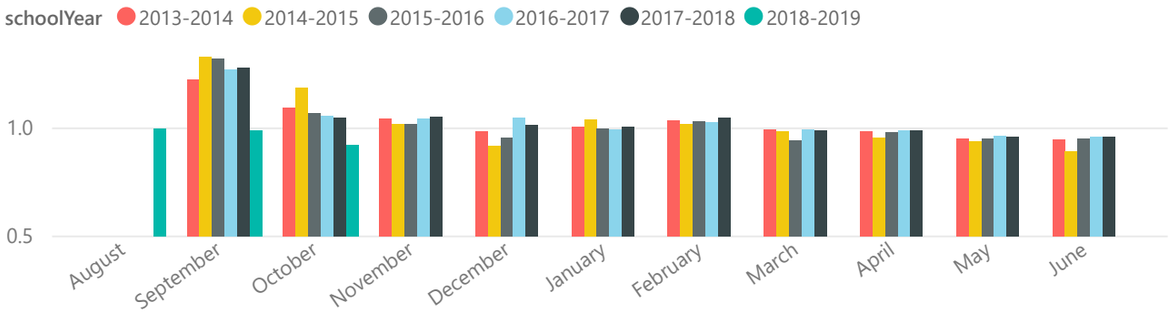
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	94%	91%	94%	94%
3-5	78%	77%	80%	81%
6-8	72%	70%	74%	74%
9-12	62%	68%	76%	66%
Total	**71%**	**73%**	**79%**	**74%**

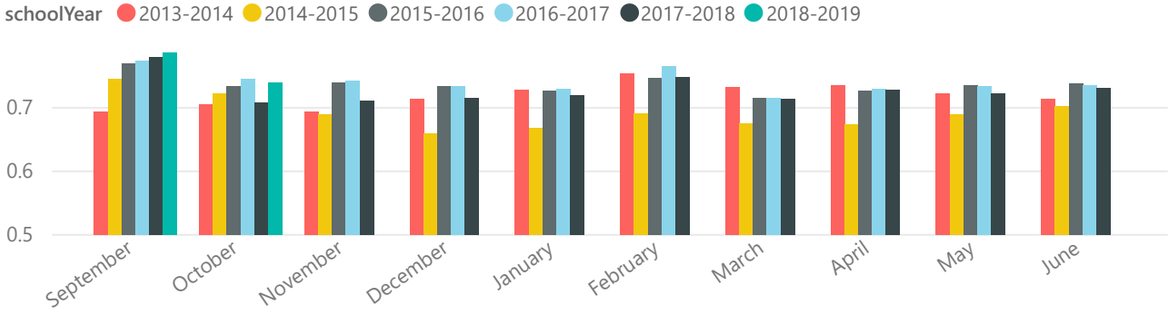
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	92%	94%	90%	93%
3-5	93%	94%	90%	91%
6-8	92%	91%	89%	91%
9-12	83%	86%	83%	82%
Total	**88%**	**89%**	**86%**	**87%**

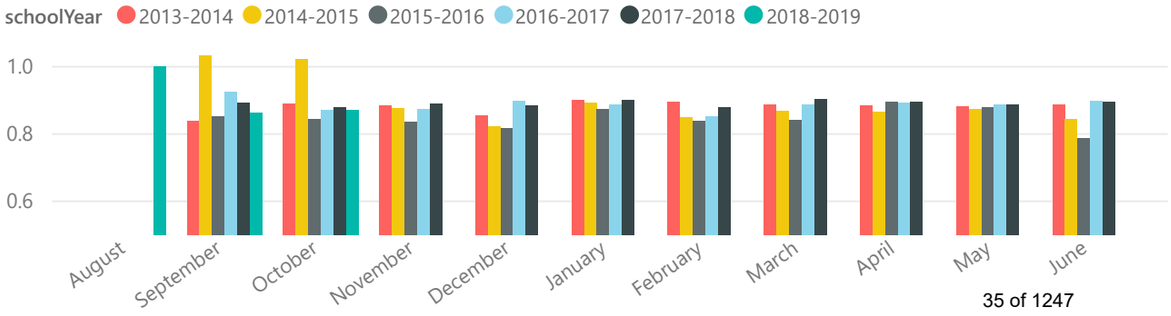
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Ripon

Report Date

October 31, 2018

Currently Enrolled

1426

Total YTD Enrolled

1565

Enrollment Services Complete (Stage 4)

1610

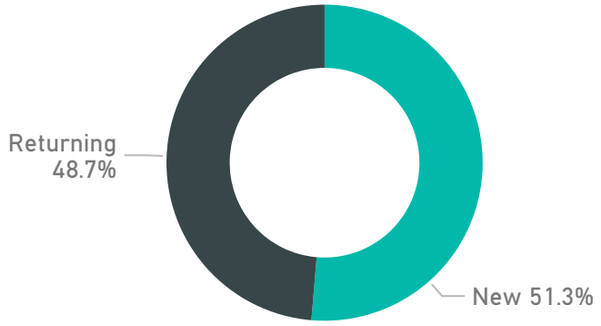
California Connections Academy at Ripon

October 31, 2018

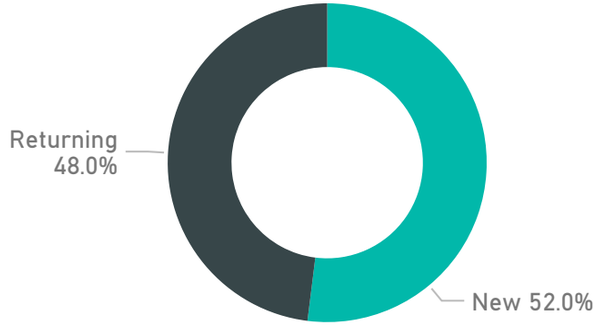
Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
17%

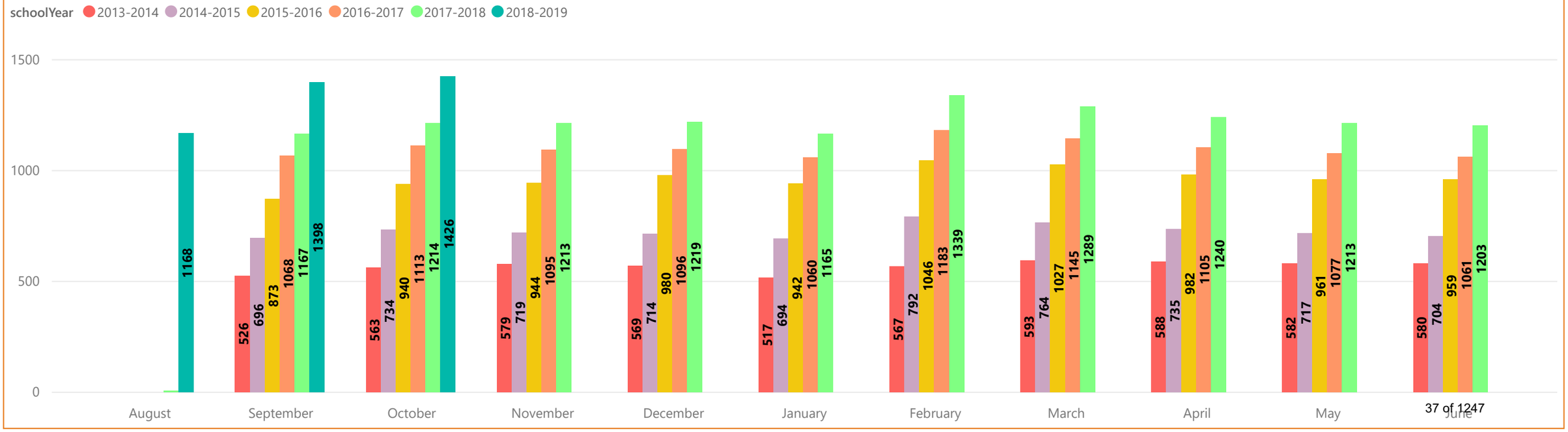
New and Returning



New and Returning Prior Year



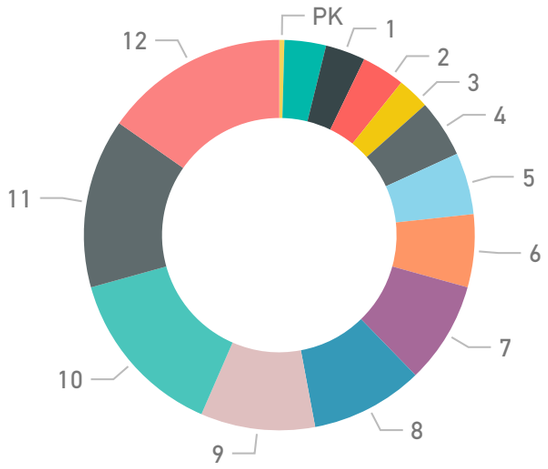
Monthly Student Current Enrollment Comparison



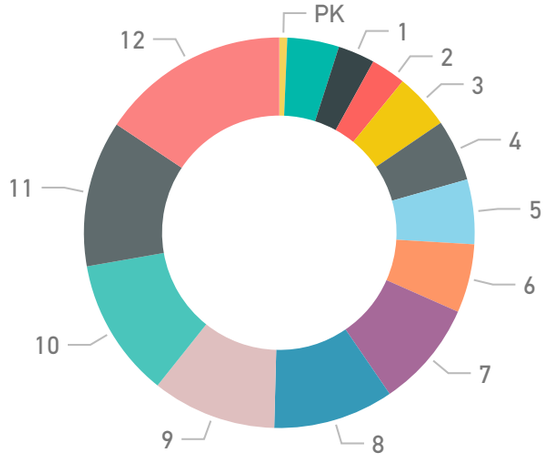
California Connections Academy at Ripon

October 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



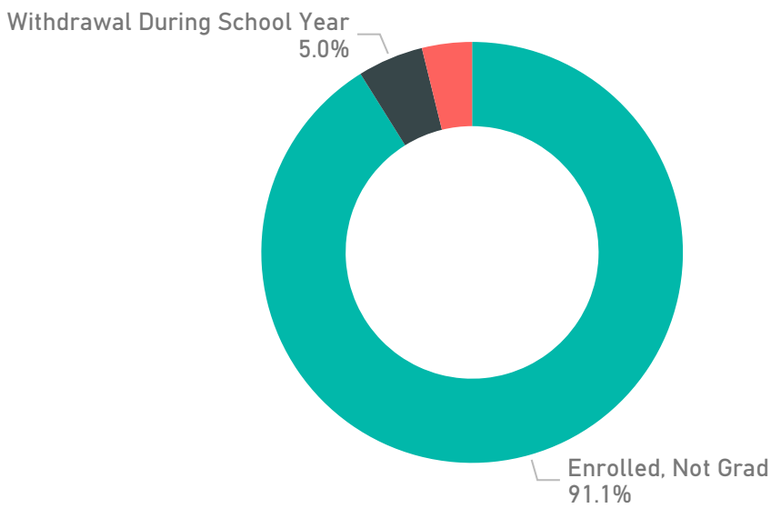
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**132**	**11%**	**126**	**10%**	**156**	**11%**	**153**	**11%**
PK	8	1%	10	1%	7	1%	6	0%
KG	52	4%	44	4%	50	4%	49	3%
1	37	3%	39	3%	49	4%	47	3%
2	35	3%	33	3%	50	4%	51	4%
3-5	**183**	**15%**	**190**	**16%**	**194**	**14%**	**179**	**13%**
3	56	5%	49	4%	39	3%	38	3%
4	62	5%	69	6%	79	6%	68	5%
5	65	5%	72	6%	76	5%	73	5%
6-8	**297**	**24%**	**291**	**24%**	**330**	**24%**	**339**	**24%**
6	69	6%	75	6%	85	6%	86	6%
7	107	9%	96	8%	119	9%	120	8%
8	121	10%	120	10%	126	9%	133	9%
9-12	**602**	**50%**	**596**	**50%**	**718**	**51%**	**755**	**53%**
9	125	10%	156	13%	127	9%	135	9%
10	140	12%	147	12%	193	14%	202	14%
11	147	12%	150	12%	189	14%	200	14%
12	190	16%	143	12%	209	15%	218	15%
Total	**1214**	**100%**	**1203**	**100%**	**1398**	**100%**	**1426**	**100%**

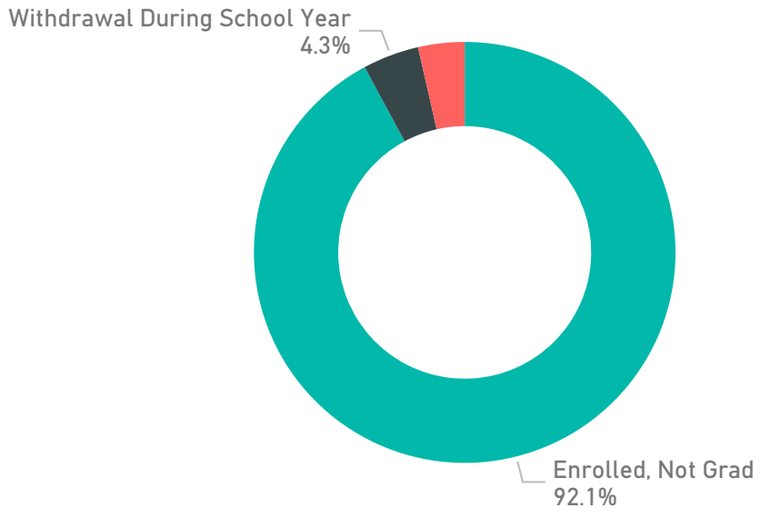
California Connections Academy at Ripon

October 31, 2018

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1217	92%	1207	70%	1398	95%	1426	91%
Graduated			16	1%				
Prior To Engagement	47	4%	104	6%	49	3%	60	4%
Withdrawal During School Year	57	4%	390	23%	24	2%	79	5%
Total	**1321**	**100%**	**1717**	**100%**	**1471**	**100%**	**1565**	**100%**

Enrollment Services Complete (Stage 4)

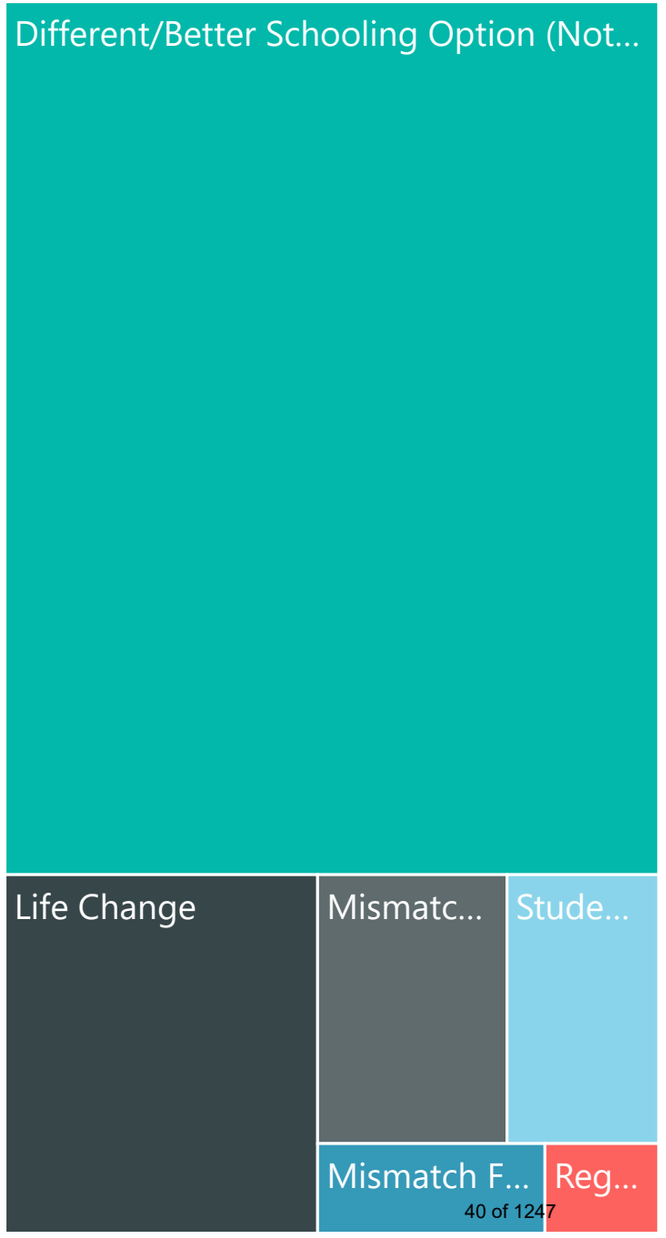
1610

California Connections Academy at Ripon

October 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	40	189	19	56
Getting started with the school was too difficult	2	3		
Life Change	6	52		11
Mismatch Academic	4	21	1	5
Mismatch Family Schedule	4	4	2	2
Regulation		109		1
Student wants more socialization	1	12	2	4



California Connections Academy at Ripon

October 31, 2018

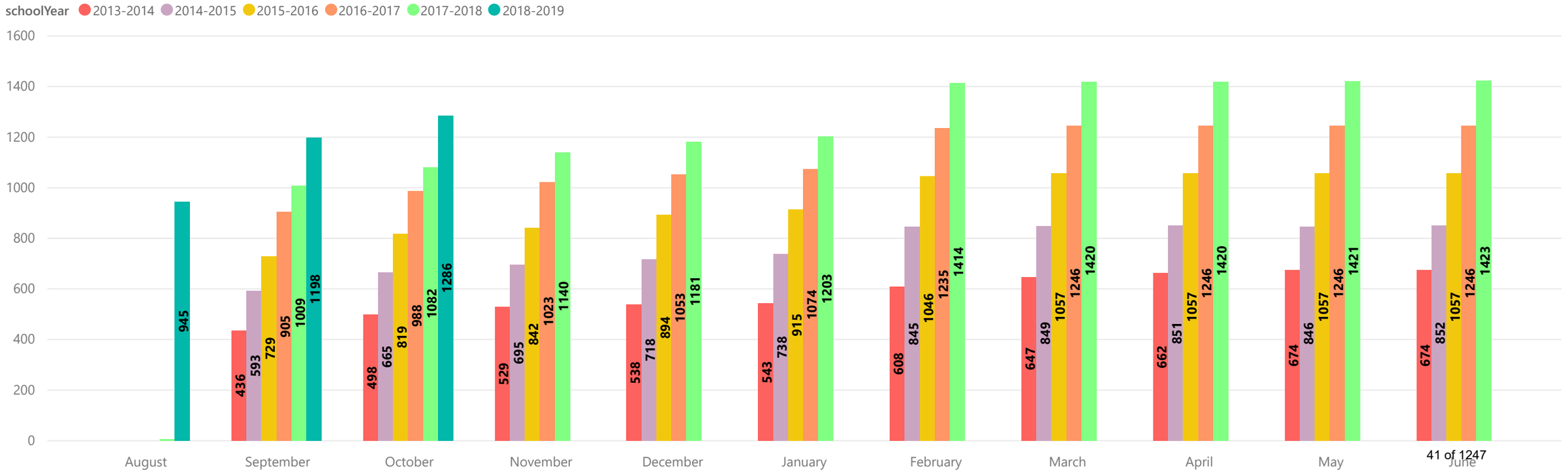
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	998	1003	1142	1180
Graduated		16		
WD During School Year	45	337	21	69
WD Prior To Engagement	42	98	40	51

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.22	1.20	1.22	1.21

Monthly Total Households



California Connections Academy at Ripon

October 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	337	323	429	448
Not Hispanic or Latino	877	880	969	978

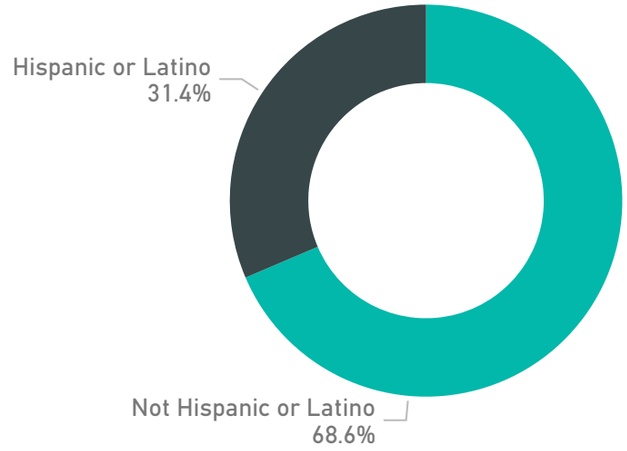
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	116	115	143	151
Asian	182	184	221	226
Black/African American	213	212	274	278
Native Hawaiian or Other Pacific Islander	50	46	63	61
White	864	851	951	972

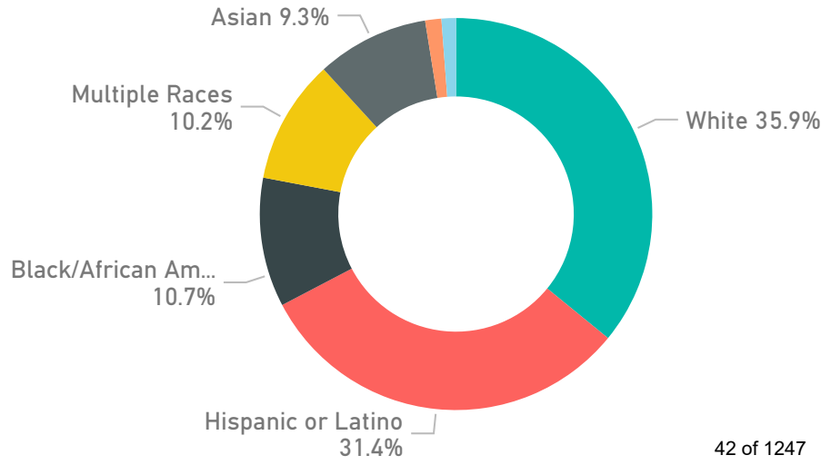
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	19	20	17	17
Asian	106	106	130	132
Black/African American	118	118	154	152
Hispanic or Latino	337	323	429	448
Multiple Races	122	126	145	146
Native Hawaiian or Other Pacific Islander	16	13	19	19
White	496	497	504	512

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy at Ripon

October 31, 2018

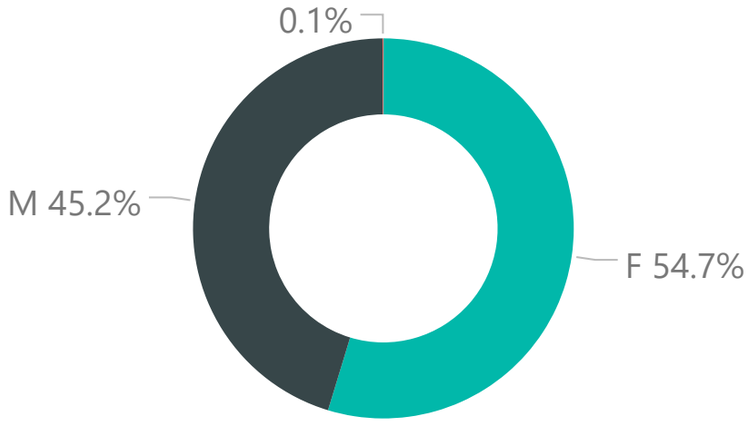
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		1		1
F	683	665	766	780
M	531	537	632	645

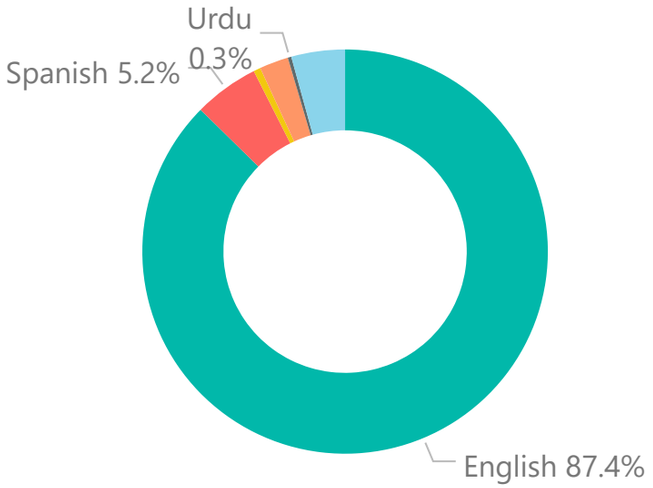
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1065	1057	1228	1246
Spanish	57	51	69	74
Russian	10	11	8	8
Arabic	25	25	31	33
Urdu	5	4	3	4
Another Language	52	55	59	61

Enrolled Students by Gender



Enrolled Students by Language

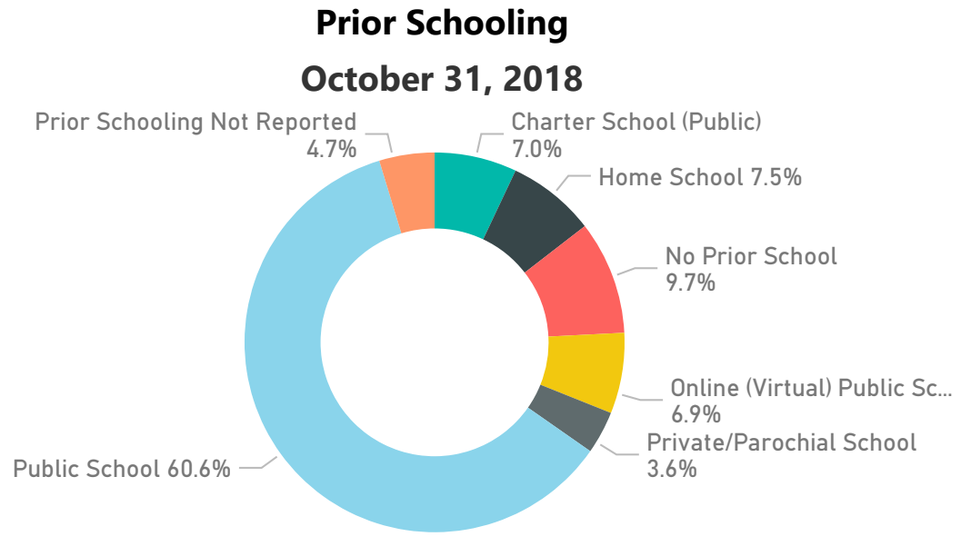


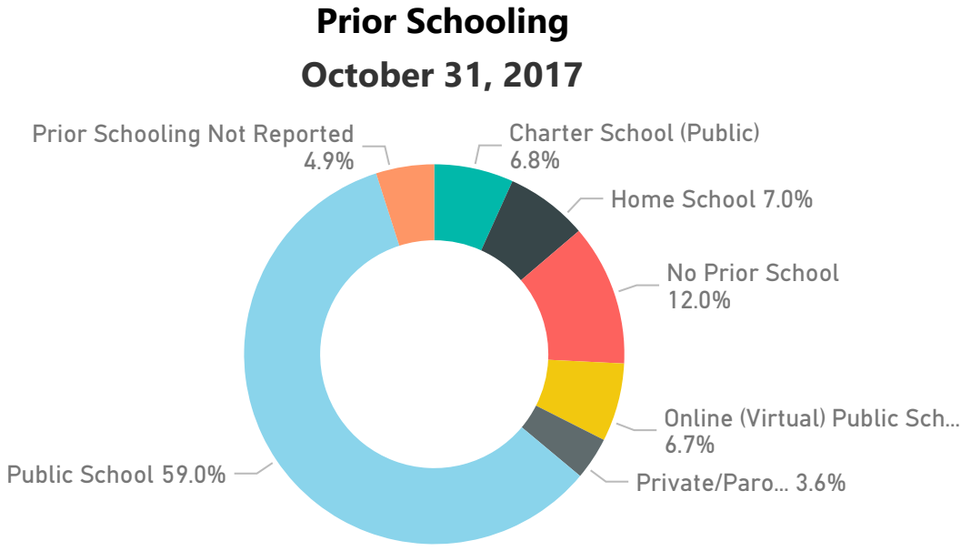
California Connections Academy at Ripon

October 31, 2018

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	82	77	90	100
Home School	85	78	101	107
No Prior School	146	109	74	138
Online (Virtual) Public School	81	83	104	98
Private/Parochial School	44	45	55	52
Public School	716	763	807	864
Prior Schooling Not Reported	60	48	167	67



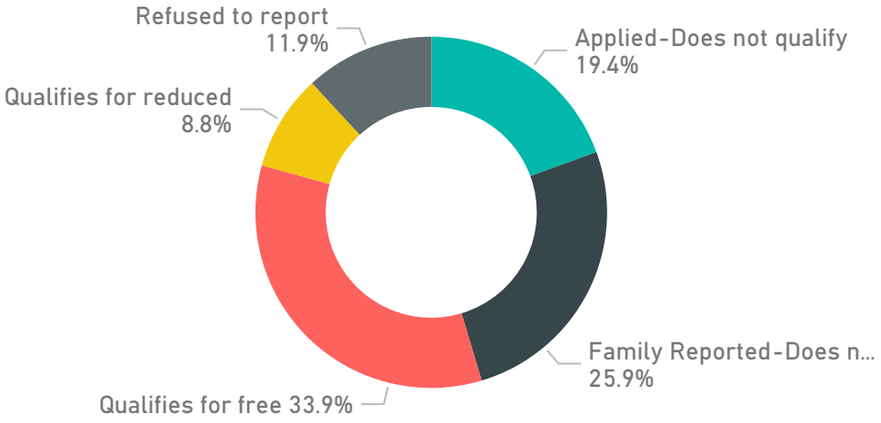


California Connections Academy at Ripon

October 31, 2018

FARM Eligibility

October 31, 2018

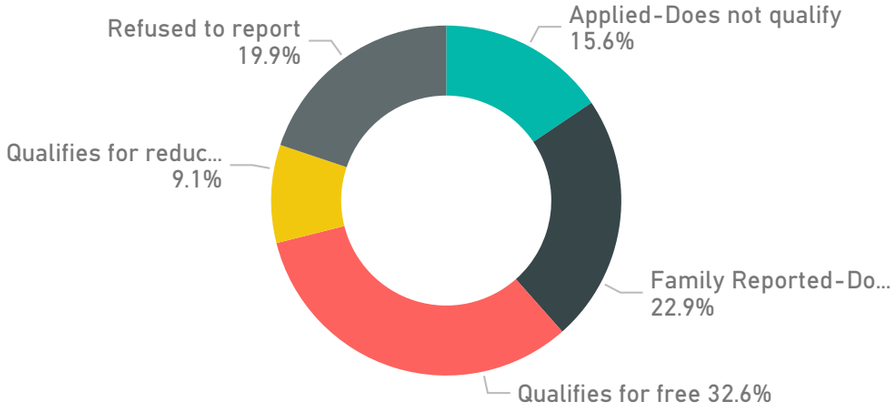


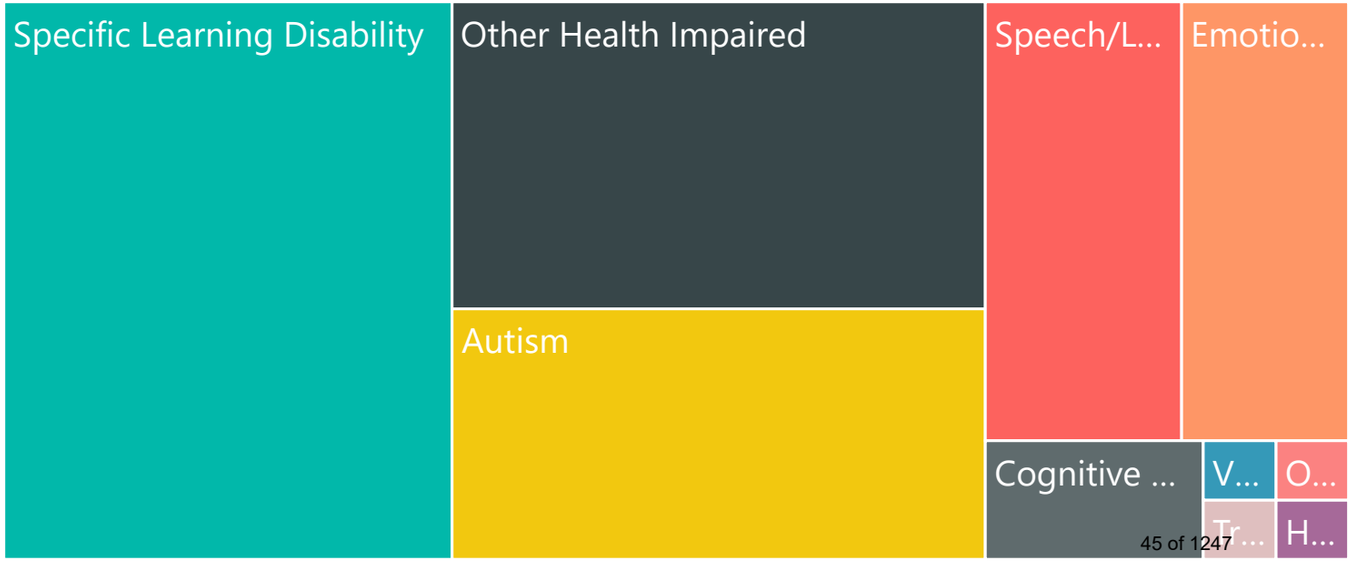
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	26	29	29	31
Cognitive Disability	4	6	6	6
Emotionally Impaired	14	17	15	17
Hearing Impaired			1	1
Other			1	1
Other Health Impaired	29	36	41	38
Physical Disability	1	1		
Specific Learning Disability	47	50	50	58
Speech/Language Impaired	25	26	21	20
Traumatic Brain Injury		1	1	1
Visually Impaired			1	1

FARM Eligibility

October 31, 2017

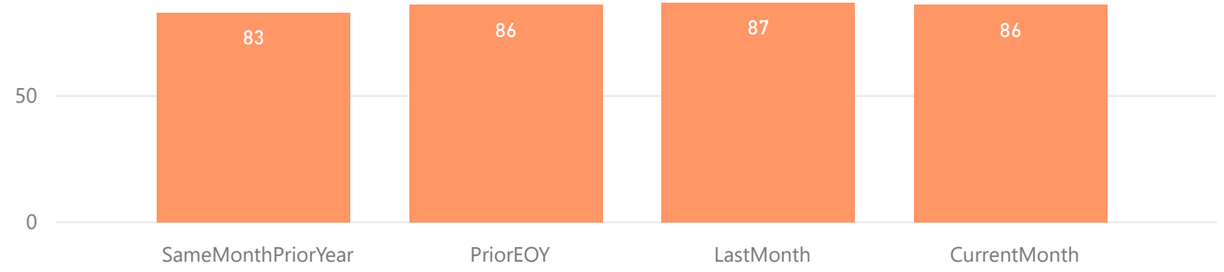




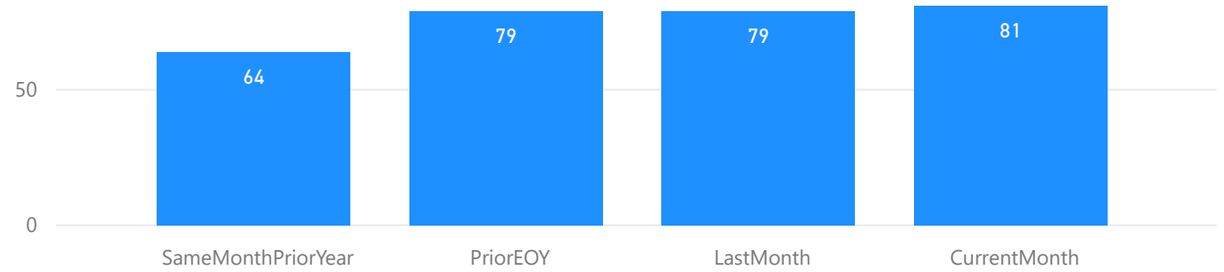
California Connections Academy at Ripon

October 31, 2018

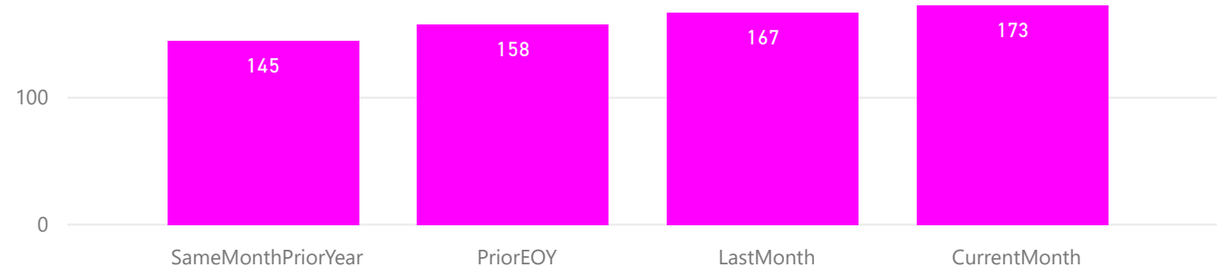
Gifted



Plan504



IEP



Currently Enrolled

1426

Gifted

6%

Plan504

6%

IEP

12%

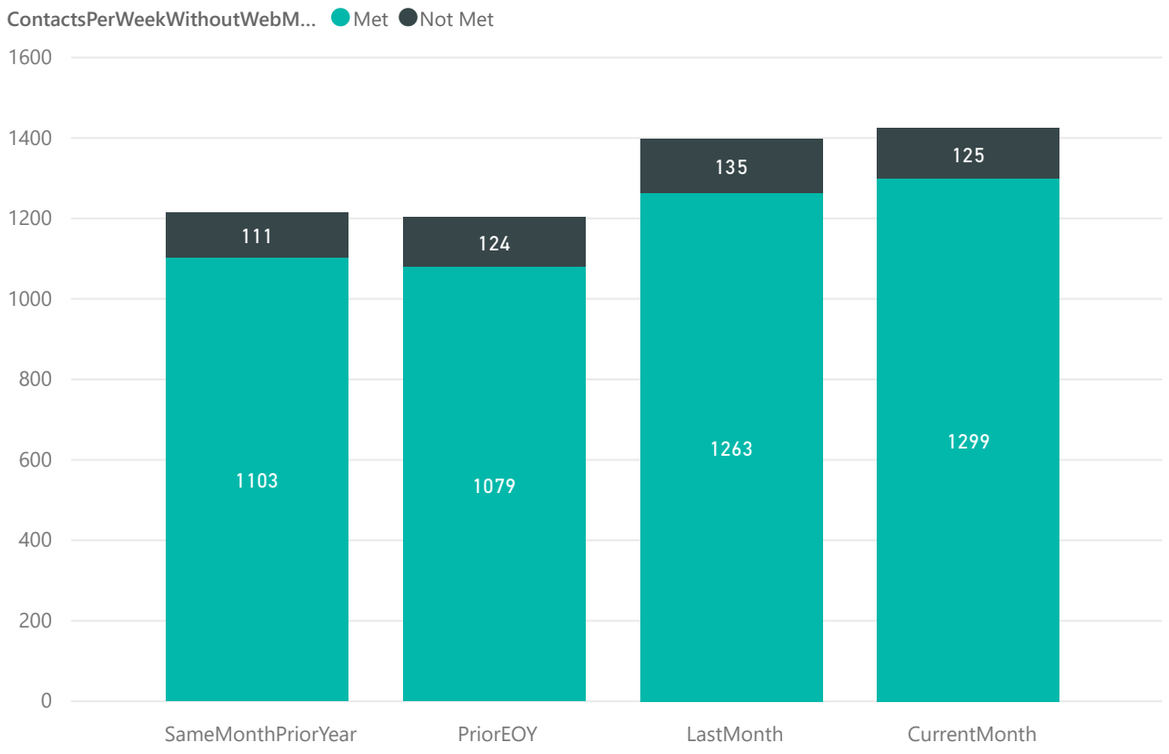
Not in Special Population

77%

California Connections Academy at Ripon

October 31, 2018

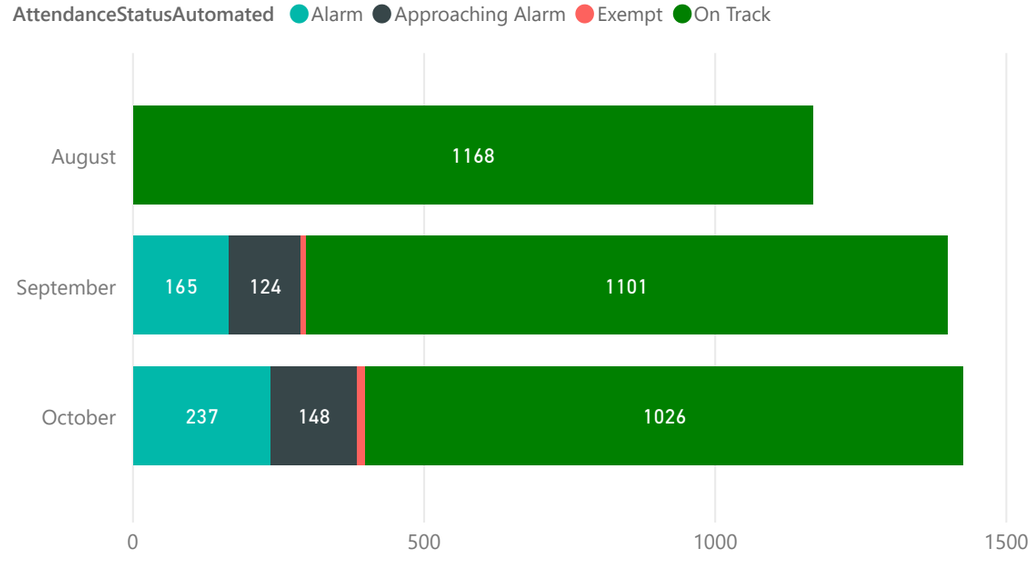
Contacts Per Week



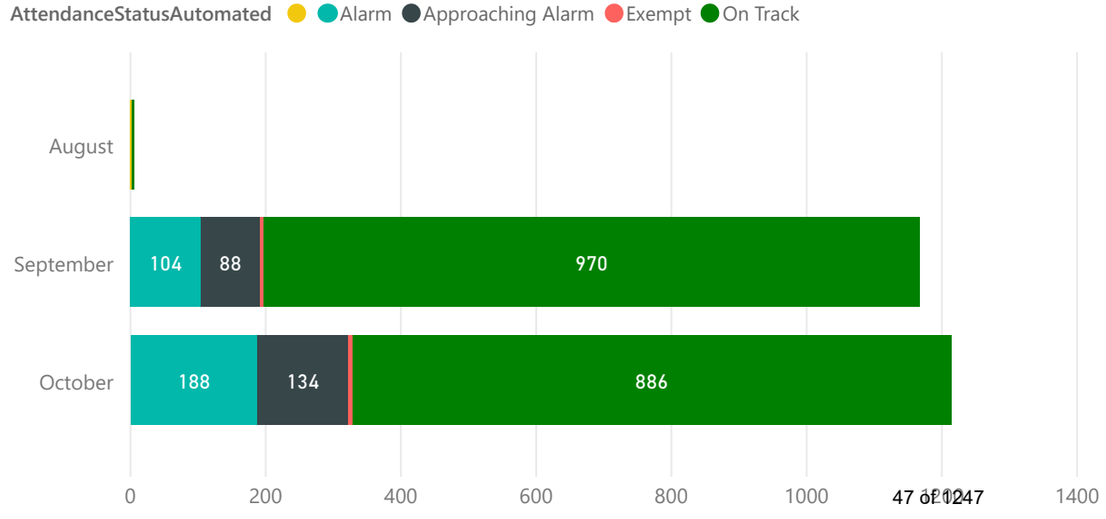
Currently Enrolled

1426

School Year: 2018-2019



School Year: 2017-2018



California Connections Academy at Ripon

October 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	107%	98%	96%	94%
3-5	110%	97%	102%	96%
6-8	111%	98%	107%	97%
9-12	98%	96%	91%	86%
Total	**104%**	**97%**	**97%**	**91%**

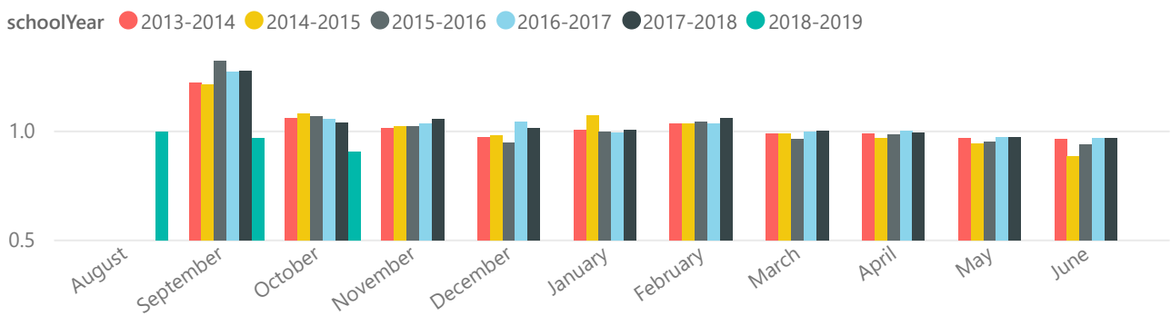
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	89%	93%	93%
3-5	78%	77%	78%	81%
6-8	75%	75%	74%	73%
9-12	64%	70%	75%	66%
Total	**72%**	**74%**	**77%**	**72%**

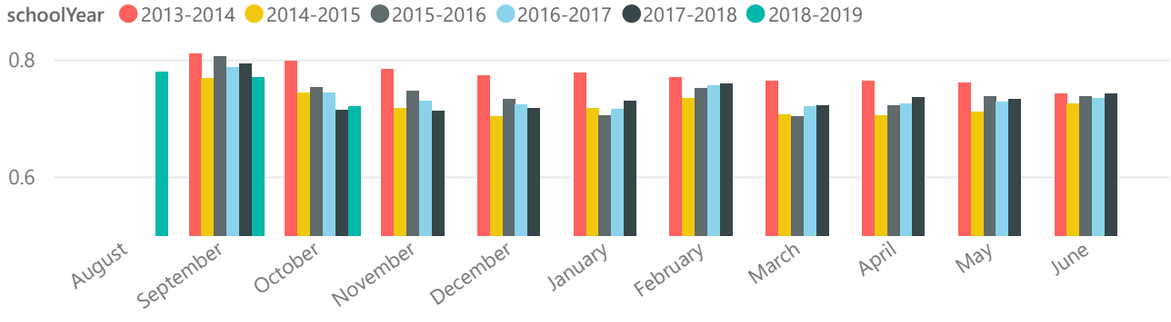
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	91%	95%	90%	93%
3-5	91%	92%	89%	92%
6-8	92%	92%	88%	91%
9-12	81%	85%	85%	84%
Total	**86%**	**89%**	**87%**	**88%**

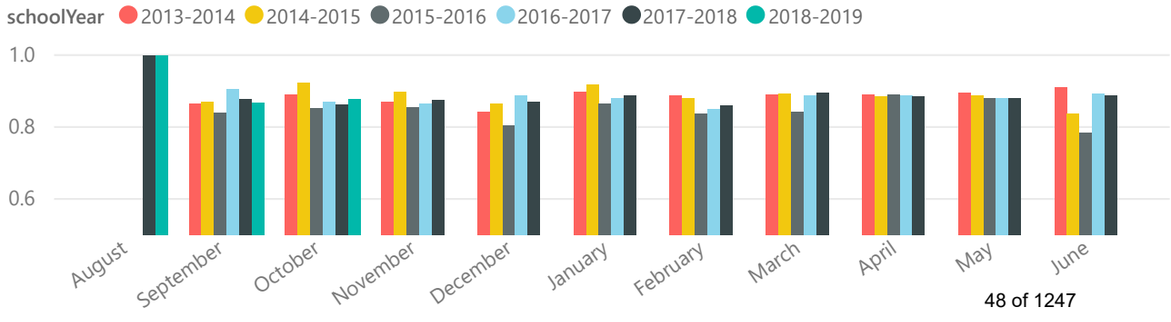
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

School & Date Selection

School

California Connections Academy @ Capistrano

Report Date

October 31, 2018

Currently Enrolled

4107

Total YTD Enrolled

4452

Enrollment Services Complete (Stage 4)

4570

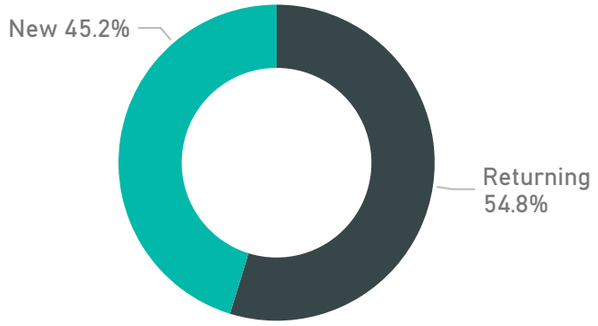
Capistrano Connections Academy

October 31, 2018

Current Enrollment Month-Over-Month Change
2%

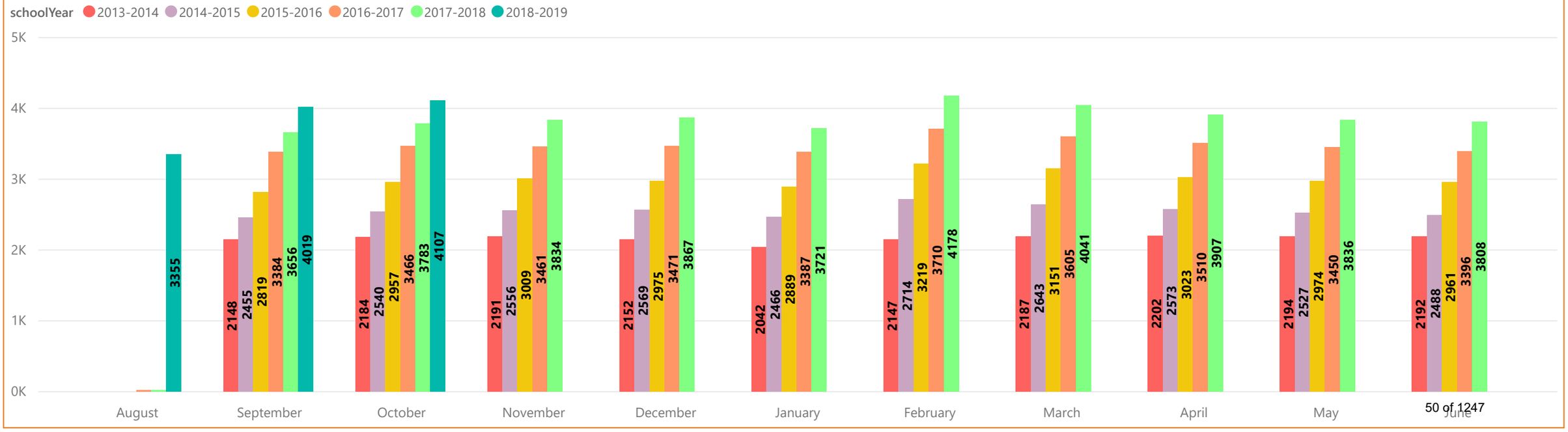
Current Enrollment Year-Over-Year Change
9%

New and Returning



New and Returning Prior Year

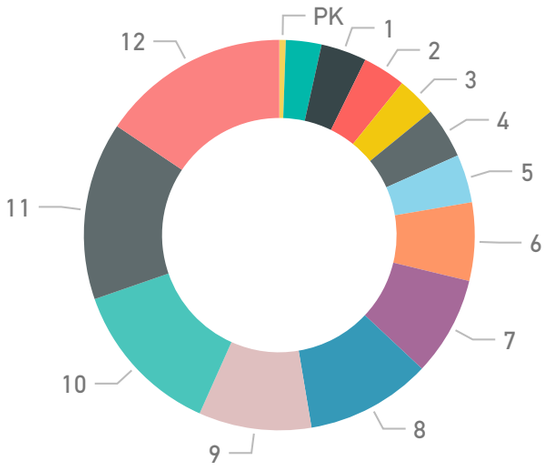
Monthly Student Current Enrollment Comparison



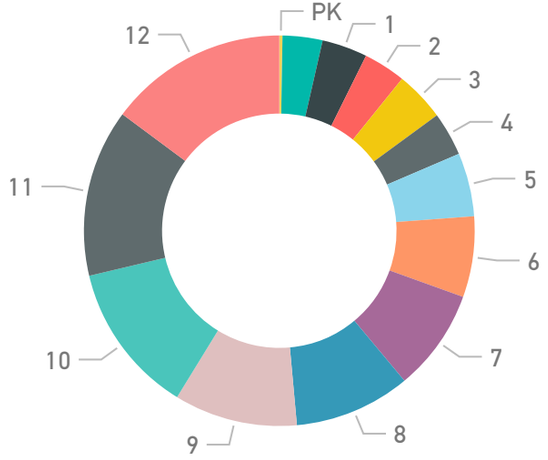
Capistrano Connections Academy

October 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



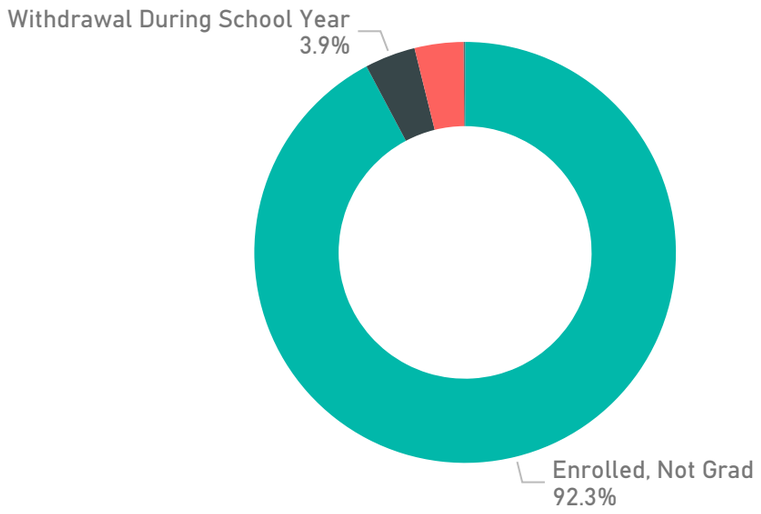
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**409**	**11%**	**389**	**10%**	**442**	**11%**	**444**	**11%**
PK	10	0%	8	0%	18	0%	22	1%
KG	125	3%	122	3%	122	3%	121	3%
1	142	4%	138	4%	155	4%	155	4%
2	132	3%	121	3%	147	4%	146	4%
3-5	**492**	**13%**	**493**	**13%**	**482**	**12%**	**472**	**11%**
3	156	4%	154	4%	133	3%	135	3%
4	137	4%	130	3%	177	4%	173	4%
5	199	5%	209	5%	172	4%	164	4%
6-8	**936**	**25%**	**984**	**26%**	**1003**	**25%**	**1029**	**25%**
6	253	7%	255	7%	264	7%	266	6%
7	319	8%	329	9%	334	8%	337	8%
8	364	10%	400	11%	405	10%	426	10%
9-12	**1946**	**51%**	**1942**	**51%**	**2092**	**52%**	**2162**	**53%**
9	386	10%	449	12%	353	9%	383	9%
10	474	13%	508	13%	513	13%	534	13%
11	525	14%	515	14%	592	15%	605	15%
12	561	15%	470	12%	634	16%	640	16%
Total	**3783**	**100%**	**3808**	**100%**	**4019**	**100%**	**4107**	**100%**

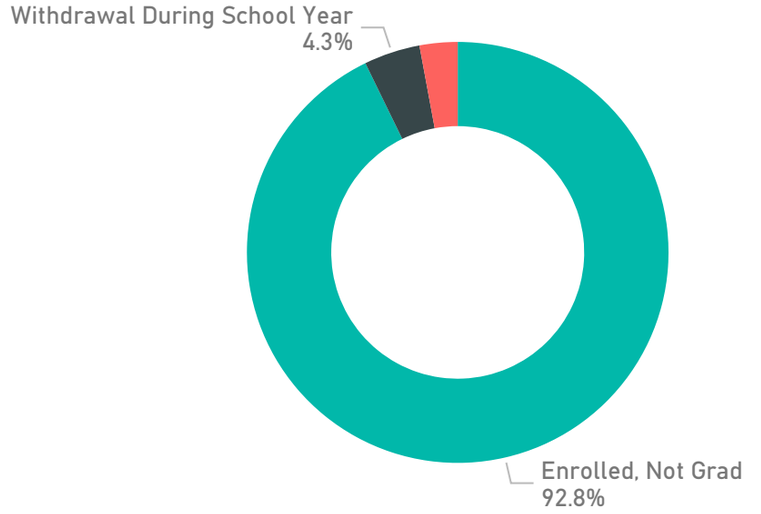
Capistrano Connections Academy

October 31, 2018

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3793	93%	3818	74%	4019	96%	4107	92%
Graduated	1	0%	42	1%	1	0%	5	0%
Prior To Engagement	119	3%	207	4%	135	3%	167	4%
Withdrawal During School Year	176	4%	1127	22%	52	1%	173	4%
Total	**4089**	**100%**	**5194**	**100%**	**4207**	**100%**	**4452**	**100%**

Enrollment Services Complete (Stage 4)

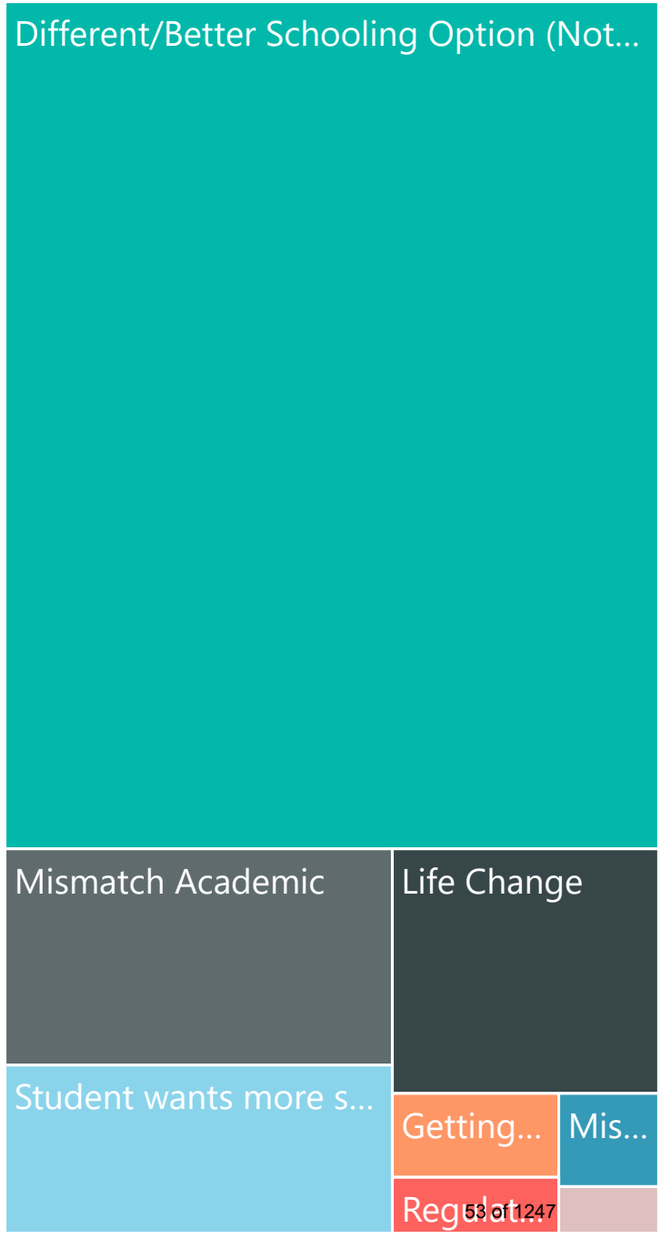
4570

Capistrano Connections Academy

October 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Different/Better Schooling Option (Not related to socialization)	119	593	36	119
Getting started with the school was too difficult	2	16	1	3
Life Change	23	155	6	14
Mismatch Academic	15	61	6	18
Mismatch Family Schedule	3	7	1	2
Regulation	4	244		2
Student wants more socialization	9	40	2	14
Unhappy with the school (teachers, leadership)	1	11		1



Capistrano Connections Academy

October 31, 2018

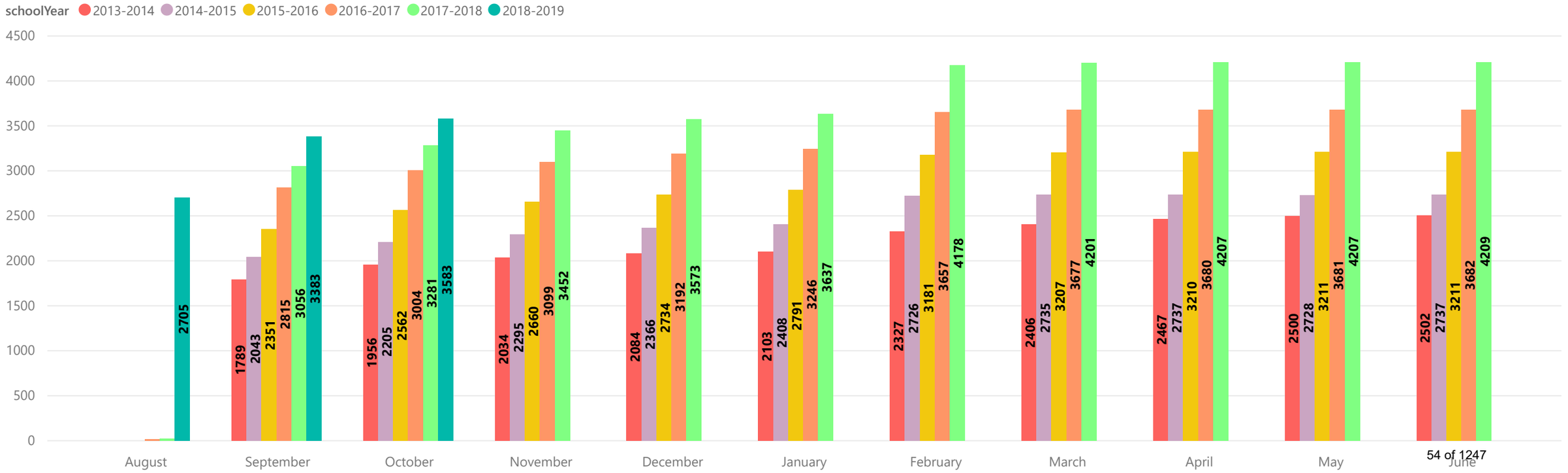
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3053	3128	3228	3304
Graduated	1	43	1	5
WD During School Year	140	940	43	144
WD Prior To Engagement	108	192	126	157

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.24	1.22	1.25	1.24

Monthly Total Households



Capistrano Connections Academy

October 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1349	1334	1468	1480
Not Hispanic or Latino	2434	2474	2551	2627

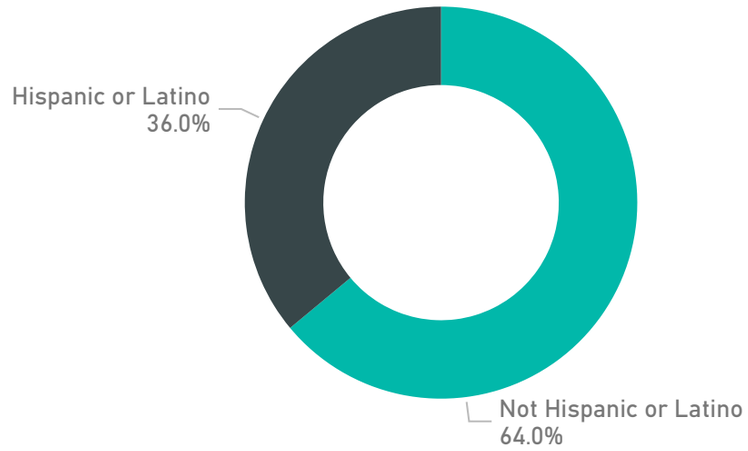
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	295	286	298	308
Asian	420	425	435	455
Black/African American	729	712	803	832
Native Hawaiian or Other Pacific Islander	121	115	124	124
White	2730	2761	2849	2896

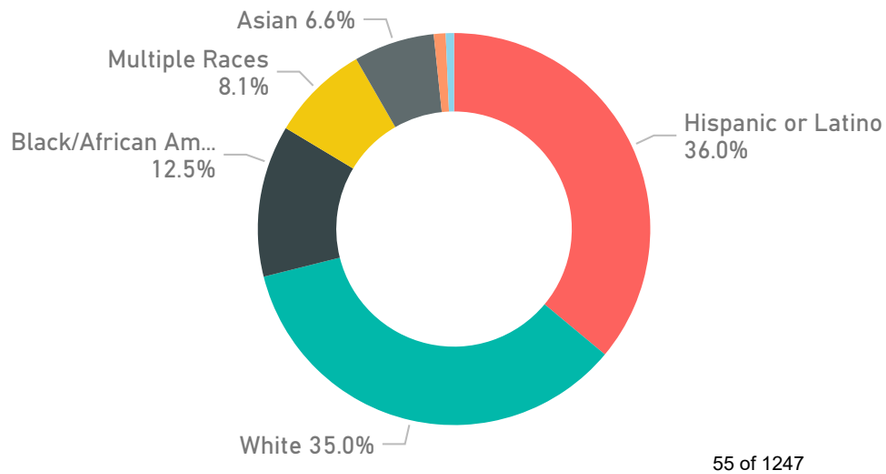
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	19	21	22	28
Asian	250	253	263	273
Black/African American	438	435	497	514
Hispanic or Latino	1349	1334	1468	1480
Multiple Races	325	317	317	332
Native Hawaiian or Other Pacific Islander	31	36	41	40
Not Indicated		1	1	1
White	1371	1411	1410	1439

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Capistrano Connections Academy

October 31, 2018

Gender

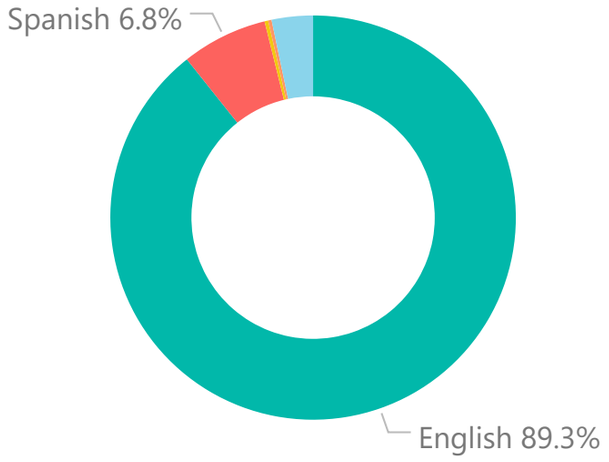
Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		1	1	1
F	2060	2109	2174	2211
M	1723	1698	1844	1895

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	3414	3439	3595	3667
Spanish	228	229	275	281
Russian	7	6	10	12
Arabic	7	6	10	11
Urdu	1	1	1	1
Another Language	126	124	128	135
No Language Reported		3		

Enrolled Students by Gender

Enrolled Students by Language

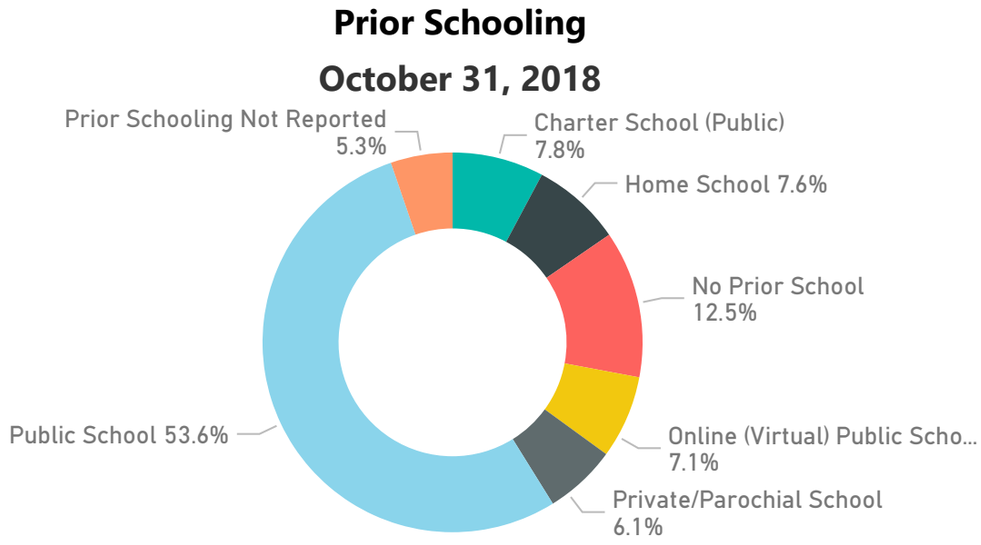


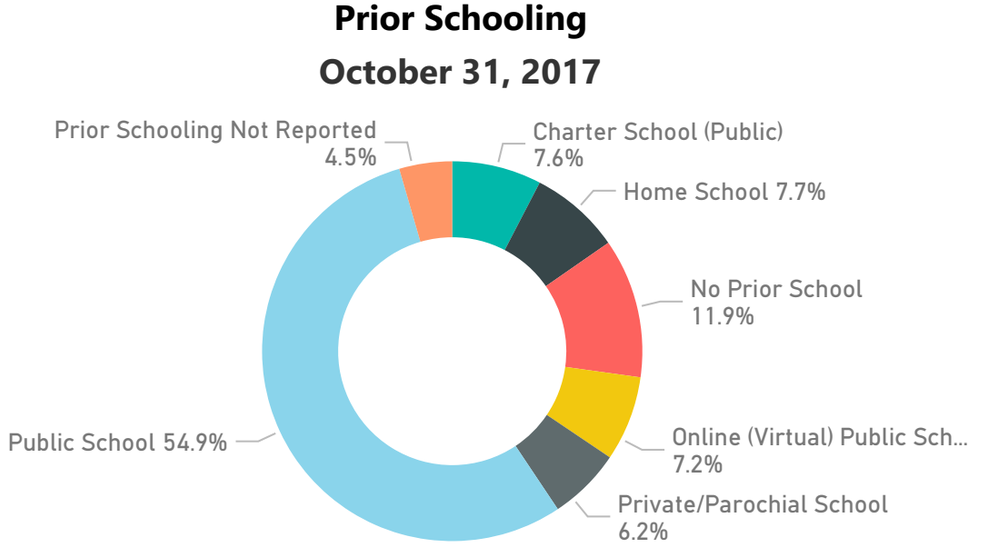
Capistrano Connections Academy

October 31, 2018

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	288	309	305	320
Home School	292	278	302	313
No Prior School	449	380	297	515
Online (Virtual) Public School	274	269	274	290
Private/Parochial School	234	249	265	252
Public School	2076	2170	2137	2201
Prior Schooling Not Reported	170	153	439	216



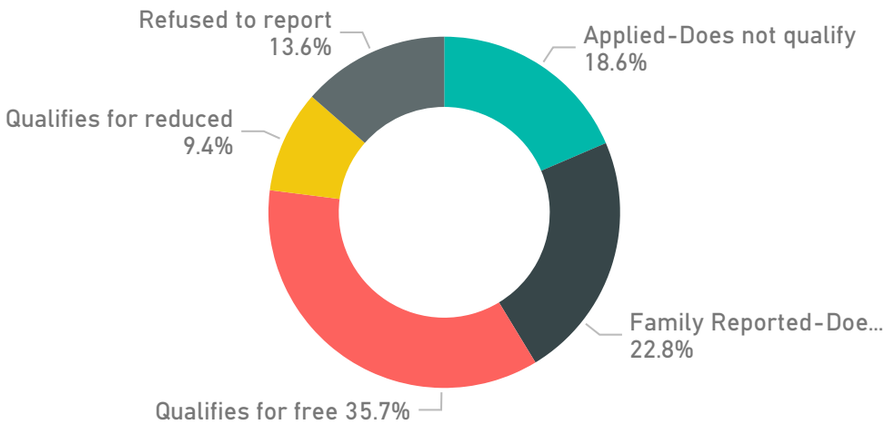


Capistrano Connections Academy

October 31, 2018

FARM Eligibility

October 31, 2018

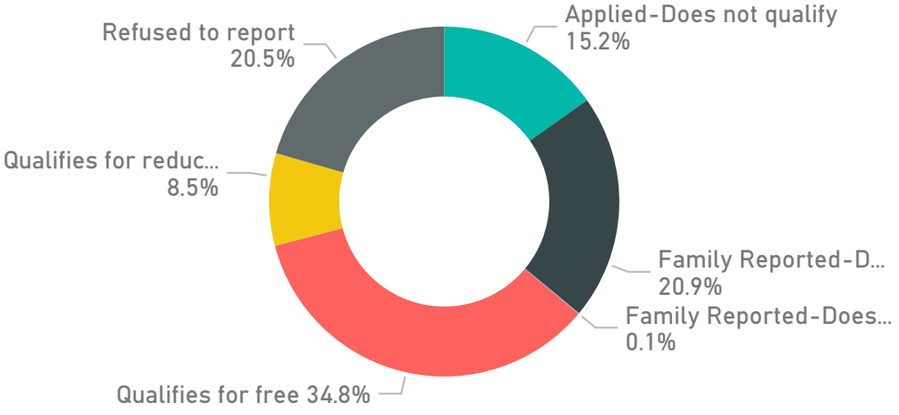


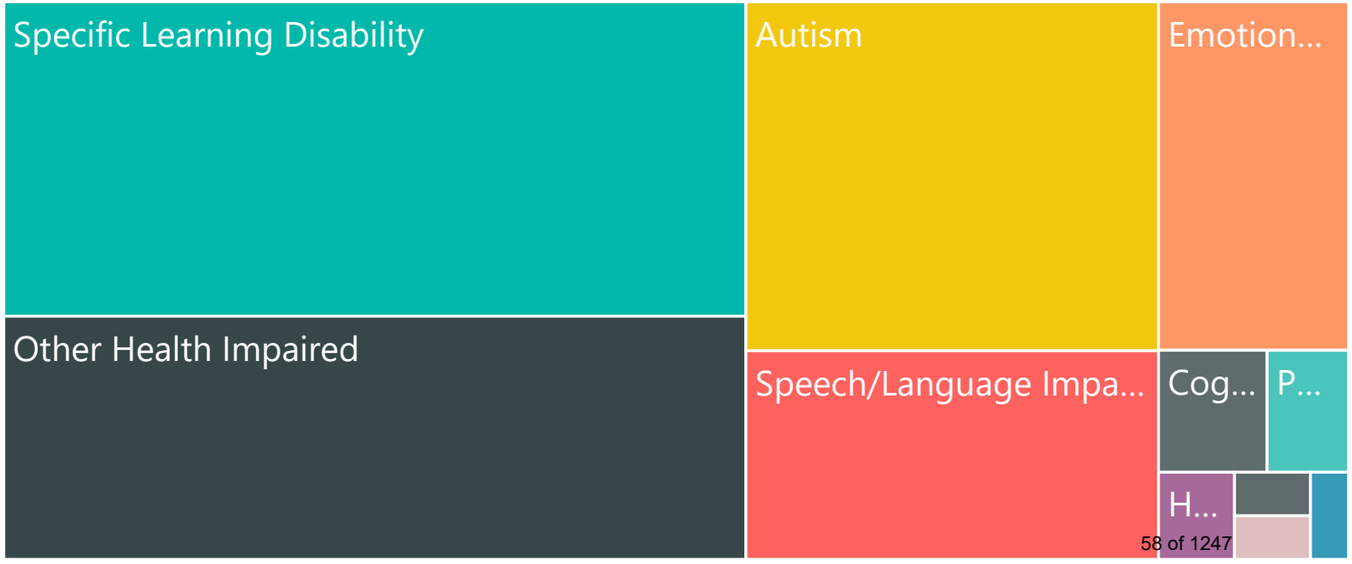
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	73	81	85	87
Cognitive Disability	3	8	9	8
Emotionally Impaired	40	51	41	40
Hearing Impaired	4	4	4	4
Multiple Disabilities			2	2
Other Health Impaired	100	99	107	109
Physical Disability	4	4	6	6
Specific Learning Disability	128	141	128	141
Speech/Language Impaired	61	56	51	52
Traumatic Brain Injury	1	2	2	2
Visually Impaired	2	2	2	2

FARM Eligibility

October 31, 2017

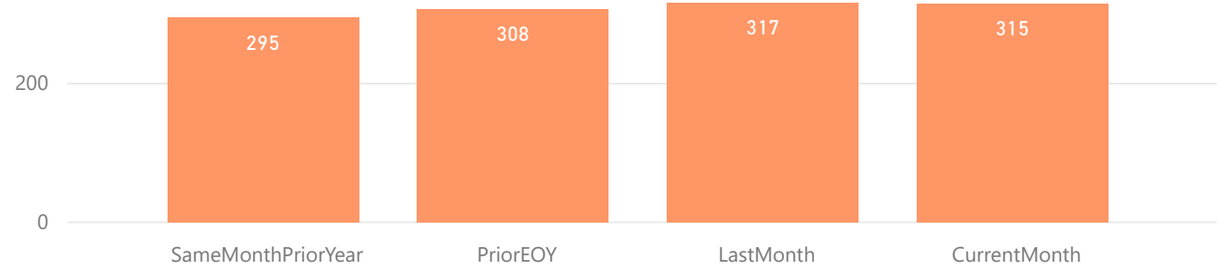




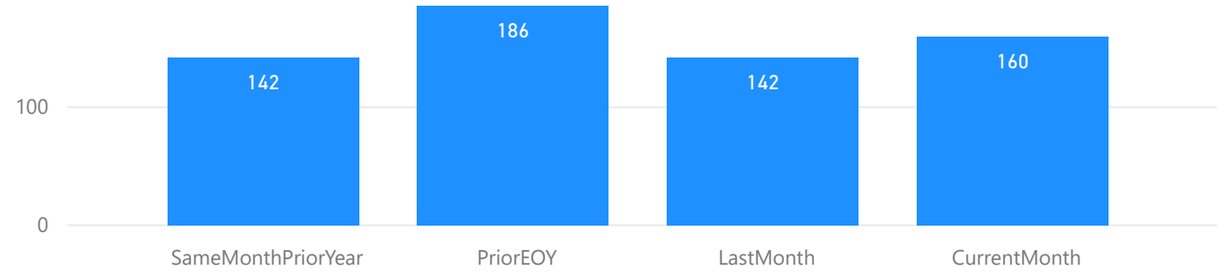
Capistrano Connections Academy

October 31, 2018

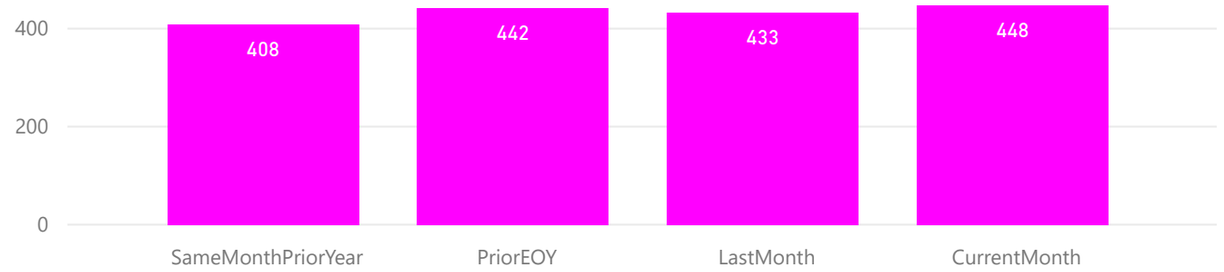
Gifted



Plan504



IEP



Currently Enrolled

4107

Gifted

8%

Plan504

4%

IEP

11%

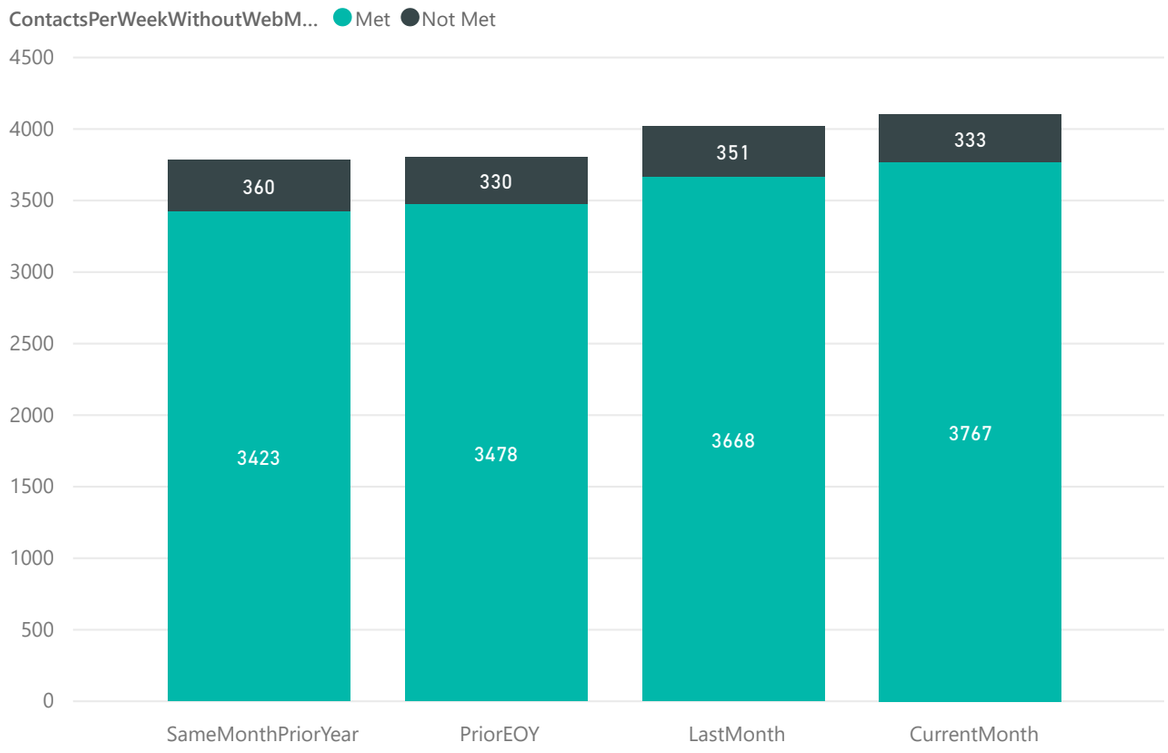
Not in Special Population

78%

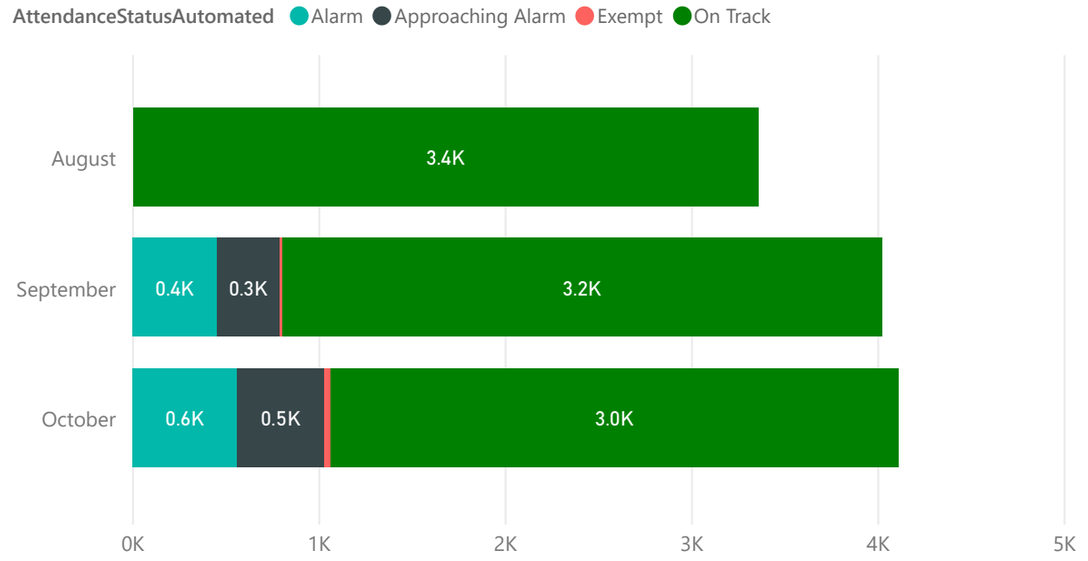
Capistrano Connections Academy

October 31, 2018

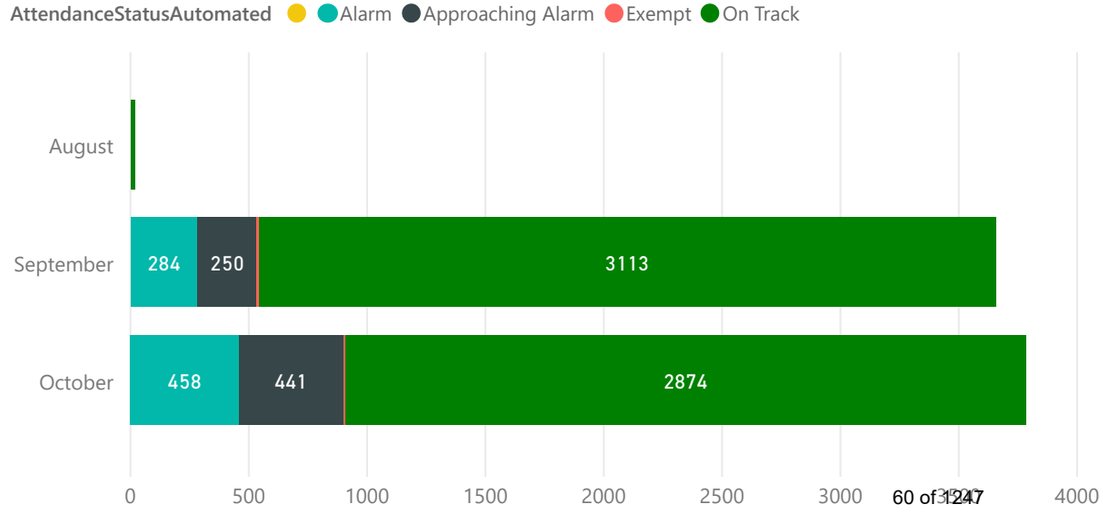
Contacts Per Week



School Year: 2018-2019



School Year: 2017-2018



Currently Enrolled

4107

Capistrano Connections Academy

October 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	107%	98%	96%	96%
3-5	110%	99%	103%	98%
6-8	112%	100%	109%	102%
9-12	102%	97%	92%	89%
Total	**106%**	**98%**	**98%**	**94%**

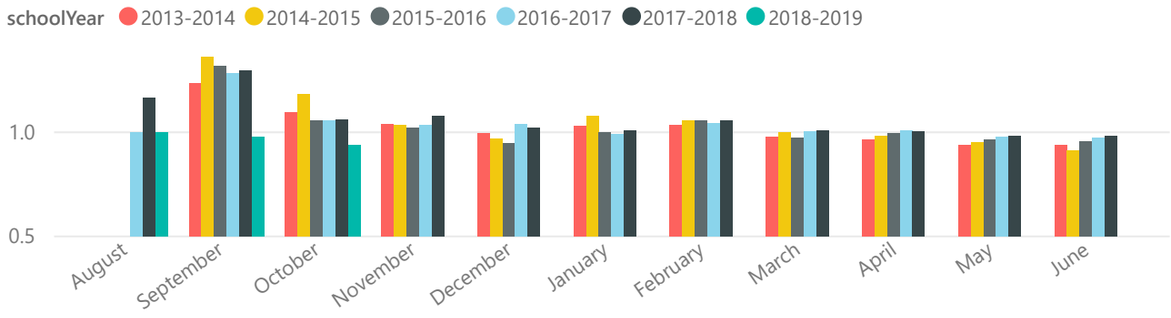
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	88%	93%	92%
3-5	80%	79%	78%	80%
6-8	76%	75%	78%	77%
9-12	70%	75%	79%	71%
Total	**75%**	**77%**	**80%**	**75%**

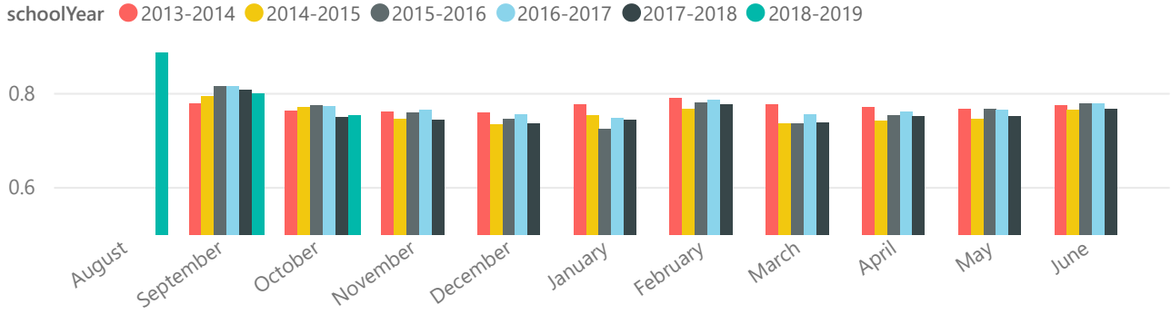
Average Attendance

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

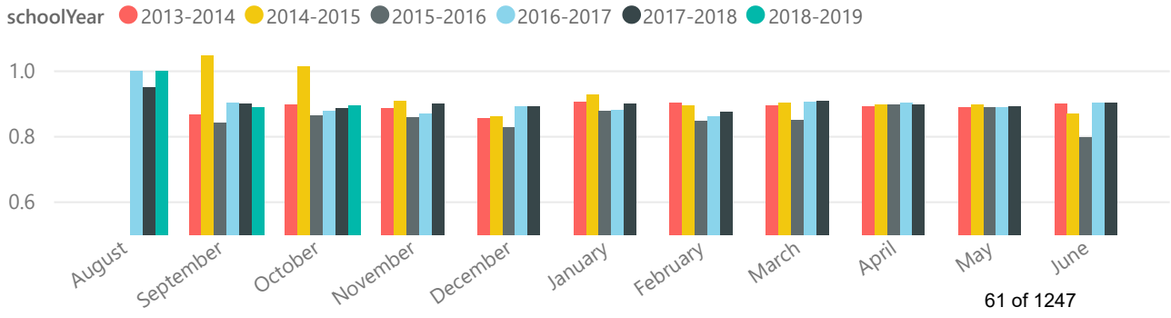
Average Total Participation



Average Total Performance



Average Total Attendance



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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Forecasted Enrollment					
Forecasted ADM			6,393	7,038	(645)
Forecasted Total Enrollment			8,686	9,692	(1,006)
Forecasted Funded Enrollment			5,796	6,383	(587)
Revenue					
State Funding	3,927,486.92	7,105,756.04	30,200,191.15	32,106,659	(1,906,468)
Federal & Other Program Funding	338.00	338.00	1,730,330.00	1,817,500	(87,170)
Local Aid	3,474,369.29	6,314,136.56	26,880,593.21	29,895,142	(3,014,549)
Other Funding Sources	7,572.30	19,171.43	20,000.00	19,200	800
Total Revenue	**7,409,766.51**	**13,439,402.03**	**58,831,114.36**	**63,838,501**	**(5,007,387)**
Program Expenses					
Compensation Expense					
Administration Staff	(97,236.39)	1,056,408.85	3,761,827.41	3,898,696	(136,868)
Instructional Staff	1,671,451.45	4,935,360.69	21,555,216.15	24,504,292	(2,949,076)
Total Compensation Expense	**1,574,215.06**	**5,991,769.54**	**25,317,043.56**	**28,402,988**	**(3,085,944)**
Fee Based Expenses					
Enrollment/Unit Based Fees	1,223,558.13	6,545,609.19	19,706,546.70	21,824,701	(2,118,154)
Revenue Based Fees	770,168.83	2,639,292.76	7,874,852.50	8,481,264	(606,412)
Total Fee Based Expenses	**1,993,726.96**	**9,184,901.95**	**27,581,399.20**	**30,305,965**	**(2,724,566)**
Other School Expenses					
Assessment	6,050.83	79,602.22	644,999.82	645,000	0
Authorizer Oversight	48,669.78	198,385.21	587,743.60	637,175	(49,431)
Employee Related	29,855.55	266,664.86	814,095.63	812,700	1,396
Facilities	49,398.74	183,875.87	948,217.84	984,157	(35,939)
Governance	906.12	26,836.81	130,891.00	130,800	91
Internet Service Provider	-	-	332,000.00	332,000	0
Instructional	18,876.78	142,907.98	452,600.50	517,700	(65,100)
Professional Services	45,430.03	58,149.96	237,949.00	237,949	0
Student Related	30,322.10	30,622.98	438,550.00	438,550	0
Pending Allocation	(4,602.60)	54,383.05	-	0	0
Total Other School Expenses	**224,907.33**	**1,041,428.94**	**4,587,047.39**	**4,736,031**	**(148,983)**
Adjustments and Credits					
Discretionary Service Credit	-	-	-	(205,000)	205,000
Total Adjustments and Credits	**-**	**-**	**-**	**(205,000)**	**205,000**
Total Program Expenses	**3,792,849.35**	**16,218,100.43**	**57,485,490.16**	**63,239,984**	**(5,754,494)**
Net Increase (Decrease)	**3,616,917.17**	**(2,778,698.40)**	**1,345,624.20**	**598,517**	**747,107**
Beginning fund balance	504,729.20	504,729.20	504,729.20	746,835	(242,106)
Ending fund balance	**4,121,646.36**	**(2,273,969.20)**	**1,850,353.40**	**1,345,352**	**505,001**

California Online Public Schools
Balance Sheet
October 31, 2018

ASSETS		
Cash and Short Term Investments:		
Checking	$	400,196.38
Savings		5,100,053.17
MediCal		2,471.00
OCDE Cash Account		5,137,794.96
Petty Cash		394.49
Total Cash and Short Term Investments		***10,640,910.00***
Other Current Assets:		
Pupil Funding		4,203,970.50
SPED Funding State		234,627.78
Other State Receivables		502,760.77
Federal Programs		14,138.13
Other Receivables		-
Prepaid Expenses		61,341.59
Total Other Current Assets		***5,016,838.77***
Total Current Assets		***15,657,748.77***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(361.36)
Net Fixed Assets		***32,160.14***
Other Assets:		
Ripon Unified School District - Science Lab Deposit		300.00
Rent Deposit InterPres Corporation		20,287.30
Utilities Deposit		100.00
Total Other Assets		***20,687.30***
Total Assets	***$***	***15,710,596.21***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	16,901,249.56
Pension Payable		220,289.07
Accrued Expenses		(1,484.27)
Deferred Revenue		489,345.00
Accounts Payable		375,166.05
Total Current Liabilities		***17,984,565.41***
Total Liabilities		***17,984,565.41***
FUND BALANCE		
Beginning Fund Balance		504,729.20
Change in Fund Balance		(2,778,698.40)
Ending Fund Balance		***(2,273,969.20)***
Total Liabilities and Fund Balance	***$***	***15,710,596.21***

California Connections Academy @ North Bay
Revenue and Expense Statement
For the Period Ended October 31, 2018

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			207	204	3	1.33%
Forecasted Total Enrollment			282	251	31	12.35%
Forecasted Funded Enrollment			185	183	2	0.86%
Revenue						
State Funding	186,415.32	325,570.33	1,336,644.38	1,301,972.00	34,672.38	2.66%
Federal & Other Program Funding	-	-	54,886.00	53,200.00	1,686.00	3.17%
Local Aid	103,191.44	157,411.38	551,219.11	508,542.00	42,677.11	8.39%
Other Funding Sources	5.26	11.51	500.00	500.00	-	0.00%
Total Revenue	**289,612.02**	**482,993.22**	**1,943,249.49**	**1,864,214.00**	**79,035.49**	**4.24%**
Program Expenses						
Compensation Expense						
Administration Staff	(4,568.31)	28,870.68	107,288.61	113,005.68	5,717.07	5.06%
Instructional Staff	48,438.66	135,335.82	671,914.26	710,269.30	38,355.04	5.40%
Total Compensation Expense	**43,870.35**	**164,206.49**	**779,202.87**	**823,274.98**	**44,072.11**	**5.35%**
Fee Based Expenses						
Enrollment/Unit Based Fees	10,953.97	204,525.95	610,150.46	571,849.00	(38,301.46)	-6.70%
Revenue Based Fees	16,796.46	84,338.19	259,256.22	250,617.48	(8,638.74)	-3.45%
Total Fee Based Expenses	**27,750.43**	**288,864.14**	**869,406.69**	**822,466.48**	**(46,940.21)**	**-5.71%**
Other School Expenses						
Assessment	64.21	(118.11)	26,536.00	26,536.00	-	0.00%
Authorizer Oversight	1,484.18	6,098.48	17,971.96	17,761.00	(210.96)	-1.19%
Employee Related	865.08	7,713.13	22,508.65	21,113.00	(1,395.65)	-6.61%
Facilities	1,840.99	5,861.57	24,831.18	25,567.00	735.82	2.88%
Governance	300.00	1,973.30	5,038.08	4,948.00	(90.08)	-1.82%
Internet Service Provider	-	-	8,000.00	8,000.00	-	0.00%
Instructional	492.52	2,670.81	17,520.00	20,822.00	3,302.00	15.86%
Professional Services	1,200.87	1,497.10	13,941.00	13,941.00	-	0.00%
Student Related	192.88	776.50	88,330.00	88,330.00	-	0.00%
Pending Allocation	(133.42)	1,298.18	-	-	-	0.00%
Total Other School Expenses	**6,307.31**	**27,770.96**	**224,676.87**	**227,018.00**	**2,341.13**	**1.03%**
Adjustments and Credits						
Contractual Service Credit	-	-	-	(10,000.00)	(10,000.00)	-100.00%
Total Adjustments and Credits	**-**	**-**	**-**	**(10,000.00)**	**(10,000.00)**	**-100.00%**
Total Program Expenses	**77,928.09**	**480,841.59**	**1,873,286.43**	**1,862,759.46**	**(10,526.97)**	**-0.57%**
Net Increase (Decrease)	**211,683.93**	**2,151.63**	**69,963.06**	**1,454.54**	**68,508.52**	
Beginning fund balance	70,327.60	70,327.60	70,327.60	10,340.76	59,986.83	
Ending fund balance	**282,011.53**	**72,479.23**	**140,290.66**	**11,795.30**	**128,495.35**	

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

ASSETS		
Cash and Short Term Investments:		
Checking	$	17,698.00
Savings		364,352.37
Total Cash and Short Term Investments		***382,050.37***
Other Current Assets:		
Pupil Funding		231,442.15
SPED Funding State		2,630.36
Other State Receivables		35,973.79
Federal Programs		897.00
Other Receivables		(15,845.25)
Prepaid Expenses		1,434.89
Total Other Current Assets		***256,532.94***
Total Current Assets		***638,583.31***
Total Assets	***$***	***638,583.31***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	549,840.38
Pension Payable		1,936.04
Accrued Expenses		(130.54)
Accounts Payable		14,458.20
Total Current Liabilities		***566,104.08***
Total Liabilities		***566,104.08***
FUND BALANCE		
Beginning Fund Balance		70,327.60
Change in Fund Balance		2,151.63
Ending Fund Balance		***72,479.23***
Total Liabilities and Fund Balance	***$***	***638,583.31***

California Connections Academy @ North Bay
Schedule of Revenue
For the Period Ended October 31, 2018

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	147,946.98	270,164.11	1,157,845.91	1,141,913.00	15,932.91
LCFF / General Purpose Block Grant - State EPA	4,100.13	7,487.20	32,088.00	32,088.00	-
Star Testing Reimbursement	-	-	335.00	335.00	-
Lottery	4,575.32	8,354.93	35,806.86	35,450.00	356.86
Special Education Pass Through Funds - State	3,864.74	7,057.36	30,245.82	30,246.00	(0.18)
One Time State Funding	7,275.64	13,285.96	56,939.80	56,940.00	(0.20)
Mandated Cost Reimbursement	698.51	1,266.77	5,429.00	5,000.00	429.00
Prior Year Revenue Adjustments	17,954.00	17,954.00	17,954.00	-	17,954.00
Total State Funding	**186,415.32**	**325,570.33**	**1,336,644.38**	**1,301,972.00**	**34,672.38**
Federal & Other Programs Funding					
Title I	-	-	22,686.00	21,000.00	1,686.00
Title II	-	-	4,000.00	4,000.00	-
Title IV	-	-	7,000.00	7,000.00	-
IDEA	-	-	21,000.00	21,000.00	-
E-Rate	-	-	200.00	200.00	-
Total Federal & Other Programs Funding	**-**	**-**	**54,886.00**	**53,200.00**	**1,686.00**
Local Funding					
LCFF / General Purpose Block Grant - Local	65,634.62	119,854.56	513,662.29	508,542.00	5,120.29
Microsoft Voucher Reimbursement Program	500.00	500.00	500.00	-	500.00
Donations/Tax Credits	-	-	-	-	-
Prior Year Revenue Adjustments	37,056.82	37,056.82	37,056.82	-	37,056.82
Total Local Funding	**103,191.44**	**157,411.38**	**551,219.11**	**508,542.00**	**42,677.11**
Other Funding					
Interest	5.26	11.51	500.00	500.00	-
Total Other Funding	**5.26**	**11.51**	**500.00**	**500.00**	**-**
Total Revenue	**289,612.02**	**482,993.22**	**1,943,249.49**	**1,864,214.00**	**79,035.49**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit Based Fees					
Accounting and Regulatory Reporting	135.34	3,445.33	10,336.00	10,200.00	(136.00)
ConnexusTM Annual License (LMS)	1,624.00	41,344.00	124,032.00	122,400.00	(1,632.00)
Curriculum Postage	165.00	3,102.00	9,306.00	8,280.00	(1,026.00)
Direct Course Instruction Support	516.47	972.58	5,176.19	-	(5,176.19)
Educational Resource Center	341.04	8,682.24	26,046.72	25,704.00	(342.72)
Enrollment and Records Management	199.99	3,760.00	11,280.00	10,037.00	(1,243.00)
Facility Support Services	14.42	290.00	870.00	1,304.00	434.00
Hardware/Software - Employees	-	1,965.75	6,053.51	6,026.00	(27.51)
Human Resources Support	-	4,095.30	12,611.48	12,555.00	(56.48)
Internet Subsidy Payment Processing	449.16	933.33	2,800.00	3,137.00	337.00
School Curriculum Supplies	-	1,480.08	4,463.45	4,484.00	20.55
Short-Term Substitute Teaching	1,543.18	2,721.21	3,760.00	-	(3,760.00)
Student Technology Assistance	-	23,273.13	64,400.00	72,140.00	7,740.00
Tangible and Intangible Instructional Materials	5,559.37	98,125.00	294,375.00	261,366.00	(33,009.00)
Technical Support and Repairs	406.00	10,336.00	31,008.00	30,600.00	(408.00)
Voice Over IP Services	-	-	3,632.11	3,616.00	(16.11)
Community Outreach	-	-	-	-	-
Total Enrollment/Unit Based Fees	**10,953.97**	**204,525.95**	**610,150.46**	**571,849.00**	**(38,301.46)**
Revenue Based Fees					
Marketing Services	451.58	6,114.20	18,910.04	18,124.68	(785.36)
School Administration	2,709.60	36,685.23	113,460.22	108,748.08	(4,712.14)
Special Education Direct Services	11,828.88	17,081.94	51,245.82	51,246.00	0.18
Special Education Oversight and Liability	1,128.99	15,285.51	47,275.09	45,311.70	(1,963.39)
Treasury Services	677.41	9,171.31	28,365.06	27,187.02	(1,178.04)
Total Revenue Based Fees	**16,796.46**	**84,338.19**	**259,256.22**	**250,617.48**	**(8,638.74)**
Total Fee Based Expenses	**27,750.43**	**288,864.14**	**869,406.69**	**822,466.48**	**(46,940.21)**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	(3,277.26)	21,964.31	78,214.32	81,571.99	3,357.67
Benefits	(802.94)	5,381.25	19,162.51	19,985.14	822.63
Pension	(358.90)	741.29	6,572.90	7,205.08	632.18
Taxes	(129.22)	783.83	3,338.88	4,243.47	904.59
Total Administrative Compensation	**(4,568.31)**	**28,870.68**	**107,288.61**	**113,005.68**	**5,717.07**
Instructional Compensation					
Salaries	34,057.97	101,684.73	477,492.58	497,457.14	19,964.56
Benefits	8,344.20	24,912.76	116,985.68	121,877.00	4,891.32
Pension	5,544.64	7,437.19	68,618.71	80,986.02	12,367.31
Taxes	491.85	1,301.14	8,817.29	9,949.14	1,131.85
Total Instructional Compensation	**48,438.66**	**135,335.82**	**671,914.26**	**710,269.30**	**38,355.04**
Total Compensation	**43,870.35**	**164,206.49**	**779,202.87**	**823,274.98**	**44,072.11**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	-	(198.18)	11,000.00	11,000.00	-
Student Testing & Assessment Travel	64.21	80.07	7,536.00	7,536.00	-
Student Testing Technology	-	-	8,000.00	8,000.00	-
Total Assessment	**64.21**	**(118.11)**	**26,536.00**	**26,536.00**	**-**
Authorizer Oversight					
District Oversight	1,406.18	5,786.48	17,035.96	16,825.00	(210.96)
STRS Reporting	78.00	312.00	936.00	936.00	-
Total Authorizer Oversight	**1,484.18**	**6,098.48**	**17,971.96**	**17,761.00**	**(210.96)**
Employee Related					
Staff Recruiting/Background Checks	24.99	71.76	1,043.00	1,043.00	-
Staff Training/Prof. Dvlpmt	789.18	7,231.65	13,231.65	11,836.00	(1,395.65)
Team Building	(29.68)	126.50	1,481.00	1,481.00	-
Travel and Conferences - Teachers	39.24	125.80	2,443.00	2,443.00	-
Travel and Conferences - Administration	41.35	157.42	4,310.00	4,310.00	-
Total Employee Related	**865.08**	**7,713.13**	**22,508.65**	**21,113.00**	**(1,395.65)**
Facilities					
Copiers/ Reproduction	39.96	273.34	862.00	862.00	-
Expensed Furniture and Equipment	71.20	71.20	2,484.00	2,484.00	-
Internet	105.85	265.31	1,864.00	1,864.00	-
Maintenance & Repairs	88.09	242.36	2,029.00	2,029.00	-
Office Postage	37.13	160.37	1,613.00	1,613.00	-
Office Supplies	574.17	924.11	2,223.11	1,884.00	(339.11)
Office Rent	728.81	3,028.59	8,859.07	9,934.00	1,074.93
Rent Operating Expense	92.03	383.12	1,299.00	1,299.00	-
Rent Storage Unit	-	93.93	450.00	450.00	-
Telephone	33.31	103.48	1,539.00	1,539.00	-
Utilities	70.44	315.76	1,609.00	1,609.00	-
Total Facilities	**1,840.99**	**5,861.57**	**24,831.18**	**25,567.00**	**735.82**
Governance					
Accreditation	-	1,060.00	1,060.00	1,000.00	(60.00)
Banking Fees	-	0.58	400.00	400.00	-
Board-Related Expenses	-	23.12	870.00	870.00	-
Dues	300.00	671.52	2,490.00	2,490.00	-
Insurance Expenses	-	218.08	218.08	188.00	(30.08)
Total Governance	**300.00**	**1,973.30**	**5,038.08**	**4,948.00**	**(90.08)**
Internet Service Provider					
ISP Payment Reimbursement	-	-	8,000.00	8,000.00	-
Total Internet Service Provider	**-**	**-**	**8,000.00**	**8,000.00**	**-**
Instructional					
LiveSpeech	80.00	80.00	720.00	-	(720.00)
Math Time to Talk	-	-	1,983.00	1,983.00	-
Other Curriculum	-	-	1,293.00	1,293.00	-
Science Lab	55.11	1,238.01	3,846.00	3,846.00	-
Science Lab - Other Contracted Services	357.41	374.80	6,200.00	6,200.00	-
Summer School	-	978.00	978.00	5,000.00	4,022.00
Title I - SES Tutoring	-	-	2,500.00	2,500.00	-
Total Instructional	**492.52**	**2,670.81**	**17,520.00**	**20,822.00**	**3,302.00**
Professional Services					
Accounting Services/Audit	-	-	9,000.00	9,000.00	-
AERIES	-	-	700.00	700.00	-
Legal Services	897.34	1,182.68	2,974.00	2,974.00	-
Other School Contracted Services	303.53	305.73	1,093.00	1,093.00	-
Other School Expense	-	8.69	174.00	174.00	-
Total Professional Services	**1,200.87**	**1,497.10**	**13,941.00**	**13,941.00**	**-**
Student Related					
College and Career Grant	-	-	73,000.00	73,000.00	-
Graduation Expense	-	61.09	4,000.00	4,000.00	-
Student Activities	192.88	715.41	11,330.00	11,330.00	-
Total Student Related	**192.88**	**776.50**	**88,330.00**	**88,330.00**	**-**
Pending Allocation					
Expenses Pending Allocation	(133.42)	1,298.18	-	-	-
Total Pending Allocation	**(133.42)**	**1,298.18**	**-**	**-**	**-**
Total Other Expenses	**6,307.31**	**27,770.96**	**224,676.87**	**227,018.00**	**2,341.13**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			518	556	(38)	-6.83%
Forecasted Total Enrollment			725	778	(53)	-6.79%
Forecasted Funded Enrollment			466	500	(34)	-6.83%
Revenue						
State Funding	597,135.06	1,062,879.37	4,446,487.01	4,667,321.00	(220,833.99)	-4.73%
Federal & Other Program Funding	338.00	338.00	178,079.00	208,700.00	(30,621.00)	-14.67%
Local Aid	48,946.99	73,309.24	240,090.96	233,500.00	6,590.96	2.82%
Other Funding Sources	27.03	360.14	2,000.00	1,200.00	800.00	66.67%
Total Revenue	**646,447.08**	**1,136,886.75**	**4,866,656.97**	**5,110,721.00**	**(244,064.03)**	**-4.78%**
Program Expenses						
Compensation Expense						
Administration Staff	(8,467.69)	82,669.96	296,397.26	307,995.85	11,598.59	3.77%
Instructional Staff	132,044.66	393,387.54	1,759,076.23	1,935,832.02	176,755.79	9.13%
Total Compensation Expense	**123,576.98**	**476,057.50**	**2,055,473.48**	**2,243,827.87**	**188,354.39**	**8.39%**
Fee Based Expenses						
Enrollment/Unit Based Fees	133,231.13	537,032.77	1,629,299.45	1,741,699.00	112,399.55	6.45%
Revenue Based Fees	71,902.60	219,246.55	644,066.61	673,460.00	29,393.39	4.36%
Total Fee Based Expenses	**205,133.73**	**756,279.32**	**2,273,366.06**	**2,415,159.00**	**141,792.94**	**5.87%**
Other School Expenses						
Assessment	212.66	1,176.91	43,539.93	43,539.93	-	0.00%
Authorizer Oversight	4,750.62	19,411.89	57,416.88	60,051.00	2,634.12	4.39%
Employee Related	2,358.71	21,047.49	74,646.00	74,646.00	-	0.00%
Facilities	3,980.54	14,623.52	69,953.00	69,953.00	-	0.00%
Governance	30.00	2,714.02	11,449.82	11,418.00	(31.82)	-0.28%
Internet Service Provider	-	-	29,000.00	29,000.00	-	0.00%
Instructional	1,604.32	9,802.78	39,457.00	42,410.00	2,953.00	6.96%
Professional Services	3,272.95	6,580.32	22,507.00	22,507.00	-	0.00%
Student Related	2,141.08	3,287.38	92,400.00	92,400.00	-	0.00%
Pending Allocation	(363.69)	4,171.98	-	-	-	0.00%
Total Other School Expenses	**17,987.19**	**82,816.29**	**440,369.63**	**445,924.93**	**5,555.30**	**1.25%**
Adjustments and Credits						
Contractual Service Credit	-	-	-	-	-	0.00%
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**0.00%**
Total Program Expenses	**346,697.89**	**1,315,153.11**	**4,769,209.18**	**5,104,911.80**	**335,702.62**	**6.58%**
Net Increase (Decrease)	**299,749.19**	**(178,266.35)**	**97,447.79**	**5,809.20**	**91,638.59**	
Beginning fund balance	40,751.73	40,751.73	40,751.73	10,240.70	30,511.03	
Ending fund balance	**340,500.92**	**(137,514.62)**	**138,199.52**	**16,049.90**	**122,149.62**	

California Connections Academy @ Central
Balance Sheet
October 31, 2018

ASSETS		
Cash and Short Term Investments:		
Checking	$	15,275.36
Savings		1,034,339.73
Total Cash and Short Term Investments		***1,049,615.09***
Other Current Assets:		
Pupil Funding		277,186.58
SPED Funding State		1,193.75
Other State Receivables		56,292.57
Federal Programs		7,265.00
Other Receivables		(34,267.81)
Prepaid Expenses		8,028.51
Total Other Current Assets		***315,698.60***
Total Current Assets		***1,365,313.69***
Other Assets:		
Utilities Deposit		100.00
Total Other Assets		***100.00***
Total Assets	***$***	***1,365,413.69***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	1,453,286.72
Pension Payable		11,527.04
Accrued Expenses		(353.98)
Accounts Payable		38,468.53
Total Current Liabilities		***1,502,928.31***
Total Liabilities		***1,502,928.31***
FUND BALANCE		
Beginning Fund Balance		40,751.73
Change in Fund Balance		(178,266.35)
Ending Fund Balance		***(137,514.62)***
Total Liabilities and Fund Balance	***$***	***1,365,413.69***

California Connections Academy @ Central
Schedule of Revenue
For the Period Ended October 31, 2018

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	454,493.55	829,944.74	3,556,906.04	3,804,401.00	(247,494.96)
LCFF / General Purpose Block Grant - State EPA	70,551.35	128,832.90	552,141.00	552,141.00	-
Star Testing Reimbursement	-	-	817.00	817.00	-
Lottery	11,547.34	21,086.45	90,370.50	97,000.00	(6,629.50)
Special Education Pass Through Funds - State	7,926.65	14,474.75	62,034.66	62,035.00	(0.34)
One Time State Funding	17,751.83	32,416.39	138,927.40	138,927.00	0.40
Mandated Cost Reimbursement	1,529.93	2,789.73	11,956.00	12,000.00	(44.00)
Prior Year Revenue Adjustments	33,334.41	33,334.41	33,334.41	-	33,334.41
Total State Funding	**597,135.06**	**1,062,879.37**	**4,446,487.01**	**4,667,321.00**	**(220,833.99)**
Federal & Other Programs Funding					
Title I	-	-	87,041.00	118,000.00	(30,959.00)
Title II	-	-	17,000.00	17,000.00	-
Title IV	-	-	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	-	338.00
Total Federal & Other Programs Funding	**338.00**	**338.00**	**178,079.00**	**208,700.00**	**(30,621.00)**
Local Funding					
LCFF / General Purpose Block Grant - Local	27,796.95	50,759.65	217,541.37	233,500.00	(15,958.63)
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	-	21,150.04
Total Local Funding	**48,946.99**	**73,309.24**	**240,090.96**	**233,500.00**	**6,590.96**
Other Funding					
Interest	27.03	360.14	2,000.00	1,200.00	800.00
Prior Year Revenue		-	-	-	-
Total Other Funding	**27.03**	**360.14**	**2,000.00**	**1,200.00**	**800.00**
Total Revenue	**646,447.08**	**1,136,886.75**	**4,866,656.97**	**5,110,721.00**	**(244,064.03)**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit Based Fees					
Accounting and Regulatory Reporting	2,079.71	8,633.33	25,900.11	27,800.00	1,899.89
Community Outreach	2,083.34	8,333.33	25,000.00	25,000.00	-
ConnexusTM Annual License (LMS)	24,956.94	103,600.44	310,801.33	333,600.00	22,798.67
Curriculum Postage	1,920.97	7,975.00	23,925.00	25,687.00	1,762.00
Direct Course Instruction Support	1,407.94	2,651.37	14,110.93	-	(14,110.93)
Educational Resource Center	5,240.94	21,756.09	65,268.28	70,056.00	4,787.72
Enrollment and Records Management	2,328.46	9,666.67	29,000.00	31,136.00	2,136.00
Facility Support Services	244.54	790.00	2,370.00	3,555.00	1,185.00
Hardware/Software - Employees	909.12	4,800.00	15,259.37	16,425.00	1,165.63
Human Resources Support	1,893.97	10,000.00	31,790.35	34,219.00	2,428.65
Internet Subsidy Payment Processing	1,892.31	3,191.67	9,575.00	11,349.00	1,774.00
School Curriculum Supplies	570.38	3,500.00	11,237.04	12,222.00	984.96
Short-Term Substitute Teaching	4,206.75	7,418.10	21,756.09	-	(21,756.09)
Student Technology Assistance	19,315.21	73,408.33	220,225.00	261,031.00	40,806.00
Tangible and Intangible Instructional Materials	57,941.33	245,408.33	736,225.00	796,364.00	60,139.00
Technical Support and Repairs	6,239.22	25,900.11	77,700.33	83,400.00	5,699.67
Voice Over IP Services	-	-	9,155.62	9,855.00	699.38
Total Enrollment/Unit Based Fees	**133,231.13**	**537,032.77**	**1,629,299.45**	**1,741,699.00**	**112,399.55**
Revenue Based Fees					
Marketing Services	4,703.73	16,142.58	47,184.72	49,857.00	2,672.28
School Administration	28,222.41	96,855.45	283,108.34	299,141.00	16,032.66
Special Education Direct Services	20,161.53	41,678.22	125,034.66	125,035.00	0.34
Special Education Oversight and Liability	11,759.33	40,356.44	117,961.81	124,642.00	6,680.19
Treasury Services	7,055.60	24,213.86	70,777.08	74,785.00	4,007.92
Total Revenue Based Fees	**71,902.60**	**219,246.55**	**644,066.61**	**673,460.00**	**29,393.39**
Total Fee Based Expenses	**205,133.73**	**756,279.32**	**2,273,366.06**	**2,415,159.00**	**141,792.94**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	(6,064.67)	62,731.00	216,039.85	222,323.65	6,283.80
Benefits	(1,485.84)	15,369.10	52,929.77	54,469.29	1,539.52
Pension	(676.40)	2,322.15	18,216.15	19,637.37	1,421.22
Taxes	(240.78)	2,247.72	9,211.48	11,565.54	2,354.06
Total Administrative Compensation	**(8,467.69)**	**82,669.96**	**296,397.26**	**307,995.85**	**11,598.59**
Instructional Compensation					
Salaries	92,842.65	294,550.29	1,251,048.88	1,355,814.55	104,765.67
Benefits	22,746.45	72,164.82	306,506.98	332,174.57	25,667.59
Pension	15,114.78	22,778.36	178,496.33	220,726.61	42,230.28
Taxes	1,340.78	3,894.06	23,024.04	27,116.29	4,092.25
Total Instructional Compensation	**132,044.66**	**393,387.54**	**1,759,076.23**	**1,935,832.02**	**176,755.79**
Total Compensation	**123,576.98**	**476,057.50**	**2,055,473.48**	**2,243,827.87**	**188,354.39**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	37.68	398.64	17,000.00	17,000.00	-
Student Testing & Assessment Travel	174.98	218.27	20,539.93	20,539.93	-
Student Testing Technology	-	560.00	6,000.00	6,000.00	-
Total Assessment	**212.66**	**1,176.91**	**43,539.93**	**43,539.93**	**-**
Authorizer Oversight					
District Administrative Fees	966.67	3,866.67	11,600.00	11,600.00	-
District Oversight	3,571.37	14,694.90	43,265.88	45,900.00	2,634.12
STRS Reporting	212.58	850.32	2,551.00	2,551.00	-
Total Authorizer Oversight	**4,750.62**	**19,411.89**	**57,416.88**	**60,051.00**	**2,634.12**
Employee Related					
Staff Recruiting/Background Checks	68.11	195.66	2,844.00	2,844.00	-
Staff Training/Prof. Dvlpmt	2,151.82	19,714.90	49,358.00	49,358.00	-
Team Building	(80.90)	344.81	4,037.00	4,037.00	-
Travel and Conferences - Teachers	106.96	362.85	6,660.00	6,660.00	-
Travel and Conferences - Administration	112.72	429.27	11,747.00	11,747.00	-
Total Employee Related	**2,358.71**	**21,047.49**	**74,646.00**	**74,646.00**	**-**
Facilities					
Copiers/ Reproduction	108.92	745.13	2,350.00	2,350.00	-
Expensed Furniture and Equipment	194.09	194.09	6,770.00	6,770.00	-
Internet	288.52	723.23	5,080.00	5,080.00	-
Maintenance & Repairs	240.06	646.19	5,530.00	5,530.00	-
Office Postage	101.13	437.01	4,395.00	4,395.00	-
Office Supplies	527.33	1,481.32	5,135.00	5,135.00	-
Office Rent	1,986.76	7,987.47	27,075.00	27,075.00	-
Rent Operating Expense	250.91	1,010.36	3,539.00	3,539.00	-
Rent Storage Unit	-	256.04	1,500.00	1,500.00	-
Telephone	90.81	282.03	4,195.00	4,195.00	-
Utilities	192.01	860.65	4,384.00	4,384.00	-
Total Facilities	**3,980.54**	**14,623.52**	**69,953.00**	**69,953.00**	**-**
Governance					
Accreditation	-	1,020.00	1,020.00	1,000.00	(20.00)
Banking Fees	30.00	146.58	600.00	600.00	-
Board-Related Expenses	-	63.02	2,370.00	2,370.00	-
Dues	-	959.60	6,935.00	6,935.00	-
Insurance Expenses	-	524.82	524.82	513.00	(11.82)
Total Governance	**30.00**	**2,714.02**	**11,449.82**	**11,418.00**	**(31.82)**
Internet Service Provider					
ISP Payment Reimbursement	-	-	29,000.00	29,000.00	-
Total Internet Service Provider	**-**	**-**	**29,000.00**	**29,000.00**	**-**
Instructional					
LiveSpeech	480.00	480.00	4,320.00	-	(4,320.00)
Math Time to Talk	-	-	5,404.00	5,404.00	-
Other Curriculum	-	-	3,523.00	3,523.00	-
Science Lab	150.25	3,374.31	10,483.00	10,483.00	-
Science Lab - Other Contracted Services	974.07	1,021.47	5,800.00	5,800.00	-
Summer School	-	4,927.00	4,927.00	12,200.00	7,273.00
Title I - SES Tutoring	-	-	5,000.00	5,000.00	-
Total Instructional	**1,604.32**	**9,802.78**	**39,457.00**	**42,410.00**	**7,273.00**
Professional Services					
Accounting Services/Audit		2,500.00	9,000.00	9,000.00	-
AERIES		-	1,950.00	1,950.00	-
Legal Services	2,445.68	3,223.37	8,105.00	8,105.00	-
Other School Contracted Services	827.27	833.25	2,978.00	2,978.00	-
Other School Expense		23.70	474.00	474.00	-
Total Professional Services	**3,272.95**	**6,580.32**	**22,507.00**	**22,507.00**	**-**
Student Related					
College and Career Grant		-	70,000.00	70,000.00	-
Graduation Expense		166.50	5,800.00	5,800.00	-
Student Activities	2,141.08	3,120.88	16,600.00	16,600.00	-
Total Student Related	**2,141.08**	**3,287.38**	**92,400.00**	**92,400.00**	**-**
Pending Allocation					
Expenses Pending Allocation	(363.69)	4,171.98	-	-	-
Total Pending Allocation	**(363.69)**	**4,171.98**	**-**	**-**	**-**
Total Other Expenses	**17,987.19**	**82,816.29**	**440,369.63**	**445,924.93**	**5,555.30**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			1,459	1,561	(102)	-6.54%
Forecasted Total Enrollment			2,029	2,224	(195)	-8.79%
Forecasted Funded Enrollment			1,308	1,400	(92)	-6.54%
Revenue						
State Funding	1,435,239.08	2,597,456.22	11,041,052.45	11,671,651.00	(630,598.55)	-5.40%
Federal & Other Program Funding	-	-	354,587.00	389,900.00	(35,313.00)	-9.06%
Local Aid	220,297.28	402,735.37	1,723,911.97	1,843,800.00	(119,888.03)	-6.50%
Other Funding Sources	2,520.54	4,541.09	2,500.00	2,500.00	-	0.00%
Total Revenue	**1,658,056.90**	**3,004,732.68**	**13,122,051.42**	**13,907,851.00**	**(785,799.58)**	**-5.65%**
Program Expenses						
Compensation Expense						
Administration Staff	(22,492.04)	233,381.82	833,432.74	864,715.13	31,282.39	3.62%
Instructional Staff	370,727.93	1,108,097.01	4,877,426.22	5,434,953.69	557,527.47	10.26%
Total Compensation Expense	**348,235.89**	**1,341,478.83**	**5,710,858.96**	**6,299,668.82**	**588,809.86**	**9.35%**
Fee Based Expenses						
Enrollment/Unit Based Fees	343,773.93	1,476,926.26	4,481,396.02	4,876,925.00	395,528.98	8.11%
Revenue Based Fees	207,883.08	592,789.26	1,740,511.14	1,827,020.00	86,508.86	4.73%
Total Fee Based Expenses	**551,657.01**	**2,069,715.52**	**6,221,907.16**	**6,703,945.00**	**482,037.84**	**7.19%**
Other School Expenses						
Assessment	1,125.57	24,536.03	176,667.00	176,667.00	-	0.00%
Authorizer Oversight	11,493.06	46,531.25	138,475.77	146,094.00	7,618.23	5.21%
Employee Related	6,621.98	59,066.25	174,960.00	174,960.00	-	0.00%
Facilities	10,791.87	40,903.25	214,635.13	223,687.00	9,051.87	4.05%
Governance	35.00	5,320.62	29,073.13	29,044.00	(29.13)	-0.10%
Internet Service Provider	-	-	73,000.00	73,000.00	-	0.00%
Instructional	3,876.55	29,578.26	101,092.00	122,095.00	21,003.00	17.20%
Professional Services	10,689.01	12,955.74	57,449.00	57,449.00	-	0.00%
Student Related	1,891.46	4,779.47	95,200.00	95,200.00	-	0.00%
Pending Allocation	(1,020.78)	11,907.59	-	-	-	0.00%
Total Other School Expenses	**45,503.72**	**235,578.46**	**1,060,552.03**	**1,098,196.00**	**37,643.97**	**3.43%**
Adjustments and Credits						
Contractual Service Credit		-	-	(195,000.00)	(195,000.00)	-100.00%
Total Adjustments and Credits	**-**	**-**	**-**	**(195,000.00)**	**(195,000.00)**	**-100.00%**
Total Program Expenses	**945,396.62**	**3,646,772.81**	**12,993,318.15**	**13,906,809.82**	**913,491.67**	**6.57%**
Net Increase (Decrease)	**712,660.28**	**(642,040.13)**	**128,733.28**	**1,041.18**	**127,692.10**	
Beginning fund balance	21,650.94	21,650.94	21,650.94	10,077.00	11,573.94	
Ending fund balance	**734,311.22**	**(620,389.19)**	**150,384.22**	**11,118.18**	**139,266.04**	

California Connections Academy @ Ripon
Balance Sheet
October 31, 2018

ASSETS		
Cash and Short-Term Investments:		
Checking	$	66,524.15
Savings		242,939.77
Petty Cash		170.49
Total Cash and Short Term Investments		***309,634.41***
Other Current Assets:		
Pupil Funding		4,840,632.14
SPED Funding State		11,571.08
Other State Receivables		105,328.20
Other Receivables		(67,202.72)
Prepaid Expenses		6,032.24
Total Other Current Assets		***4,896,360.94***
Total Current Assets		***5,205,995.35***
Other Assets:		
Ripon Unified School District - Science Lab Deposit		300.00
Total Other Assets		***300.00***
Total Assets	***$***	***5,206,295.35***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	5,418,161.50
Pension Payable		16,484.40
Accrued Expenses		(1,922.83)
Deferred Revenue		117,942.00
Accounts Payable		276,019.47
Total Current Liabilities		***5,826,684.54***
Total Liabilities		***5,826,684.54***
FUND BALANCE		
Beginning Fund Balance		21,650.94
Change in Fund Balance		(642,040.13)
Ending Fund Balance		***(620,389.19)***
Total Liabilities and Fund Balance	***$***	***5,206,295.35***

California Connections Academy @ Ripon
Schedule of Revenue
For the Period Ended October 31, 2018

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	1,115,124.55	2,036,314.41	8,727,061.75	9,368,310.00	(641,248.25)
LCFF / General Purpose Block Grant - State EPA	184,133.02	336,242.90	1,441,041.00	1,441,041.00	-
Star Testing Reimbursement	-	-	2,184.00	2,184.00	-
Lottery	32,435.87	59,230.72	253,845.96	271,600.00	(17,754.04)
Special Education Pass Through Funds - State	23,535.61	42,978.08	184,191.78	184,192.00	(0.22)
One Time State Funding	47,446.98	86,642.31	371,324.20	371,324.00	0.20
Mandated Cost Reimbursement	4,232.28	7,717.03	33,073.00	33,000.00	73.00
Prior Year Revenue Adjustments	28,330.77	28,330.77	28,330.77	-	
Total State Funding	**1,435,239.08**	**2,597,456.22**	**11,041,052.45**	**11,671,651.00**	**(630,598.55)**
Federal & Other Programs Funding					
Title I	-	-	160,687.00	196,000.00	(35,313.00)
Title II	-	-	32,000.00	32,000.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	150,000.00	150,000.00	-
E-Rate	-	-	1,900.00	1,900.00	-
Total Federal & Other Programs Funding	**-**	**-**	**354,587.00**	**389,900.00**	**(35,313.00)**
Local Funding					
LCFF / General Purpose Block Grant - Local	220,196.10	402,097.23	1,723,273.83	1,843,800.00	(120,526.17)
Microsoft Voucher Reimbursement Program	-	536.96	536.96	-	536.96
Donations/Tax Credits	101.18	101.18	101.18	-	101.18
Total Local Funding	**220,297.28**	**402,735.37**	**1,723,911.97**	**1,843,800.00**	**(119,888.03)**
Other Funding					
Interest	2,520.54	4,541.09	2,500.00	2,500.00	-
Total Other Funding	**2,520.54**	**4,541.09**	**2,500.00**	**2,500.00**	**-**
Total Revenue	**1,658,056.90**	**3,004,732.68**	**13,122,051.42**	**13,907,851.00**	**(785,799.58)**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit Based Fees					
Accounting and Regulatory Reporting	5,845.71	24,315.96	72,947.89	78,050.00	5,102.11
Community Outreach	4,166.66	16,666.67	50,000.00	50,000.00	-
ConnexusTM Annual License (LMS)	70,148.56	291,791.56	875,374.67	936,600.00	61,225.33
Curriculum Postage	5,247.44	22,319.00	66,957.00	73,406.00	6,449.00
Direct Course Instruction Support	3,952.92	7,443.97	39,617.77	-	(39,617.77)
Educational Resource Center	14,731.20	61,276.23	183,828.68	196,686.00	12,857.32
Enrollment and Records Management	6,360.53	27,053.33	81,160.00	88,977.00	7,817.00
Facility Support Services	680.70	2,217.96	6,653.88	9,981.00	3,327.12
Hardware/Software - Employees	2,434.19	13,400.00	42,524.41	46,114.00	3,589.59
Human Resources Support	5,071.25	27,916.67	88,592.52	96,072.00	7,479.48
Internet Subsidy Payment Processing	4,492.34	7,550.00	22,650.00	30,012.00	7,362.00
School Curriculum Supplies	1,576.70	9,833.33	31,354.66	34,313.00	2,958.34
Short-Term Substitute Teaching	11,810.85	20,827.02	61,276.23	-	(61,276.23)
Student Technology Assistance	24,063.76	173,650.00	520,950.00	690,278.00	169,328.00
Tangible and Intangible Instructional Materials	165,653.98	697,716.67	2,093,150.00	2,284,617.00	191,467.00
Technical Support and Repairs	17,537.14	72,947.89	218,843.67	234,150.00	15,306.33
Voice Over IP Services	-	-	25,514.65	27,669.00	2,154.35
Total Enrollment/Unit Based Fees	**343,773.93**	**1,476,926.26**	**4,481,396.02**	**4,876,925.00**	**395,528.98**
Revenue Based Fees					
Marketing Services	12,752.57	43,762.91	127,847.22	135,712.00	7,864.78
School Administration	76,515.33	262,577.46	767,083.28	814,270.00	47,186.72
Special Education Direct Services	67,604.97	111,397.26	334,191.78	334,192.00	0.22
Special Education Oversight and Liability	31,881.39	109,407.27	319,618.04	339,279.00	19,660.96
Treasury Services	19,128.82	65,644.36	191,770.82	203,567.00	11,796.18
Total Revenue Based Fees	**207,883.08**	**592,789.26**	**1,740,511.14**	**1,827,020.00**	**86,508.86**
Total Fee Based Expenses	**551,657.01**	**2,069,715.52**	**6,221,907.16**	**6,703,945.00**	**482,037.84**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	(16,104.45)	177,043.11	607,465.98	624,185.75	16,719.77
Benefits	(3,945.58)	43,375.57	148,829.20	152,925.51	4,096.31
Pension	(1,801.96)	6,616.61	51,239.90	55,132.99	3,893.09
Taxes	(640.06)	6,346.53	25,897.67	32,470.88	6,573.21
Total Administrative Compensation	**(22,492.04)**	**233,381.82**	**833,432.74**	**864,715.13**	**31,282.39**
Instructional Compensation					
Salaries	260,664.55	829,549.51	3,469,505.53	3,806,523.11	337,017.58
Benefits	63,862.82	203,239.63	850,028.85	932,598.16	82,569.31
Pension	42,436.19	64,323.48	494,108.33	619,701.96	125,593.63
Taxes	3,764.37	10,984.39	63,783.51	76,130.46	12,346.95
Total Instructional Compensation	**370,727.93**	**1,108,097.01**	**4,877,426.22**	**5,434,953.69**	**557,527.47**
Total Compensation	**348,235.89**	**1,341,478.83**	**5,710,858.96**	**6,299,668.82**	**588,809.86**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	53.13	23,342.06	90,000.00	90,000.00	-
Student Testing & Assessment Travel	1,072.44	1,193.97	57,667.00	57,667.00	-
Student Testing Technology	-	-	29,000.00	29,000.00	-
Total Assessment	**1,125.57**	**24,536.03**	**176,667.00**	**176,667.00**	**-**
Authorizer Oversight					
District Administrative Fees	1,033.33	4,133.32	12,400.00	12,400.00	-
District Oversight	9,862.90	40,010.61	118,913.77	126,532.00	7,618.23
STRS Reporting	596.83	2,387.32	7,162.00	7,162.00	-
Total Authorizer Oversight	**11,493.06**	**46,531.25**	**138,475.77**	**146,094.00**	**7,618.23**
Employee Related					
Staff Recruiting/Background Checks	191.24	549.47	7,985.00	7,985.00	-
Staff Training/Prof. Dvlpmt	6,041.12	55,380.48	103,963.00	103,963.00	-
Team Building	(227.13)	968.08	11,334.00	11,334.00	-
Travel and Conferences - Teachers	300.33	963.17	18,697.00	18,697.00	-
Travel and Conferences - Administration	316.42	1,205.05	32,981.00	32,981.00	-
Total Employee Related	**6,621.98**	**59,066.25**	**174,960.00**	**174,960.00**	**-**
Facilities					
Copiers/ Reproduction	305.81	2,092.01	6,598.00	6,598.00	-
Equipment/Supplies	-	-	17,500.00	17,500.00	-
Expensed Furniture and Equipment	544.93	544.93	19,008.00	19,008.00	-
Internet	810.04	2,030.52	14,261.00	14,261.00	-
Maintenance & Repairs	674.05	2,214.61	15,526.00	15,526.00	-
Office Postage	283.95	1,200.09	12,339.00	12,339.00	-
Office Supplies	1,096.63	3,729.36	14,417.00	14,417.00	-
Office Rent	5,578.01	22,339.05	66,963.13	76,015.00	9,051.87
Prop 39 Clean Energy Planning	-	-	10,000.00	10,000.00	-
Rent Operating Expense	704.44	2,825.67	9,936.00	9,936.00	-
Rent Storage Unit	-	718.85	4,000.00	4,000.00	-
Telephone	254.94	791.81	11,777.00	11,777.00	-
Utilities	539.07	2,416.35	12,310.00	12,310.00	-
Total Facilities	**10,791.87**	**40,903.25**	**214,635.13**	**223,687.00**	**9,051.87**
Governance					
Accreditation	-	1,020.00	1,020.00	1,000.00	(20.00)
Banking Fees	35.00	113.44	600.00	600.00	-
Board-Related Expenses	-	176.92	6,654.00	6,654.00	-
Dues	-	2,559.13	19,348.00	19,348.00	-
Insurance Expenses	-	1,451.13	1,451.13	1,442.00	(9.13)
Total Governance	**35.00**	**5,320.62**	**29,073.13**	**29,044.00**	**(29.13)**
Internet Service Provider					
ISP Payment Reimbursement	-	-	73,000.00	73,000.00	-
Total Internet Service Provider	**-**	**-**	**73,000.00**	**73,000.00**	**-**
Instructional					
LiveSpeech	720.00	720.00	6,480.00	-	(6,480.00)
Math Time to Talk	-	-	15,171.00	15,171.00	-
Other Curriculum	-	-	9,892.00	9,892.00	-
Science Lab	421.81	9,473.44	29,432.00	29,432.00	-
Science Lab - Other Contracted Services	2,734.74	2,867.82	18,600.00	18,600.00	-
Summer School	-	16,517.00	16,517.00	44,000.00	27,483.00
Title I - SES Tutoring	-	-	5,000.00	5,000.00	-
Total Instructional	**3,876.55**	**29,578.26**	**101,092.00**	**122,095.00**	**27,483.00**
Professional Services					
Accounting Services/Audit	1,500.00	1,500.00	9,500.00	9,500.00	-
AERIES	-	-	5,500.00	5,500.00	-
Legal Services	6,866.41	9,049.84	22,756.00	22,756.00	-
Manager Services	-	-	10,000.00	10,000.00	-
Other School Contracted Services	2,322.60	2,339.36	8,362.00	8,362.00	-
Other School Expense	-	66.54	1,331.00	1,331.00	-
Total Professional Services	**10,689.01**	**12,955.74**	**57,449.00**	**57,449.00**	**-**
Student Related					
College and Career Grant	-	-	62,000.00	62,000.00	-
Graduation Expense	-	1,291.77	9,000.00	9,000.00	-
Student Activities	1,891.46	3,487.70	24,200.00	24,200.00	-
Total Student Related	**1,891.46**	**4,779.47**	**95,200.00**	**95,200.00**	**-**
Pending Allocation					
Expenses Pending Allocation	(1,020.78)	11,907.59	-	-	-
Total Pending Allocation	**(1,020.78)**	**11,907.59**	**-**	**-**	**-**
Total Other Expenses	**45,503.72**	**235,578.46**	**1,060,552.03**	**1,098,196.00**	**37,643.97**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment						
Forecasted ADM			4,210	4,717	(507)	-10.76%
Forecasted Total Enrollment			5,650	6,439	(789)	-12.25%
Forecasted Funded Enrollment			3,837	4,300	(463)	-10.76%
Revenue						
State Funding	1,708,697.46	3,119,850.11	13,376,007.30	14,465,715.00	(1,089,707.70)	-7.53%
Federal & Other Program Funding	-	-	1,142,778.00	1,165,700.00	(22,922.00)	-1.97%
Local Aid	3,101,933.58	5,680,680.57	24,365,371.18	27,309,300.00	(2,943,928.82)	-10.78%
Other Funding Sources	5,019.47	14,258.69	15,000.00	15,000.00	-	0.00%
Total Revenue	**4,815,650.51**	**8,814,789.37**	**38,899,156.48**	**42,955,715.00**	**(4,056,558.52)**	**-9.44%**
Program Expenses						
Compensation Expense						
Administration Staff	(61,708.35)	711,486.40	2,524,708.81	2,612,979.00	88,270.19	3.38%
Instructional Staff	1,120,240.19	3,298,540.32	14,246,799.44	16,423,237.00	2,176,437.56	13.25%
Total Compensation Expense	**1,058,531.85**	**4,010,026.72**	**16,771,508.25**	**19,036,216.00**	**2,264,707.75**	**11.90%**
Fee Based Expenses						
Enrollment/Unit Based Fees	735,599.10	4,327,124.21	12,985,700.76	14,634,228.00	1,648,527.24	11.26%
Revenue Based Fees	473,586.69	1,742,918.76	5,231,018.53	5,730,167.00	499,148.47	8.71%
Total Fee Based Expenses	**1,209,185.79**	**6,070,042.97**	**18,216,719.29**	**20,364,395.00**	**2,147,675.71**	**10.55%**
Other School Expenses						
Assessment	4,648.39	54,007.39	398,256.89	398,256.89	-	0.00%
Authorizer Oversight	30,941.92	126,343.59	373,878.99	413,269.00	39,390.01	9.53%
Employee Related	20,009.78	178,837.99	541,980.98	541,980.98	-	0.00%
Facilities	32,785.34	122,487.53	638,798.53	664,950.00	26,151.47	3.93%
Governance	541.12	16,828.87	85,329.97	85,390.00	60.03	0.07%
Internet Service Provider	-	-	222,000.00	222,000.00	-	0.00%
Instructional	12,903.39	100,856.13	295,251.50	332,373.00	37,121.50	11.17%
Professional Services	30,267.20	37,116.80	144,052.00	144,052.00	-	0.00%
Student Related	26,096.68	21,779.63	162,620.00	162,620.00	-	0.00%
Pending Allocation	(3,084.71)	37,005.30	-	-	-	0.00%
Total Other School Expenses	**155,109.11**	**695,263.23**	**2,862,168.87**	**2,964,891.87**	**102,723.01**	**3.46%**
Adjustments and Credits						
Discretionary Service Credit		-	-	-	-	0.00%
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**0.00%**
Total Program Expenses	**2,422,826.75**	**10,775,332.92**	**37,850,396.41**	**42,365,502.87**	**4,515,106.47**	**10.66%**
Net Increase (Decrease)	**2,392,823.76**	**(1,960,543.55)**	**1,048,760.07**	**590,212.13**	**458,547.94**	
Beginning fund balance	371,998.93	371,998.93	371,998.93	716,176.46	(344,177.53)	
Ending fund balance	**2,764,822.69**	**(1,588,544.62)**	**1,420,759.00**	**1,306,388.58**	**114,370.42**	

Capistrano California Connections Academy
Balance Sheet
October 31, 2018

ASSETS		
Cash and Short Term Investments:		
Analysis Checking	$	300,698.87
Savings		3,458,421.30
MediCal		2,471.00
OCDE Cash Account		5,137,794.96
Petty Cash		224.00
Total Cash and Short Term Investments		***8,899,610.13***
Other Current Assets:		
Pupil Funding		(1,145,290.37)
SPED Funding State		219,232.59
Other State Receivables		305,166.21
Federal Programs		5,976.13
Other Receivables		117,315.78
Prepaid Expenses		45,845.95
Total Other Current Assets		***(451,753.71)***
Total Current Assets		***8,447,856.42***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(361.36)
Net Fixed Assets		***32,160.14***
Other Assets:		
Rent Deposit InterPres Corporation		20,287.30
Total Other Assets		***20,287.30***
Total Assets	***$***	***8,500,303.86***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	9,479,960.96
Pension Payable		190,341.59
Accrued Expenses		923.08
Deferred Revenue		371,403.00
Accounts Payable		46,219.85
Total Current Liabilities		***10,088,848.48***
Total Liabilities		***10,088,848.48***
FUND BALANCE		
Beginning Fund Balance		371,998.93
Change in Fund Balance		(1,960,543.55)
Ending Fund Balance		***(1,588,544.62)***
Total Liabilities and Fund Balance	***$***	***8,500,303.86***

Capistrano California Connections Academy
Schedule of Revenue
For the Period Ended October 31, 2018

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Revenue					
State Funding					
LCFF / General Purpose Block Grant - State	1,284,194.19	2,345,050.32	10,050,215.42	11,051,221.00	(1,001,005.58)
LCFF / General Purpose Block Grant - State EPA	87,163.36	159,167.87	682,148.00	682,148.00	-
Star Testing Reimbursement	415.00	415.00	7,000.00	7,000.00	-
Lottery	95,124.91	173,706.37	744,455.85	834,200.00	(89,744.15)
Special Education Pass through funds - State	75,707.08	138,247.72	592,490.22	592,490.00	0.22
One Time State Funding	152,267.13	278,053.03	1,191,655.80	1,191,656.00	(0.20)
Mandated Cost Reimbursement	13,825.79	25,209.80	108,042.00	107,000.00	1,042.00
Total State Funding	**1,708,697.46**	**3,119,850.11**	**13,376,007.30**	**14,465,715.00**	**(1,089,707.70)**
Federal & Other Programs Funding					
Title I	-	-	551,078.00	574,000.00	(22,922.00)
Title II	-	-	96,000.00	96,000.00	-
Title IV	-	-	10,000.00	10,000.00	-
IDEA	-	-	480,000.00	480,000.00	-
E-Rate	-	-	5,700.00	5,700.00	-
Total Federal & Other Programs Funding	**-**	**-**	**1,142,778.00**	**1,165,700.00**	**(22,922.00)**
Local Funding					
LCFF / General Purpose Block Grant - Local	3,114,115.12	5,686,645.14	24,371,335.75	27,309,300.00	(2,937,964.25)
Microsoft Voucher Reimbursement Program	646.46	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)	-	(12,828.00)
Total Local Funding	**3,101,933.58**	**5,680,680.57**	**24,365,371.18**	**27,309,300.00**	**(2,943,928.82)**
Other Funding					
Interest	5,019.47	14,258.69	15,000.00	15,000.00	-
Total Other Funding	**5,019.47**	**14,258.69**	**15,000.00**	**15,000.00**	**-**
Total Revenue	**4,815,650.51**	**8,814,789.37**	**38,899,156.48**	**42,955,715.00**	**(4,056,558.52)**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:					
Enrollment/Unit-Based Fees					
Accounting and Regulatory Reporting	11,031.37	70,159.00	210,477.00	235,850.00	25,373.00
Community Outreach	45,833.34	183,333.33	550,000.00	550,000.00	-
Connexus Annual License (EMS)	132,376.50	841,908.00	2,525,724.00	2,830,200.00	304,476.00
Curriculum Postage	9,748.55	62,150.00	186,450.00	212,477.00	26,027.00
Direct Course Instruction Support	11,944.67	22,493.67	119,714.21	-	(119,714.21)
Educational Resource Center	27,799.05	176,800.68	530,402.04	594,342.00	63,939.96
Enrollment and Records Management	11,816.43	75,333.33	226,000.00	257,548.00	31,548.00
Facility Support Services	1,781.05	6,702.19	20,106.56	30,160.00	10,053.44
Hardware/Software - Employees	5,295.92	40,400.00	122,329.09	139,347.00	17,017.91
Human Resources Support	11,033.15	84,166.67	254,852.26	290,307.00	35,454.74
ISP Processing Fee	11,603.47	21,358.33	64,075.00	81,552.00	17,477.00
School Curriculum Supplies	3,235.29	29,666.67	90,083.48	103,687.00	13,603.52
Short-Term Sub Teaching Services	35,689.22	62,933.67	62,933.67	-	(62,933.67)
Student Technology Assistance- Laptops	72,612.91	491,241.67	1,473,725.00	1,875,689.00	401,964.00
Tangible/Intangible Instr. Materials	310,704.07	1,948,000.00	5,844,000.00	6,641,911.00	797,911.00
Technical Support and Repairs	33,094.11	210,477.00	631,431.00	707,550.00	76,119.00
Voice Over IP Services	-	-	73,397.45	83,608.00	10,210.55
Total Enrollment/Unit Based Fees	**735,599.10**	**4,327,124.21**	**12,985,700.76**	**14,634,228.00**	**1,648,527.24**
Revenue-Based Fees					
Marketing Services	28,252.03	129,780.22	378,048.03	423,425.00	45,376.97
School Administration	169,512.19	778,681.33	2,268,288.17	2,540,551.00	272,262.83
Special Education Oversight and Liability	70,630.09	324,450.55	945,120.07	1,058,563.00	113,442.93
Special Education Direct Services	162,814.32	315,336.33	1,072,490.22	1,072,490.00	(0.22)
Treasury Services	42,378.06	194,670.33	567,072.04	635,138.00	68,065.96
Total Revenue Based Fees	**473,586.69**	**1,742,918.76**	**5,231,018.53**	**5,730,167.00**	**499,148.47**
Total Fee-Based Expenses	**1,209,185.79**	**6,070,042.97**	**18,216,719.29**	**20,364,395.00**	**2,147,675.71**
SCHEDULE OF COMPENSATION:					
Administrative Compensation					
Salaries	(44,159.56)	539,490.03	1,840,133.63	1,886,152.00	46,018.37
Benefits	(10,819.07)	132,175.08	450,832.84	462,107.00	11,274.16
Pension	(4,971.06)	20,468.03	155,309.82	166,600.00	11,290.18
Taxes	(1,758.66)	19,353.26	78,432.53	98,120.00	19,687.47
Total Administrative Compensation	**(61,708.35)**	**711,486.40**	**2,524,708.81**	**2,612,979.00**	**88,270.19**
Instructional Compensation					
Salaries	787,658.23	2,471,316.97	10,139,239.02	11,502,477.00	1,363,237.98
Benefits	192,976.27	605,472.66	2,484,113.55	2,818,107.00	333,993.45
Pension	128,230.76	189,266.03	1,437,603.76	1,872,603.00	434,999.24
Taxes	11,374.93	32,484.66	185,843.11	230,050.00	44,206.89
Total Instructional Compensation	**1,120,240.19**	**3,298,540.32**	**14,246,799.44**	**16,423,237.00**	**2,176,437.56**
Total Compensation	**1,058,531.85**	**4,010,026.72**	**16,771,508.25**	**19,036,216.00**	**2,264,707.75**

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

	October-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:					
Assessment					
Student Testing & Assessment Facilities & Services	3,164.00	51,660.78	198,000.00	198,000.00	-
Student Testing & Assessment Travel	1,484.39	1,886.61	174,256.89	174,256.89	-
Student Testing Technology	-	460.00	26,000.00	26,000.00	-
Total Assessment	**4,648.39**	**54,007.39**	**398,256.89**	**398,256.89**	**-**
Authorizer Oversight					
District Administrative Fees	100.00	400.00	1,200.00	1,200.00	-
District Oversight	29,038.42	118,729.59	351,036.99	390,427.00	39,390.01
STRS Reporting	1,803.50	7,214.00	21,642.00	21,642.00	-
Total Authorizer Oversight	**30,941.92**	**126,343.59**	**373,878.99**	**413,269.00**	**39,390.01**
Employee Related					
Staff Recruiting/Background Checks	577.91	1,660.48	24,128.00	24,128.00	-
Staff Training/Prof. Dvlpmt	18,254.56	167,655.31	327,444.00	327,444.00	-
Team Building	(686.36)	2,925.29	34,248.00	34,248.00	-
Travel and Conferences - Administration	956.20	3,641.32	99,661.54	99,661.54	-
Travel and Conferences - Teachers	907.47	2,955.59	56,499.45	56,499.45	-
Total Employee Related	**20,009.78**	**178,837.99**	**541,980.98**	**541,980.98**	**-**
Facilities					
Copiers/ Reproduction	924.08	6,321.48	19,939.00	19,939.00	-
Depreciation	180.68	361.36	1,626.12	-	(1,626.12)
Equipment/Supplies	-	-	66,500.00	66,500.00	-
Expensed Furniture and Equipment	1,646.63	1,646.63	57,438.00	57,438.00	-
Internet	2,447.74	6,135.70	43,095.00	43,095.00	-
Maintenance & Repairs	2,036.81	5,445.75	46,915.00	46,915.00	-
Office Postage	858.06	3,707.76	37,286.00	37,286.00	-
Office Rent	16,855.25	67,081.41	201,923.41	229,701.00	27,777.59
Office Supplies	3,308.21	11,436.18	43,564.00	43,564.00	-
Prop 39 Clean Energy Planning	-	-	10,000.00	10,000.00	-
Rent Operating Expense	2,128.62	8,484.85	30,026.00	30,026.00	-
Rent Storage Unit	-	2,172.18	7,700.00	7,700.00	-
Telephone	770.34	2,392.61	35,589.00	35,589.00	-
Utilities	1,628.92	7,301.62	37,197.00	37,197.00	-
Total Facilities	**32,785.34**	**122,487.53**	**638,798.53**	**664,950.00**	**26,151.47**
Governance					
Accreditation	-	1,020.00	1,020.00	1,000.00	(20.00)
Banking Fees	-	13.40	1,400.00	1,400.00	-
Board-Related Expenses	-	2,786.75	20,107.00	20,107.00	-
Dues	541.12	8,732.75	58,527.00	58,527.00	-
Insurance Expenses	-	4,275.97	4,275.97	4,356.00	80.03
Total Governance	**541.12**	**16,828.87**	**85,329.97**	**85,390.00**	**60.03**
Internet Service Provider					
ISP Payment Reimbursement	-	-	222,000.00	222,000.00	-
Total Internet Service Provider	**-**	**-**	**222,000.00**	**222,000.00**	**-**
Instructional					
LiveSpeech	1,680.00	1,680.00	17,680.00	-	(17,680.00)
Math Time to Talk	-	-	45,843.00	45,843.00	-
Other Curriculum	1,685.00	1,685.00	29,892.00	29,892.00	-
Science Lab	1,274.61	28,626.72	88,938.00	88,938.00	-
Science Lab - Other Contracted Services	8,263.78	8,665.91	42,700.00	42,700.00	-
Summer School	-	60,198.50	60,198.50	115,000.00	54,801.50
Title I - SES Tutoring	-	-	10,000.00	10,000.00	-
Total Instructional	**12,903.39**	**100,856.13**	**295,251.50**	**332,373.00**	**54,801.50**
Professional Services					
Accounting Services/Audit	2,500.00	2,500.00	9,500.00	9,500.00	-
AERIES	-	-	16,500.00	16,500.00	-
Legal Services	20,748.80	27,346.67	68,764.00	68,764.00	-
Manager Services	-	-	20,000.00	20,000.00	-
Other School Contracted Services	7,018.40	7,069.06	25,267.00	25,267.00	-
Other School Expense	-	201.07	4,021.00	4,021.00	-
Total Professional Services	**30,267.20**	**37,116.80**	**144,052.00**	**144,052.00**	**-**
Student Related					
College and Career Grant	-	-	35,000.00	35,000.00	-
Graduation Expense	(3.81)	3,336.03	42,700.00	42,700.00	-
Student Activities	26,100.49	18,443.60	84,920.00	84,920.00	-
Total Student Related	**26,096.68**	**21,779.63**	**162,620.00**	**162,620.00**	**-**
Pending Allocation					
Expenses Pending Allocation	(3,084.71)	37,005.30	-	-	-
Total Pending Allocation	**(3,084.71)**	**37,005.30**	**-**	**-**	**-**
Total Other Expenses	**155,109.11**	**695,263.23**	**2,862,168.87**	**2,964,891.87**	**102,723.01**

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0029

In reply refer to: 4077967774
Nov. 06, 2018 LTR 4168C 0
51-0596749 000000 00
00025730
BODC: TE

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

013979

Employer ID number: 51-0596749
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Sep. 10, 2018, about your tax-exempt status.

We issued you a determination letter in July 2009, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Section 509(a)(2).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific

4077967774
Nov. 06, 2018 LTR 4168C 0
51-0596749 000000 00
00025731

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

time).

Thank you for your cooperation.

Sincerely yours,

Stephen A. Martin
Director, EO Rulings & Agreements

Department of the Treasury
Internal Revenue Service
Ogden UT 84201-0038

Notice	CP148A
Notice date	November 19, 2018
Employer ID number	XX-XXX6749
To contact us	Phone 1-800-829-0115

047987.763438.494241.16530 1 AV 0.378 373

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE RD
SAN JUAN CAPO CA 92675-4842

047987

We changed your mailing address

We updated our records for your mailing address.

We update our records anytime the address entered on a tax return is different from what we have in our records, or a Form 8822-B is received.

The address shown above is where we will mail any IRS notice or letter about your tax account. We also sent a confirmation notice to your previous mailing address.

What you need to do

Our update to your address may be for minor changes in words and abbreviations, such as using "Street" rather than "St." in your address. To avoid confusion, you or your tax preparer should always enter your correct mailing address in exactly the same way every time you file tax returns.

If the mailing address for IRS notices and letters shown above is correct, you do not need to do anything.

If the mailing address shown above is incorrect, call or write to us using the contact information at the top of this page. If you call, please review the most recent tax returns you filed for differences in addresses entered. For written correspondence, include a copy of this notice.

Caution for employers regarding third-party payroll providers

If we find any issues with an account, we send a letter or notice to your address of record. We strongly caution any employer against changing the address of record to that of a payroll service provider or other third party as it may significantly limit our ability to inform the employer of tax matters involving the business. The employer is ultimately responsible for depositing and paying all federal employment tax liabilities.

For more information, visit www.irs.gov and search keywords, "Change of Address" or "Outsourcing Payroll Duties."

Additional information

- Visit www.irs.gov/cp148a
- For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).
- Keep this notice for your records.

If you need assistance, please don't hesitate to contact us.

Alpaugh Academies/California Online Public Schools (CalOPS)
MINUTES OF THE BOARD OF DIRECTORS MEETING
GOVERNING BOARD for:
California Connections Academy @ North Bay Charter (CalCAN)
Central California Connections Academy Charter School (CenCA)
California Connections Academy @ Ripon (CalCAR)
Capistrano Connections Academy (CapoCA)

Tuesday, October 23, 2018 at 3:30 p.m. PT

Held at the following locations and via teleconference:
CalCAR School Site: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CapoCA School Site: 33272 Valle Road, San Juan Capistrano, CA 92675
23091 Arden Street, Lake Forest, CA 92630
32946 Calle San Marcos, San Juan Capistrano, CA 92675
25858 Tanforan Drive, Madera, CA 93638
15721 Pyrite Court, Chino Hills, CA 91721
1081 W. Manning Avenue, Reedley, CA 93654
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 3:37 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: Mike Henjum (in person at CapoCA school site); Elaine Pavlich, Dave Souza, Tim Batiuk, Brooke Watkins and Diana Rivas (all via phone);

Board Members Joined During Meeting: Veronica Schreiver and Adam Pulsipher (via phone);

Board Members Absent: Paul Hedrick;

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

III. Public Comment

There were no public comments at this time.

[Mr. Pulsipher joined at 3:38 p.m.]

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted September 21, 2018 in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the September 25, 2018 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously.

[Ms. Schreiver joined at 3:41 p.m.]

V. Oral Reports

a. Executive Director's Report

i. State of the School Report

Dr. Savage discussed last year's state testing participation and target enrollment goals as well as final enrollment numbers by grade level with the Board. He further reviewed the current enrollment and school goals. Dr. Savage reminded Board members that the staff worked closely with Pearson Online & Blended Learning (POBL) staff on establishing this year's school goals, and that the school goals represent the major driver for the staff incentive plan. Dr. Savage related that the goals are created with the intention of improving school outcomes, the student and family experience, and to foster student achievements school-wide. The Board discussed the staff and student accomplishments over the past year in detail with Dr. Savage.

ii. Final Results on 2017-2018 Goals and State Testing Results

Dr. Savage noted the review of the final results on the 2017-2018 goals and state testing within the State of the School Report.

iii. Potential New Charter School Update

Dr. Savage provided the Board with an update on the recent meetings with the various California school districts regarding potential new charter schools. The Board discussed the increased opportunities for online education in detail with Dr. Savage.

iv. CapoCA Charter Renewal Update

Dr. Savage reviewed with the Board the school's preparations thus far for the CapoCA Charter Renewal. Dr. Sassin discussed the timeline and process in detail.

b. Site Administrator's Report

i. CalCAN

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

ii. CenCA

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

iii. CalCAR

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

iv. CapoCA

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

c. CalCA Financial Report

i. Internal Revenue Service (IRS) Audit Update

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

ii. 2017-2018 Annual Financial Audit Update

Dr. Sassin reviewed the audit process for the fiscal year ending June 30, 2018 completed to date. She further provided the Board with an update on the progress and timeline the audit would be available for the Board's review and consideration.

iii. Fall One Reporting Update

Dr. Sassin provided the Board with an update on the Fall One Report, including factors within the report and the submission timeline.

iv. 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.

v. 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.

vi. 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. Dr. Sassin briefly reviewed the budget revisions for the CalCAR Board's consideration later in the meeting. There were no questions from the Board at this time.

vii. 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.

VI. Board Strategic Development

a. Governance Unification Update

Dr. Sassin reviewed the governance document filings included in the Board meeting materials, and provided the Board with the expected timeline for document filing completion. She further updated the Board on the banking process for the newly merged Board.

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 September 25, 2018 Board Meeting
b. Approval of Staffing Report
c. Approval of Connections Education Invoice(s)
d. Approval of Revision(s) to the Employee Handbook: Short Term Disability Language for Maternity Leave Policy
e. Approval of Enrollment Opening on First Business Day in March in Perpetuity and Authorization for the School Leader to Work with Pearson Online & Blended Learning (POBL) Regarding Opening Enrollment

The motion passed unanimously.

VIII. Action Items

a. Approval of School Focus Goals for 2018-2019 School Year

Dr. Savage reviewed the school focus goals for the 2018-2019 school year, included in the Board package with the Board. He reminded the Board that the staff worked closely with school leadership and POBL on establishing the school goals. He further reiterated that the school goals represent the major driver for the staff incentive plan. The Board discussed the goals with Dr. Savage. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the school focus goals for the 2018-2019 school year, as presented, are hereby approved.

The motion passed unanimously.

b. Approval of Resolution of the Board of Directors to Authorize Bank Accounts

Dr. Sassin reviewed the proposed changes in bank account signers and banking arrangements based upon the recent Board merger. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the resolution of the Board of Directors to Authorize Bank Accounts, as presented, is hereby approved.

The motion passed unanimously.

c. Approval of Board President as Board Designee to Negotiate, Finalize and Submit all Necessary Documentation for the California Connections Academy Monterey Coast Charter School Application on Behalf of the Board

Mr. Daniels reviewed the benefits to approving a Board Designee to work with School Leadership and POBL to finalize and submit all Monterey Coast charter application documentation. Mr. Daniels further reviewed the timeline and process expected for the charter application. The Board discussed appointing the Board President as the Board Designee. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of the Board President to work with school leadership and POBL to finalize and submit all Monterey Coast charter documentation, as discussed, is hereby approved.

The motion passed unanimously.

d. Approval of Board President as Board Designee to Negotiate, Finalize and Submit all Necessary Documentation for the California Connections Academy East Bay Charter School Application on Behalf of the Board

Mr. Daniels reviewed the benefits to approving a Board Designee to work with School Leadership and POBL to finalize and submit all East Bay charter application documentation. Mr. Daniels further reviewed the timeline and process expected for the charter application. The Board discussed appointing the Board President as the Board Designee. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of the Board President to work with school leadership and POBL to finalize and submit all East Bay charter documentation, as discussed, is hereby approved.

The motion passed unanimously.

IX. Information Items

a. State & Strategic Client Relations Update

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

b. California School Dashboard Local Priorities Report

Dr. Sassin reviewed with the Board the local indicators of the state accountability system, as included in the Board materials.

c. Project Success Pilot Update

Ms. Dombek reviewed with the Board the Project Success pilot program, including the efforts to ensure seniors have the necessary credits and support to graduate.

d. Partner School Leadership Team (PSLT) Update

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

i. School Operations Metrics

Dr. Rosta reviewed the first quarter school operations metrics included in the Board materials, highlighting the school's performance as compared with other POBL partnering schools of similar size and years in operation.

e. Sponsoring District(s) Update

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

f. Overview of the 2018-2019 Items for Board Consideration

Ms. Coleman reviewed the outline of items planned to be presented for Board consideration throughout the current school year. She further advised the Board that the document was fluid, and items may be included, omitted, or considered on a varied timeline based on a number of factors, including state submission and enrollment deadlines, as well as school need for student support.

X. Adjournment and Confirmation of Next Meeting on Tuesday, December 4, 2018 at 3:30 p.m. PT

There being no further business to discuss, the meeting was adjourned at 5:24 p.m. The next meeting is scheduled for Tuesday, December 4, 2018 at 3:30 p.m. PT.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Ahumada, David	School Counselor	$50,000.00	0.04	11/26/2018
Anthony, Anne	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Bell, Karen	Teacher- Special Ed	$55,000.00	0.04	12/10/2018
Bindernagel, John	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Buie, Serena	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Burns, Paul	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Chau, Charles	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Dwyer, Eva	Teacher- Special Ed	$57,000.00	0.04	10/29/2018
Gautschi, Andrea	Teacher- Secondary	$50,000.00	0.04	11/26/2018
James, Ty	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Koontz, Brandon	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Pettifer, Lauren	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Ruhland, Michael	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Smith, Alan	CalCA Science Lab Instructor	$300 per day and $150 per half day	0.00	11/30/2018
Sturtevant, Jonathan	Teacher- Secondary	$51,500.00	0.00	11/14/18
Thomas, Faith	School Counselor	$49,750.00	0.00	11/26/18

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
Emig, Rebecca	Teacher - Secondary	11/9/2018	Personal
Gonzalez, Karina	Teacher - Secondary	11/1/2018	Personal
Schultz, Andrew	Sr Mgr of Special Edu	11/7/2018	Personal

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position

Silver, Ashley	Mgr of Student Services	Asst Dir of Student Services	$75,600.00	0.10	11/07/2018

David Ahumada

David Ahumada

Skills

- Knowledge of Applied behavioral Analysis approaches for children with Autism
- Strong empathic listening skills
- Excellent interpersonal social and written communication abilities

Experience

Century High School Intern
October 2017 - Present, Santa Ana
Provided case management and individual, group, and family therapy sensitive to diverse socio-economic, ethnic and cultural, religious, and sexual orientation populations. Provided counseling to students addressing social/emotional, educational, and behavioral issues.

Hillview High School Intern
October 2017 - Present, Tustin
Provided counseling to students addressing social/emotional, educational, and behavioral issues.

Hewes Middle School Intern
April 2017 - October 2017, Tustin
Provided counseling to students addressing social/emotional, educational, and behavioral issues.

Tustin Unified School District / PBI
August 2016 - PRESENT, Tustin
Implement one-to-one Intensive Behavior Intervention to students in a k-12 school. Collects data and records anecdotal student progress notes; maintains behavioral charting data.

Proof Positive / Behavioral Technician
March 2016 - October 2016, Costa Mesa
Implementing behavioral strategies for children with ASD. Providing ABA methods in a variety of settings. Assists students and parents by providing proper examples, emotional support, a friendly attitude and general guidance.

Education

National University / M.A. School Counseling, PPSC
April 2016 -Anticipated Graduation January 2018, Costa Mesa
Advisor: Christina Ywakiem

California State University -Long Beach / B.A. Psychology
August 2012 - May 2014, Long Beach

Saddleback College / A.A. Psychology
August 2010 - May 2012

Trainings

Crisis Prevention Intervention (CPI) - 2018

Anne Anthony

OBJECTIVE

To teach, inspire and educate students about the lifetime importance of physical fitness.

WORK EXPERIENCE

Junior High Health Teacher
Connections Academy

- In charge of teaching Physical fitness and health curriculum to Junior High students.
- Monitored students minutes weekly of activity.

Elementary Physical Education Teacher September 2009 - Present
Vineyard Christian School, Anaheim, CA

- Developed and implemented an innovative and holistic Physical Education program composed of three components: sports/fitness, health, and core values.
- Organized age-appropriate physical education activities for all students, K-5th grade, corresponding to core physical education standards. Taught various skills and sports development practices building upon abilities gained in previous years.
- In charge of testing students bi-annually based on the Presidential Fitness Challenge guidelines.
- Maintained order and discipline during the class session.

High School Physical Education Teacher September 2006-May 2009
East Union High School, Manteca, CA

- Implemented lesson plans specific to 9th grade core physical education standards.
- In charge of testing the 9th grade students based on the Fitness Gram guidelines.
- Maintained order and discipline during the class session.

RELATED EXPERIENCE

Varsity Head Volleyball Coach September 2010 – June 2011
Vineyard Christian School, Anaheim, CA

- Organized try outs and conducted practice daily.
- Implemented a team concept maximizing student involvement and parental support. Positioned each student and the team for optimal personal, physical and mental development and team success.
- Led the 2010-11 team to the CALOC championship.

Varsity Head Basketball Coach September 2010 – June 2011
Vineyard Christian School, Anaheim, CA

- Organized try outs and conducted practice daily.
- Implemented a team concept maximizing student involvement and parental support. Positioned each student and the team for optimal personal, physical and mental development and team success.

Head Track and Field Coach September 2006 – June 2009
East Union High School, Manteca, CA

- Organized try outs and conducted practice daily.
- Organized four home track meets per year. This included organizing volunteers to monitor, judge and facilitate events as well as coordinating entrees, dates, sanctions, promotions, equipment and a schedule of events.
- Organized and promoted various fundraising ventures.
- Coached several students to the CIF championship track meet

EDUCATION

California Single Subject Teaching Credential – Physical Education December 2006
California State University Stanislaus, Turlock, CA

Bachelor of Arts – Physical Education December 2005
California State University Stanislaus, Turlock, CA

REFERENCES

- Available upon request

KAREN ELIZABETH BELL, B.M.Ed, M.S. Ed

BACKGROUND & CAREER OBJECTIVES

- Seek opportunity to create safe, positive, and exciting learning environments; Provide excellent intervention and support for entire school sites- all stakeholders; Strive to create new opportunities for teachers to collaborate and learn new strategies; Provide positive outcomes: increased student participation, improved assessment results, higher graduation rates, improved data analysis and communication

PROFESSIONAL EXPERIENCE (General/Special Education, Curriculum and Instruction)

Teaching Assistant (3rd/4th grade combo)
August 2017- June 7, 2018 — Orange County Academy of Sciences and Arts | Laguna Niguel, California
Key Contributions:

- Effectively engage and lead students in full group, small group, and individual instruction and intervention (Language Arts & Math)
- Implementation of differentiation of instruction for all learners (including IEP accommodations, modifications, and assistive technology)
- Consistent collaboration with administration, faculty/staff, Education Specialist and support services staff (SAI hours/intervention for IEPs)
- Create and facilitates hands-on STEAM lessons and activities

Junior High Writing Teacher
August 2016- June 2017 — The Prentice School | North Tustin, California
Key Contributions:

- Effectively engage and lead students in full group, small group, and individual instruction and intervention
- Implementation of differentiation of instruction for all learners (including IEP accommodations, modifications, and assistive technology)
- Creation of pacing plan and lessons for Junior High Writing, using *Writer's Workshop* and *Step Up to Writing* curriculum
- Collaboration with Co-Teacher, Junior High Faculty and staff; additional Elementary support in Computer Lab and Music classes

Student Support Professional- Saddleback High School
February 2014- June 2016 — Santa Ana Unified School District | Santa Ana, California
Key Contributions:

- Effectively engage and lead students in full group, small group, and individual instruction and intervention
- Differentiation of Instruction for all learners (including IEP accommodations & modifications)
- Collaboration with and support of teachers and students (General Education & Special Education settings)

Education Specialist & Choir Director- South Gate High School
September 2007-August 2013 — Los Angeles Unified School District | Los Angeles, California
Key Contributions:

- Provided instruction in general education classrooms; provided support for Special Needs students and General Education teachers
- Designed Individualized Education Plans (IEPs) for students with special needs; scheduled and coordinated parent/advocate meetings
- Organization and implementation of Learning Center- Intervention for students with special needs (reading, writing, and math)
- Lead Teacher for Performing Arts Academy- 600 students/25 faculty- administrative designee for small learning community
- Earned VPSS (Verification Process for Special Settings) certificate for English-Language Arts

Music Teacher- Lewis Elementary School
August 2006-May 2007 — Silver Valley Unified School District | Yermo, California
Key Contributions:

- Provide general music instruction to 700+ students in grades K-2 at Fort Irwin, including two major performances
- Create and edit monthly school newsletter

Band Director- Rosemead High School
August 2001- June 2003 — El Monte Union High School District | Rosemead, California
Key Contributions:

- Provided music instruction, grades 9-12: beginning band, advanced band, percussion techniques, beginning & advanced guitar
- Faculty sponsor for small military drill team & color guard teams

EDUCATION

California State University, Fullerton |Fullerton, CA (online program)
January 2017- December 2017

- Mild/moderate disabilities clear credential program
- Credential GPA: 4.0/4.0

Walden University |Minneapolis, MN (online program)
August 2015- December 2016

- Accelerated Master of Science in Education- Curriculum, Instruction, and Assessment (degree conferred Jan. 2017)
- Program GPA: 4.0/4.0
- Award: Golden Key International Honour Society

James Madison University |Harrisonburg, VA
August 1994-May 1999

- Bachelor of Music, Music Education degree
- Overall GPA: 2.6/4.0

CREDENTIALS/ADDITIONAL COURSEWORK

- Clear California Teaching Credential- Music, grades PK-12 (renewed November 2017)
- Clear California Teaching Credential- Education Specialist, mild/moderate disabilities (awarded January 2018)
- Additional Courses- Fielding Graduate Institute, University of San Diego, University of Phoenix

John Bindernagel

2016 to present, Cal-Connections Science Labs
2015-2018. College of the Sequois, Welding
2014 to present. Dinuba Unified, Subsitute
1992 to 2014. Dinuba Unified SD, Welding

Serena Buie

EDUCATION

Single Subject Credential, English — projected graduation: January 2019
California State University, Long Beach

B.A. in English, magna cum laude — May 2014
Westmont College, Santa Barbara, CA

SELECTED WORK EXPERIENCE

Student Teacher — August 2018–present
Hoover Middle School
- Teaching 6th-grade ELA and 7th-grade accelerated ELA under the supervision of master teachers

Music Teacher — August 2017–June 2018
Intellectual Virtues Academy
- Developing and implementing curriculum for a semester-long elective

Mathematics Substitute — April 2018–June 2018
- Took over three blocks of Math 7 for a teacher on a sudden leave
- Completing Math 7 teaching, lesson planning, and grading until the end of the semester

Admin Assistant and Community Liaison — July 2016–July 2018
Intellectual Virtues Academy
- Coordinated admissions lottery, payroll, outreach, and fundraising
- Substituted for teachers in all subjects
- Assisted parents and students with registration, technology, and other school processes

Substitute Teacher — January 2016–June 2016
Long Beach Unified School District
- Taught classes at all grade levels (K–12) in all subjects when teachers were absent

Academic Coordinator — October 2014–November 2015
Adolescent Growth, Inc.
- Tutored 7th–12th grade students in mental health treatment during twice-daily study hall
- Researched curriculum and created assignments for each student not currently enrolled in school

Teacher — Summer 2014
Institute of Reading Development
- Taught reading enrichment classes for grades K–12
- Performed regular data entry and communicated with parents to monitor students' progress
- Received training in the teaching of reading at all levels

Volunteer ESL Teacher — Fall 2013
Immigrant Hope Santa Barbara
- Selected curriculum and designed lesson plans
- Taught adult English learners, focusing on vocabulary, grammar, and pronunciation

Writing Tutor — August 2011–May 2014
Westmont College Writing Center
- Tutored college students in writing structure, style, citation, etc.

Residence Life Staff — Summers 2012 and 2013
Monte Vista Christian School
- Supervised 30 ESL middle school and high school students in the dorm and on outings
- Guided High School staff members in their jobs as student counselors

"...students are enthusiastic and engaged...."
Phyllis Vandeventer
Director of Summer Program
Youth Science Center

"...passionate and committed teacher, collaborator, and leader..."
Lori Clark
Principal
Jefferson Leadership Academy

"It is rare to find such a strong combination of passion, knowledge, initiative, dedication, and patience...."
Tina Cochran,
Program Coordinator
Long Beach BLAST

"...ahead in the application of technology to classroom instruction...making the computer as accessible and as applicable to the learning environment as a textbook...."
Gene Eddings
Advisor
Cal Poly Pomona

Professional Profile

Highly-motivated innovator with strong team planning, organizational and leadership skills. Eager to guide students toward lifelong learning and through the twenty first century. Creative and divergent thinker with a knack for bridging niches. Articulate communicator able to effectively connect with diverse populations and effect rigor by creating communities of collaborative leaders.

Education and Certifications

Master of Arts in Education — California State University, Long Beach
Educational Technology and Media Leadership — (In Progress)

Bachelor of Arts Biological Sciences — University of California, Santa Barbara 1993

- Emphasis on isolating *E.coli* variant for use in recombinant DNA technology

Professional Certification — California State Polytechnic University, Pomona 2003

- CA State Clear Multiple Subject Teaching Credential, 2002
- CA State Supplementary Science, 2003
- CPR and First Aid Certified

Key Qualifications

- Hold Multiple Subject Clear Credential; Single Subject Science Supplementary Credential; Bachelor's Degree in Biological Sciences.
- Expert with professional and educational office suites, multimedia, & cloud based software. (MS Office, Google Suite, Adobe Design Suite, Prezi, Qualtrics, & Schoolloop)
- Teacher of the Year 2014 – Youth Science Center
- Dedicated to best teaching/learning practices to intrinsically motivate & direct learners to achieve.
- Five years experience as a Computer Applications Teacher
- Six years Schoolloop and BlackBoard technology resource teacher
- Implemented school wide initiatives like SmartBoard program including necessary hardware & software, Community partnership with Long Beach BLAST utilizing CSULB credential students as language arts mentors.

Skills

- Thinking Maps; Promethean & Smart Board; qualified
- Utilize multiple modalities to diversify classroom and individualize instruction. Develop & conduct multiple grade level activities.
- Teaching & technology tools that encourage active, in depth learning. (Schoology, Edmodo, Video Conferencing, PBL)
- Five years as Robotics coach; Four years as Science Olympiad Coach

Experience

Academic Technology Specialist – Learning Assistance Center (LAC) 2015 – Present
and Liaison to Academic Technology Services and Systems Support, Enrollment Services
California State University Long Beach – Long Beach, CA

- Develop & implement methods to enhance & facilitate academic & educational objectives of the LAC, ATS, & Enrollment Services.
- Create multimedia programs & provide training to serve staff and broad student population.
- Manage center's database, ensure information systems are fully operational.
- Develop social media scope & sequence, collaborate with center programs, & manage presence.
- Collaborate with other campus departments to build hardware & software infrastructure.

Graduate Research Assistant May – Oct, 2015

- Work and collaborate with various stakeholders including other researchers, administrators, teachers, managers, and students.
- Managed and maintained quantitative and qualitative data collection and analysis.
- Collaborated with PI to design and develop research poster for NARST, NSTA, and CSULB faculty & student presentations.

Independent Educational Consultant/ Writer/ Designer 2011 – 2015

- Consultant for companies & institutions (Cal Tech, Loyola Marymount, ProjectBasedLearing.com, Fana Global Found., Youth Science Alliance, AlgebraCards.com) in areas of implementation, professional development, marketing strategy, & curriculum development.
- Developed concise comprehensive algebra kit, created student-university-industry teams, created teacher training methodologies & best practices, primary writer for charter school petition, Cal Tech Solar Army Middle & Elementary School curriculum contributor.

Curriculum and Instructional Specialist, Teacher Trainer, S.T.E.A.M. Teacher 2006 – 2015
Youth Science Center – Hacienda Heights, CA

- Teacher of the Year 2014
- Planned and implemented dynamic computer science and science curriculum.
- Consulted with director and chairman on teacher training, curriculum planning, & software and hardware purchasing.

Middle School Science Teacher 2010 – 2011
Jefferson Leadership Academy – Long Beach, CA

- Planned & implemented 8th grade science content according to state standards; hands-on projects, labs, & rigorous vocabulary building
- Implemented school wide initiatives; Community partnership with Long Beach BLAST utilizing CSULB credential students as language arts mentors; Vocabulary poster contest & positive reinforcement campaign.

Cofounder of The Science Lab and Digital Adventures 2009 – 2011
The Science Lab – Claremont, CA

- Graphic Designer –created print, web site, and social marketing materials. Reported to advertising manager and VP of Marketing
- Production Manager – created teaching products; trained staff in the delivery of products.
- Board of Directors – collaboratively responsible for the direction and quality of the programs.

Computer Applications Teacher, Graphic Design Teacher 2008 – 2010
Reid Continuation High School – Long Beach, CA

Computer Applications Teacher, Science Teacher 2004 – 2008
Mesa Robles Middle School – Hacienda Heights, CA

Technology Resource Teacher, Science Teacher 1998 – 2004
Sierra Vista Middle School & Los Molinos Elementary School – Hacienda Heights, CA

Community Activities

North American Regional Representative for IOSTE 2015 – 2017

PTA – Ways and Means Representative 2015 – 2016

Volunteer Kinder and 3rd Grade Science/ Engineering Teacher/ Science Fair Mentor 2014 – 2015

Teacher Representative, Cabo Verde International Enhanced STEM PBL Program Sept, 2014

Charles M. Chau

CURRENT EMPLOYMENT

Faculty (Chemistry) - (August 1, 2017 – Present)
Evergreen Valley College, 3095 Yerba Buena Rd, San Jose, CA. 95135.
Main Activities: Teach introductory chemistry course.
Maintain dynamic classroom discussion that encourages learning and critical thinking.
Grade students and maintain records to properly assess student progress.
Hold office hours and attend required department meetings.

Contract - Instructor (Biology Lab) - (September 1, 2016 – Present)
California Connections Academy, 2100 Moorpark Ave, San Jose, CA. 95128.
Main Activities: Teach introductory biology lab course.
Assist students in learning various lab techniques involved with an introductory biology lab course. The main techniques include use of microscope, preparation of samples for microscope, and dissection techniques for various organisms, such as worms, insects, crawfishes, and mammals.

PREVIOUS EMPLOYMENT

Manager (Office) - (April 1, 2008 – May 30, 2017)
AVP Technology, LLC., 41040 Business Center Drive, Fremont, CA. 94538.
Main Activities: Coordinate purchasing, inventory control, and logistics.
Participate in design and manufacturing of sputtering systems (equipment used in coating wafers for the semiconductor and solar industries.

Adjunct Faculty (Chemistry) - (August 19, 2013 –December 20, 2013)
Chabot College, 25555 Hesperian Blvd. Hayward, CA. 94545.
Main Activities: Teach introductory chemistry course.
Maintain dynamic classroom discussion that encourages learning and critical thinking.
Grade students and maintain records to properly assess student progress.
Hold office hours and attend required department meetings.

Online Faculty / Subject Matter Expert (Chemistry) - (January 20, 2012 – 8/21/16)
University of Phoenix, 1625 W. Fountainhead Pkwy., Tempe, AZ 85282
Main Activities: Teach introductory chemistry courses online.
Maintain dynamic classroom discussion that encourages learning and critical thinking.
Grade students and maintain records to properly assess student progress.
Served as subject matter expert in chemistry to help in designing, updating, and revising the introductory chemistry courses for campus and online teaching.

Post-doctorate / Staff scientist (January 1, 2002 – June 30, 2007)
The Wistar Institute (NCI–CC), 3601 Spruce Street, Philadelphia, PA. 19104.
Main Activities: Research on Epstein-Barr virus, Kaposi sarcoma virus, and HIV virus. Used various biochemical and genetic techniques to study the chromatin and genetic makeup of viruses. Screened high chemical libraries using high throughput arrays to determine suitable drug candidates against EBV in conjunction with the Broad Institute (MIT/Harvard).

Research assistant (1991 - 1994)
UCLA/WADSWORTH VETERAN HOSPITAL MEDICAL CENTER, LOS ANGELES, CA.

Main Activities: Characterization of a stomach proton pump (H,K-ATPase) inhibitor.

EDUCATION

Ph. D. in Biochemistry (1999)
LOMA LINDA UNIVERSITY — LOMA LINDA, CA.

B.S. in Biochemistry (1993)
UNIVERSITY OF CALIFORNIA, LOS ANGELES — LOS ANGELES, CA.

Qualifications

Teaching skills:

- Taught introductory chemistry courses at the University of Phoenix. Currently also serving as subject matter expert to help design and update the course curriculum.
- Taught introductory chemistry at Chabot College.
- Given lectures and seminars on research work to audiences of undergraduates, graduates, postdoctoral fellows, and faculty members in lecture halls and classroom study sessions at Loma Linda University, the Wistar Institute, University of Pennsylvania, and Chabot College.
- Taught graduate courses in biochemistry at Loma Linda University as a graduate teaching assistant.
- Taught elementary English and Math to young children as a member of UCLA's Asian Student Association's community outreach program.

Strong Oral and Written Communication skills:

- Have participated as speaker in a number of science seminars and given a number of presentations in study groups at the Wistar Institute and the University of Pennsylvania, as well as at seminars in Boston and Germany.
- Have interacted with numerous undergraduates, graduates, postdoctoral fellows, and faculty members during my studies and career.
- Written a number of published, scientific articles (listed below)

Organizational skills:

- Prepared, organized, and written a number of published, scientific articles.
- Capability of managing simultaneous projects and successfully meeting deadlines.

Computer: Familiar with a number of programs, such as MS-Word, Excel, Powerpoint, Photoshop, etc.

Scientific skills: Basic molecular and cellular biology techniques, such as PCR, RT-PCR, ChIP, DNA affinity chromatography, DNA footprinting, vector cloning and transfection, etc. Experienced in the workings of labs. Familiar with the undergraduate, graduate, and postdoctoral fellow experiences in the laboratories.

PUBLICATIONS

Chau C.M., Deng Z., Kang H., and Lieberman P.M. (2008) Cell cycle association of the retinoblastoma protein Rb and histone demethylase LSD1 with the Epstein-Barr virus latency promoter Cp. (*J. Virol. in press*).

Day L., Chau C.M., Nebozhyn M., Rennekamp A.J., Showe M. and Lieberman P.M. (2007) Chromatin profiling of Epstein-Barr virus latency control region. *J. Virol.* 81(12), 6389-6341.

Chau C.M., Zhang X.Y., McMahon S.B., and Lieberman P.M. (2006) Regulation of the Epstein-Barr virus latency type by the chromatin remodeling factor CTCF. *J. Virol.* 80(12), 5723-5732.

Zhou J., Chau C.M., Deng Z., Stedman W., and Lieberman P.M. (2005) Epigenetic control of replication origins. *Cell Cycle*. 7, 889-892.

Chau C.M. and Lieberman P.M. (2004) Dynamic chromatin boundaries delineate a latency control region of Epstein-Barr virus. *J. Virol.* 78, 12308-12319.

Zhou J, Chau C.M., Deng Z., Shiekhattar R. and Lieberman P.M. (2004) Cell Cycle Regulation An Origin of DNA Replication. *EMBO J*. 24(7): 1406-1417.

Chau C.M., Tribhuwan R.C. and Slattery C.W. (1998) Morphological and functional differentiation of MCF-10A cells grown in floating collagen gels. (*Tenth International Conference of the International Society of Differentiation - Symposium 11*)

Chau C.M., Deng Z., Tribhuwan R.C., Sands J. and C.W. Slattery (1998) Overexpression of c-MET receptors in human breast and prostate cell lines by retroviral-mediated transfection. (*Proc. Amer. Assoc. Cancer Res.* 39, 1444).

AWARDS

The Wistar Institute Post-Doctoral Fellowship (2003 – 2007)

Selma Andrews Graduate Fellowship (1998)

Who's Who Among Students in American Universities & Colleges (1997-1998)

REFERENCES

(Additional references and letters of recommendation can be provided upon request.)

Thuc Tran
Manager, Design Engineer (retired)
Tel: (408) 439-1500
E-mail: thuctran@avptechnology.com (retired)

Lynn N. Chau
Supervisor, Office Administration
Tel: (510) 683-0157
E-mail: lynnchau@avptechnology.com

Paul M. Lieberman, Ph. D.
Prof., Gene Transcription and Regulation, The Wistar Institute, Post-Doctoral Advisor.
Tel: (215) 898-9491
E-mail: lieberman@wistar.org

Zhong Deng, Ph. D.
Senior Staff Scientist, The Wistar Institute.
Tel: (215) 898-9523
E-mail: dengz@wistar.org

Tram Vo-Kumamoto, Ph. D.
Dean of Science and Math, Chabot College.
Tel: (510) 723-6898

Douglas M. Lenz
Director of Academic Affairs
University of Phoenix, College of Humanities and Sciences, Online
Tel: (602) 713-8199
Douglas.Lenz@phoenix.edu

Michael Highers, Ph. D.
Dean of Math, Science, and Engineering, Evergreen Valley College
Tel: (408) 270-6490

EVA L. DWYER

OBJECTIVE

Special Education-Education Specialist Instruction-Mild/Moderate, Moderate/Severe

EXPERIENCE

Current Position-PYLUSD- Position: Special Education teacher

9/2014 -2015--**Rossier Park Elementary/Middle School**

Education Specialist Special Education Teacher M/M.

- Provided SAI to grade levels: 5, 6, 7 and 8 grades, for students with -ED, ADHD, Bipolar and Autism learning disorders and disabilities. Completed student IEP's, monitored all goals, wrote all goals for IEPs, and managed all student IEP's. Attend all IEP meetings, communicated with parents, staff, and administration in collaboration with student support and education. Aligned all lesson planning with CCSS implementing students' needs and strengths according to their IEP's and goal planning. Provided needed materials, worked closely with student's therapists in order to formulate strategies for positive behavior in the classroom daily. Planned all instruction, with supportive staffing. Conducted CBM assessments for student goal monitoring daily and weekly as needed with data collection for reporting all goal progression as planned in IEP's. Completed school district IEP format- electronically within all required timeframes. Provided all common cores content (CCSS) for grade level progression and success. Differentiated and planned strategies necessary for student's unique needs and individual learning styles including individualized, personalized and specialized education to meet my student's unique learning styles and needs.

2005–2014 Chaffey Joint Union High School District, Ontario, CA.

Los Osos High School, **Rancho Cucamonga, CA. Para Professionsl/Instructional Assistant**

- Current Assignment: Instructional Assistant- Moderate/Severe, total student support, lesson planning and reinforcement with structural consistency, modifications, accommodations, IEP support, student progression and learning, prepare work for IEP files, organized record keeping, grading and progress reports, total classroom management, supervision of all students and substitutes. Provide whole group, small group and individual classroom support; work with a variety of student's disabilities including autism spectrum disorder, cognitive impairments, processing disorders, and students with hearing, visual and developmental delays.
- Instructional Assistant-Special Education Senior English.

  Provide overall student and classroom organizational and structural support to long term substitutes for classroom learning, lesson planning and reinforcement with structural consistency, modifications, accommodations, IEP support, student achievement and learning, prepare work for IEP files, organized record keeping, grading and progress reports, classroom management. Provide whole group, small group and individual classroom support; work with a variety of student's disabilities including autism spectrum disorder, cognitive impairments, processing disorders, and students with hearing, visual and developmental delays.
- Instructional Classroom Assistant Special Education, World and U.S. History for freshman and sophomore history classes. Provided teacher support, structural consistency, modifications, accommodations, IEP support, and prepared work for IEP files, record keeping, grading and

progress reports, classroom management. Worked with: whole group, small group and individual, worked with a variety of student's disabilities including autism spectrum disorder, cognitive impairments, processing disorders, and students with hearing, visual and developmental delays.

- Collaboration and support in general education classrooms in English, Science and Computer classes. Differentiation, modifications and accommodations. Monitored student progress in a variety of educational settings: whole group, small group and individual. Worked with a variety of student's disabilities including autism spectrum disorder, cognitive impairments, processing disorders, and students with hearing, visual and developmental delays.
- Programs utilized: All functions in School Loop for grading, email etc., Aries-ABI, Share Point, Seis, Word, Power point
- Summer school instructional assistant for CASEE prep-Math-Assist and support teacher and special education students, grading and scoring all work.
- **2003-2005--Chaffey Joint Union High School District, Ontario CA.**

Para/Instructional Assistant-Rancho Cucamonga High School, Rancho Cucamonga, CA.

Adult School for H.S. students in danger of failing, credit recovery.

- Graded and scored all work done by high school students
- Provided teacher and student support

2004–2005 Chaffey Joint Union High School District Ontario, CA. Alta Loma High School, Alta Loma, CA, Instructional Assistant-Moderate to Severe,

- Class room teaching assistant Community Day Class for Severely disabled students.
- Provided teacher support, student support, clerical, roll, grade book program, worked directly with teacher teaching, assisting and supporting all aspects of students progression.
- Utilized Aries software, assisted and utilized computer program to prepare paper work for IEP files and various other tasks performed in order to complete my job each day with efficiency, professionalism, caring, understanding and support for a positive learning environment for our students.
- Assisted in taking severely disabled students off campus for community. Assisted students with accessing learning with differentiated instruction and modifications.
- Worked closely with all teachers, parents and staff in order to provide students with a positive learning environment.

2000-2004 Chaffey Joint Union High School District, Ontario, CA. Instructional Assistant-Rancho Cucamonga High School, Rancho Cucamonga, CA

- Moderate/Severe-One to one instructional assistant for a student with significant physical and learning disabilities
- One On One Assistant to a Severely Disabled Student
- With medical condition
- Summer school Instructional Assistant- Special Education English and Math classes.
- Assisted and supported all teachers and students in classrooms whenever needed for both mild/moderate and moderate to severe students
- Assisted clerical staff and any support staff whenever needed.

EDUCATION

Graduate Katella High School, Anaheim, CA 1972-1975
Saddleback College Mission Viejo, Ca. 1975-1977
Chapman University B.A. Social Science 2006-2009

National University : 2011-2015

- **Education Specialist Instruction Teaching Credential -Mild Moderate - 6/1/2015**
- **Masters of Science in Special Education - 5-17-2015**
- My potential to be a leader in any district is evidenced in membership with the California Teachers Association; I am a member in the National University Future National Board Certified Teachers of America student chapter. I am also a member of NEA. I have started the Pre service Preparation to National Board Distinction with other colleagues.
- Whenever possible, I enjoy spending time with family, walking, exercise, and going to the beach.

Andrea R. Gautschi

Essential Skills: Skills in Google Apps For Education, SQL, PHP, HTML/web design, studied C++, Systems/Network administration, CCNA coursework, Help desk/troubleshooting, Windows 7/Vista/XP, Mac OSX, MS Exchange, Active Directory, teaching experience, quick learner, problem solver and great customer service skills

EDUCATION

*__California, Florida, Idaho Teacher Credentials__, ***Life Science, Chemistry, Health***
Dec.1999

*__Bachelor of Science in Biology__, Dec. 1998

* California State University Chico, Chico, CA
Dean's List 2 years, Phi Kappa Phi member

* **Completed Cisco Certified Network Associate program**

*** Computer Science coursework at Mendocino and Santa Rosa JC**

ACCOMPLISHMENTS AND EXPERIENCE

Systems Technician/Teacher Support, El Dorado County Office of Education, Placerville, CA

Support teachers, administrators and staff with technology issues, maintain Aeries SQL database for county-wide school districts, train staff in technology use, install and configure new equipment, monitor network

September 2012 to present

Librarian, El Dorado Union High School District, Placerville, CA

Manage and run library for 1900 patrons, maintain and support 3 computer labs and equipment, troubleshoot software programs, manage budget, purchase materials, hardware/software/databases, supervise employees,assist teachers with incorporating technology into curriculum
August 2011 to July 2012

Technology Consultant, El Dorado and Sacramento Counties, CA

. Solve various computer/printer/network issues for clients. Repair hardware, software on various platforms including Apple OSX, Windows 2000/XP/Vista/7, server 2003/2008, train clients on applications and computer maintenance, provide excellent customer service
September 2010 to July 2012

Help Desk Analyst, Marshall Medical Center, Placerville, CA

. Supported servers, workstations, printers and software applications, assisted staff remotely and in person, logged trouble tickets into database, supervised back-ups, ran nightly reports, entered charges and corrections into healthcare management software, ran queries, answered phones and provided customer service
October 2006 to September 2010

Science Teacher, California Virtual Academy, Simi Valley, CA

. Designed and held presentations via streaming audio/video, supervised student work, maintained detailed student records, prepared reports for administration and parents December 2006 to August 2010

Technology Consultant, Willits Unified School District, Willits, CA

- Solved various network/computer problems for Willits Unified School District
Advised/trained staff on technology purchases and software use
June 2003 to June 2006

Health Teacher/Computer Technology Instructor, Willits Unified School District, Willits, CA

- Designed and presented lectures, labs, and activities for high school students in health and nutrition
Trained students in Microsoft Office software, Adobe Photoshop, and web design

Supported and maintained workstations and printers in computer labs
Served on district technology committee
August 2001 to June 2003

Network Administrator, North Coast Opportunities, Ukiah, CA

- Maintain/troubleshoot internal network and remote WAN connections
  Support staff workstations, printers, network devices, and servers
  Supervise staff computer use and managed IT department
  Report on technology needs and issues and recommend solutions to supervisors,
  Purchase hardware/software for organization
  June 2002 to October 2002 (temporary position/grant funded)

Systems Analyst Manager, Mendocino County Family Support Division, Ukiah CA

- Support staff workstations, printers, network devices, Novell, Citrix, and NT servers, user profiles and software applications on AS/400
  Maintain/troubleshoot internal network and remote WAN connections
  Managed IT department and employees
  Trained staff to use applications/operating system software
  Purchased hardware/software
  November 2000 to Sept 2000

Education

Teaching Credential from Point Loma Nazarene University, June 2017
Type: Single Subject Math GPA: 4.0

M.S. in Electrical Engineering from the University of California at Los Angeles, June 2015
Area: Signals and Systems GPA: 3.92

B.S. in Electrical Engineering from the University of California at Los Angeles, March 2014
Specialization: Signals and Systems Technical Breadth: Computer Science
GPA: 3.951 Latin Honors: Summa Cum Laude

Collegiate Academic Achievements

- Member of Alpha Lambda Delta & Phi Eta Sigma honor society
- UCLA Dean's Honor List
- Elected as officer of Tau Beta Pi Engineering honor society

Test Scores

GRE: Math: 170 (98th percentile) Verbal: 163 (91st percentile) Writing: 5 (93rd percentile)
CSET: Math I, II, III: Passed General Science: Passed Chemistry: Passed

Teaching Experience

High School Teacher

- Student teacher at Del Norte High School from March 2017 to June 2017 (3rd trimester)
- Chemistry teacher at Classical Academy High School (2017-present)

UCLA- Electrical Engineering Lab Assistant for EE3- Intro to Electrical Engineering (2013, Part Time)

- Performed the newly designed experiments before class, and assisted students during lab section
- Created sample projects and aided students in developing their open ended 5 week final projects

Work Experience

Gemini Design- Engineering Intern (Summer 2011, 2012, 2014, Full Time)

- Wrote code for analysis of various kinds of signal data (gravity, NQR explosives detection, etc.)
- Designed interface in C# for controlling motorized telescope at liquid nitrogen temperatures
- Calibrated and tested circuitry for highly sensitive gravimeter

UCLA- Undergraduate Researcher in Wireless Health Lab (Fall 2013- Winter 2014, Part Time)

- Explored grasping motions using LEAP sensing technology and inertial sensors
- Collected training data for feature extraction, visualization, and classification of motions

General Atomic Aeronautical- Test Engineering Intern (Summer 2013, Full Time)

- Wrote Labview programs to test circuitry products for quality before installation on planes

Background and Interests

- Football Coach for Classical Academy
    1. Head Freshman Football Coach
    2. JV Assistant Coach

- Leader in Cru, a high school Christian ministry (2014-Present)
- Trained in the martial art of jiu-jitsu (2010-2015)
- Trained as a mentor for 11 undergraduate electrical engineers at UCLA (2012-2014)
- Managed Tau Beta Pi's (Engineering honor society) tutoring center for UCLA students, serving an average of 100 students per week (2012-2013)
- Played on the UCLA Rugby team (2010-2013)

Application Assessment Information

Brandon Koontz - 18-0737 - Science Lab Instructor

Assessment Completed	9
Maximum Possible Score	100
Rollup Score	100
Rollup Percent	100%

Application Assessment Responses

Assessment Name	CalCA Location Question
Maximum Possible Score	0
Candidate Score	0
Candidate Percent	0%
Based on your current location, which of the following California Connections Academy offices is closest to you?	San Juan Capistrano

Assessment Name	Employment - Basic Questions3
Maximum Possible Score	0
Candidate Score	0
Candidate Percent	0%
Please type your legal name as it appears on your Social Security card.	Brandon Ross Koontz
Are you 18 or older?	Yes
Are you authorized to work for any employer in the U.S. without limitation?	Yes
Location	Hart High School
Have you been referred by an employee of Connections Education?	No
If yes, please list the employee's name:	

Assessment Name	Education - Highest Degree2
Maximum Possible Score	0
Candidate Score	0
Candidate Percent	0%
Education - Highest Degree	
On this page, please provide the requested information about your highest level of education.	
Please select your highest level of education.	Masters
Please indicate what school you attended.	CSUB
Please indicate your major.	BA Biology
Did you graduate?	Yes

Assessment Name	Certification Information - California
Maximum Possible Score	100
Candidate Score	100

Candidate Percent	100%
In what areas are you certified to teach? (check all that apply)	Science Math
If "Other", please specify:	
What grade levels are you certified to teach?	
My teaching certificate is:	valid and in good standing
In which state(s) are you certified to teach, or currently in the process of obtaining certification to teach? (check all that apply)	California
Has any action ever been taken against your certification including being reviewed, revoked, suspended, or restricted?	No
If yes, please explain	

Assessment Name	CalCA Employment History - Most Recent2
Maximum Possible Score	0
Candidate Score	0
Candidate Percent	0%

Employment Record

Connections Education, LLC reserves the right to verify all information including salary.

On this page, please list your PRESENT or MOST RECENT position. Please do not indicate, "Please see resume".

If you have no previous employment history, enter "None" in each of the required fields.

Employment 1	
Please enter the name of your present or most recent employer. If no employment history, enter "None."	William S Hart Union High School District
Please enter your last job title for this employer.	Teacher
When did you begin this job (mm/yyyy)?	8/2009
When did you end this job (mm/yyyy)? If still employed here, enter "Still employed."	Still employed
Why did you leave this job? If still employed, enter "Still employed."	Still employed

Assessment Name	Employment - Relatives at CE
Maximum Possible Score	0
Candidate Score	0
Candidate Percent	0%
Do you have any relatives working at Connections Education, LLC or any subsidiary or affiliate?	No
List names(s) of relatives working at Connections Education, LLC or any subsidiary or affiliate.	
Relative 1	
Relative name (Last, First)	
Location	
Position	

Relative 2
Relative name (Last, First)
Location
Position
Relative 3
Relative name (Last, First)
Location
Position

Assessment Name	Employment - Criminal History4
Maximum Possible Score	0
Candidate Score	0
Candidate Percent	0%
Have you ever been convicted of or pleaded guilty to any criminal offense?	No
For purposes of this application, a Criminal Offense is any felony and/or misdemeanor. (Which includes, but is not limited to, traffic offenses such as DWI or DUI but does not include speeding tickets or tickets for non-moving violations)	
If you responded "yes" to the above question, please explain:	
If hired, your responses will be verified by a criminal record check. Conviction of a criminal offense does not automatically bar a person from employment at Connections Education, LLC or any subsidiary or affiliate. Factors such as federal, state or local statutory requirements, the relationship of the offense to employment, the length of time since the offense and the seriousness and nature of the violation will be taken into account.	
Were you ever employed at Connections Education or any subsidiary or affiliate?	No
If yes, provide the employment history information.	
Have you ever performed services for Connections Education or any subsidiary or affiliate while employed through a temporary-help agency?	No
If you responded "yes" to the above question, please indicate the name of the agency with which you worked:	

Assessment Name	Non-Compete Acknowledgement2
Maximum Possible Score	0
Candidate Score	0
Candidate Percent	0%
Are you aware of any active agreements with your current or former employer(s) that include a non-compete or non-solicitation clause?	No
If yes, please list for which company and be prepared to provide a copy of the agreements to the Hiring Manager.	

Assessment Name	Employment - Application Acknowledgement (4)
Maximum Possible Score	0
Candidate Score	0

Candidate Percent	0%

Please read the following statements carefully. We will consider you for employment after you sign this application.

---

1. The information I've provided on this application is accurate to the best of my knowledge and subject to verification by Connections Education, LLC or any subsidiary or affiliate. I understand that any misrepresentation or omission of fact in my application or resume will be justification for refusal to employ me or for termination of my employment without notice by Connections Education, LLC or any subsidiary or affiliate. I understand that should this application or a criminal record check reveal a conviction of a crime, Connections Education reserves the right to terminate further processing of this application or my employment, if hired. Factors such as federal, state or local statutory requirements, the relationship of the offense to employment, the length of time since the offense and the seriousness and nature of the violation will be taken into account.

2. I understand that this employment application is not a contract of employment. I further understand that if I am hired I will be an employee at will and that I may voluntarily leave employment at any time and for any reason and may be terminated by the employer at any time and for any reason.

3. I understand that:
a) If employed, I shall sign the Confidentiality and Non-Disclosure Agreement (and Covenant Not to Compete if applicable) in which I'll agree to protect Connections Education, LLC or any subsidiary or affiliate's confidential information.

This agreement also sets forth the conditions under which Connections Education, LLC or any subsidiary or affiliate is assigned the entire right, title, and interest, to inventions or ideas developed while Connections Education's or any subsidiary or affiliate's employ.

b) The Immigration and Reform Act of 1986 requires that every individual hired be authorized to work in the United States. I understand that if offered employment I will be required to present proper documentation of my work eligibility and identification.

c) If employed, I must at all times comply with Connection Education's or any subsidiary or affiliate's policies, standards of work performance and business conduct.

d) AN EMPLOYER MAY NOT REQUIRE OR DEMAND, AS A CONDITION OF EMPLOYMENT, PROSPECTIVE EMPLOYMENT, OR CONTINUED EMPLOYMENT, THAT AN INDIVIDUAL SUBMIT TO OR TAKE A LIE DETECTOR OR SIMILAR TEST. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR AND SUBJECT TO A FINE NOT EXCEEDING $100.

Signature of Applicant (Type Full Legal Name): (Note that, by entering your name here, you agree, represent and warrant that the information you have provided in this employment application has been completed by you personally and that the information you provided is correct. A subsequent discovery by Connections Education that you misrepresented any information and knowingly provided false, incomplete or misleading information can result in various consequences including withdrawal from consideration for employment or termination from your employment).	Brandon Koontz
Date of Application:	10/17/2018

LAUREN PETTIFER

EXPERIENCE

LAKESIDE MIDDLE SCHOOL, Irvine, CA
Long-Term Substitute Teacher – *September 2018-Present*

- Develop and implement NGSS, 5E, and phenomenon, discovery, and inquiry based lessons in an 8th grade science classroom
- Accommodate and modify curriculum for English Language Learners and students with exceptionalities
- Evaluate student performance and communicate progress with students and parents
- Execute classroom management policies and procedures that promote learning and productivity

JEFFREY TRAIL MIDDLE SCHOOL, Irvine, CA
Student Teacher – *February 2018-June 2018*

- Develop and implement NGSS, 5E, and phenomenon, discovery, and inquiry based lessons in a 7th grade science classroom
- Accommodate and modify curriculum for English Language Learners and students with exceptionalities
- Evaluate student performance and communicate progress with students and parents
- Execute classroom management policies and procedures that promote learning and productivity

JESSIE ELWIN NELSON ACADEMY, Signal Hill, CA
Tutor – *August 2015-December 2015*

- Created and taught hands-on and open-ended science lessons for an after school program for middle school students

KIDWORKS ORGANIZATION, Santa Ana, CA
Tutor – *November 2012-March 2013*

- Tutored and mentored groups of 25 or more children ranging from preschool to 12th grade in after school programming for disadvantaged youth
- Designed and implemented lesson plans in the disciplines of science, math, art, and history

ISLANDS RESTAURANTS, Irvine, CA
Bartender/ Certified Trainer – *May 2011-Present*

- Hire, train, and promote employees
- Evaluate each employee's performance and provide written evaluations twice a year
- Coach and motivate employees throughout a shift
- Provide excellent, friendly, and efficient service to all customers in order to "Create Experiences that Bring Guests Back"

EDUCATION

CALIFORNIA STATE UNIVERSITY, LONG BEACH, Long Beach, CA
Single Subject Teaching Credential – *June 2018*
Authorizations: Foundational-Level Science, Psychology
UNIVERSITY OF CALIFORNIA, IRVINE, Irvine, CA
Bachelor of Arts in Psychology – *June 2013*
Bachelor of Arts in Criminology, Law and Society – *June 2013*

Michael E. Ruhland

Employment Objective

To teach Physics and Chemistry Wet Labs for Connections Academy.

Highlights of Qualifications

- Clear Credential in Physics, Chemistry, Biology and Geosciences.
- Clear Credential in Foundational Level Mathematics.
- Certified in CLAD.
- NCLB Compliant in all 7-12 science subjects.
- Completed Direct Instruction training at Ceres High School.
- Experienced department head.
- Veteran coach of Science Olympiad team and served as Science Club advisor.
- Successfully taught AP Environmental Science, AP Chemistry and AP Physics.
- Three years as a volunteer science teacher in Belize, Central America.

Professional Experience and Work History

8/13- present Physical Science Teacher, Ripon High School, Ripon Unified School District, Ripon, CA
Chemistry, Physics, and AP Environmental Science instructor. Duties include creating and presenting 5E NGSS lesson plans aligned with California science standards, coaching the Science Olympiad Team, evaluating student learning and communicating accurate records to students and parents.

8/11-5/13 Physical Science Teacher, Oakdale Junior High School, Oakdale Joint Unified School District, Oakdale, CA
Eighth Grade Physical Science instructor. Duties include creating and presenting Direct Instruction lesson plans aligned with California science standards, using the department pacing calendar to prepare for district benchmarks, coaching the Science Olympiad Team, evaluating student learning and communicating accurate records to students and parents.

8/10-5/11 Science Teacher, Merced High School / Buhach Colony High School, Merced Unified High School District, Merced, CA
Environmental Science, Earth Science and Biology instructor. Duties include creating and presenting lesson plans aligned with California science standards, using district organizers to prepare students for district benchmarks, facilitating class activities, evaluating student learning and communicating accurate records to students and parents.

8/08-6/10 Science Teacher, Pitman High School, Turlock, CA

Physics, AP Physics, AP Chemistry instructor. Duties include creating and presenting lesson plans aligned with California science standards, as well as supervising laboratory experiments, facilitating class discussions, evaluating student comprehension and preparing students for AP exams.

8/99 – 6/08 Science Teacher/Department Head, Ceres High School, Ceres, CA.
Chemistry, Earth Science and Physical Science instructor. Duties included creating and presenting lesson plans aligned with California science standards, as well as demonstrating/supervising laboratory experiments, facilitating class discussions, evaluating student comprehension and keeping accurate records of student performance. Appointed Head of Science Department in the fall of 2006.

Education and Training

Clear Single Subject Teaching Credential,
(Chemistry, Physics, Biology, Geosciences and Foundational-level Mathematics)
State of California, June 12, 2007. Renewed through July 1, 2016

CLAD Certification
State of California, 2005

Single Subject Teaching Credential, (Chemistry and Physics)
Chapman University, Modesto California, 2002.

Bachelor of Arts,
University of Saint Thomas, St. Paul, Minnesota.

Bachelor of Material Science and Engineering,
University of Minnesota, Minneapolis, Minnesota.

Successfully completed 36 postgraduate units in mechanical engineering.
University of Minnesota, Minneapolis, Minnesota.

Alan Smith

CREDENTIAL

Single Subject Teaching Credential in Biology 2003
Single Subject Teaching Credential in Social Sciences
CLAD certified (Authorization to teach English learners)

EDUCATION

Bachelor of Sciences in Human Development
1999

Bachelor of Arts in History 1999
University of California at Davis
- Dean's List (four quarters), Cumulative Grade Point Average 3.3

EXPERIENCE

Science Teacher
2015-Present

- The Classical Academies, Escondido Union School District

Substitute Teacher
2014

- The Classical Academies, Escondido Union School District

Online Lab Supervisor
2013-Current

- The Classical Academies

Maintenance Tech
2013-2014

- City of Escondido

Driver/Bellman/Concierge – Doubletree San Diego 2011- 2012

Algebra Tutor , Teach-N-Tutor and Supertutors 2011-Current
- For middle school and college level Algebra

Construction Worker 2010-2012

Client Services Director, Camp Campbell YMCA 2006-2009
- Supervised all aspects of client registration, staffing, staff training, and schedules of residential YMCA charity camps as well as summer camps.
- Supervised high ropes, low ropes, staffing, training, safety, and implementation of all ropes and team-building exercises.

Outdoor Education Instructor, Camp Campbell YMCA 2003-2006

Student Teacher Spring 2003
La Costa Canyon High School
- 10th Grade Biology
- 12th

Grade Economics

El Camino High School Fall 2002

- 10th Grade Fundamental Biology

Substitute Teacher 2002

Valley Center Pauma Valley Unified

Jonathan M. Sturtevant

EDUCATION AND CERTIFICATION

National Board Certification - Mathematics Expected *December 2018*

California Clear Single Subject Mathematics Credential *August 2013*

Claremont Graduate University Claremont, CA

M.A. Education *May 2011 – August 2012*

University of California Berkeley Berkeley, CA

B.A. Economics

B.A. Mathematics *August 2007 - May 2011*

WORK EXPERIENCE

Teacher - Granada Hills Charter High School *August 2013-Present*

Taught multiple mathematics courses including Algebra I, Geometry, Algebra II, International Baccalaureate Mathematics (Trigonometry and Calculus), and AP Calculus.

Teacher - Diamond Ranch High School *August 2012-June 2013*

Taught Algebra II and Honors Algebra II in Pomona Unified School District.

LEADERSHIP

Granada Hills Charter High School Academic Decathlon Coach *January 2014-June 2017*

Coached the Academic Decathlon team at Granada Hills Charter High School. Led the team to three national championships in 2015, 2016, and 2017. Academic Decathlon is a ten-subject competition with nine students in three GPA categories: an “A” team, “B” team, and “C” team. Our teams put in upwards of 1000+ hours every year to be competitive.

Granada Hills Charter High School Mathematics Department Content Lead *June 2016-Present*

Planned and facilitated weekly professional development meetings for math department. Prepared, edited and collaborated on curriculum, exams and lesson plans. Met department deadlines and worked closely with department chair to ensure consistency with department goals.

Math for America Los Angeles Fellowship and Master Teacher Fellowship *May 2011-Present*

Math for America Los Angeles is a program that supports early career and experienced math educators in secondary education. Fellows make a commitment to teach mathematics in low income public secondary schools in Los Angeles. Master teachers apply in teams with a plan to help improve mathematics education at their school site and are provided with support and funding to help implement their plan.

Park City Math Institute (PCMI) *July 2015*

PCMI is a three week summer math program for math educators from across the country. The program takes place near Park City, Utah and consists of content and professional development workshops. You also create and present a professional development workshop.

FAITH THOMAS

PROFILE

Proactive and compassionate Fresno Pacific University School Counseling graduate experienced working with diverse groups of adults and children including: foster youth, homeless, impoverished, victims of abuse, those who are mentally ill, the physically disabled, and those with suicidal ideation requiring immediate intervention. Understanding of laws and ethics pertaining to mandated reporting, special education including IEP's and Section 504, as well as professional codes of ethics including school counselor competencies according to the American School Counseling Association (ASCA.). I strongly believe in collaboration with teachers, administrators, and all other stakeholders which aims at student success. Proponent of restorative practices, equal rights, responsibility, accountability, who is passionate about helping students overcome barriers and surpass goals.

- Individual and Group Counseling
- Goal Setting
- Presentation Delivery
- Behavior Management
- Crisis Intervention
- Risk Assessments
- Mediation
- Documentation
- Individual Education Plans (IEPs)
- Organization/Time Management
- Evaluating Interventions
- Relationship Building

EDUCATION & CERTIFICATIONS

Master of Arts, School Counseling / Pupil Personnel Services Credential
FRESNO PACIFIC UNIVERSITY, FRESNO, CA | MAY 2018

Bachelor of Arts, Business Management
FRESNO PACIFIC UNIVERSITY, FRESNO, CA | 2007

RELEVANT EXPERIENCE

School Counselor Assistant
ALTA SIERRA INTERMEDIATE, CLOVIS UNIFIED SCHOOL DISTRICT, CA | 2017 – Present
Meet with students to set goals and improve grades. Provide social / emotional support and career counseling / classroom presentations. Facilitate small group and individual counseling. Conduct regular meetings with at-risk students. Participate in IEP / Section 504 and regular staff meetings. Complete risk assessments and facilitate retention promotion. Assist students with registration and schedule changes and evaluate data to determine the success of varying interventions. Review of program success and/or needs.

School Counselor Assistant
THOMAS JEFFERSON MIDDLE SCHOOL, MADERA UNIFIED SCHOOL DISTRICT, CA, | 2017
Conducted risk assessments, met with students to improve grades, and provided support / career advising. Observed in IEP / 504 and participated in staff meetings.

Substitute Teacher
FRESNO UNIFIED SCHOOL DISTRICT, CA | 2008 – 2010
Taught K-12 students in all subject areas managing class sizes with an average of 30 students. Followed and taught lesson plans. Guided students through planned activities and tended to their individual learning needs. Maintained effective behavior management strategies and positively redirected inappropriate behavior.

Note: *Other experience includes Social Security Administration customer service representative from 2010 – 2017 working with people from diverse socio-economic backgrounds, mentoring co-workers, and training new hires.*

COMMUNITY / VOLUNTEER ACTIVITIES

Team Leader/Fundraiser, LEUKEMIA & LYMPHOMA SOCIETY, FRESNO, CA | 2016 – present
Member, American School Counselor Association | 2016 – present

Invoice	149709
Date	11/9/2018
Page	1

Connections Education LLC

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

Invoice

California Connections Academy @ North Bay
Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2557051	0000954		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	October Service	$9,746.34	$9,746.34
1.00	ENROLLMENT BASED	October Service	$9,410.80	$9,410.80
1.00	REVENUE BASED	October Service	$16,796.46	$16,796.46
1.00	OTHER CA CHARGE	October Service	$1,543.18	$1,543.18

Discount	$0.00
Total	$37,496.78

Please note invoice number 149709 on remittance. Thank you.

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

Invoice	149710
Date	11/9/2018
Page	1

Connections Education LLC

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

Invoice

California Connections Academy @ North Bay-REIMB
Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s) in transmission

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

QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	October Service	$40,494.07	$40,494.07
1.00	PASS THROUGH	October Service	$9,448.10	$9,448.10

Discount	$0.00
Total	$49,942.17

Please note invoice number 149710 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:		October 2018
Compensation Expenses		
Salaries - Administration	$	5,723.01
Benefits - Administration		1,402.14
Taxes - Administration		221.24
Salaries - Instructional		34,057.97
Benefits - Instructional		8,344.20
Taxes - Instructional		491.85
		50,240.41
Enrollment/Unit Based Charges		
ConnexusTM Annual License (EMS)		1,624.00
Internet Subsidy Payment Processing		449.16
Technical Support and Repairs		406.00
Tangible and Intangible Instructional Materials		5,559.37
Curriculum Postage		165.00
Enrollment and Records Management		199.99
Educational Resource Center		341.04
Direct Course Instruction Support		516.47
Accounting and Regulatory Reporting		135.34
Facility Support Services		14.42
		9,410.80
Revenue Based Charges		
Special Education Oversight and Liability		1,128.99
Special Education Direct Services		11,828.88
School Administration		2,709.60
Marketing Services		451.58
Treasury Services		677.41
		16,796.46
Pass Through Expenses - Allocated		9,448.10
Short Term Substitute Teaching Services		1,543.18
Total Amount Due	$	87,438.95

Invoice	149715
Date	11/9/2018
Page	1

Connections Education LLC

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

Invoice

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

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2557049	0000013		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	October Service	$26,568.70	$26,568.70
1.00	ENROLLMENT BASED	October Service	$129,024.39	$129,024.39
1.00	REVENUE BASED	October Service	$71,902.60	$71,902.60
1.00	OTHER CA CHARGE	October Service	$4,206.75	$4,206.75

Discount	$0.00
Total	$231,702.44

Please note invoice number 149715 on remittance. Thank you.

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

Invoice	149716
Date	11/9/2018
Page	1

Connections Education LLC

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

Invoice

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

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2557049	0000013R		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	October Service	$110,387.55	$110,387.55
1.00	PASS THROUGH	October Service	$24,718.46	$24,718.46
1.00	PASS THROUGH	October Service	$1,638.97	$1,638.97

Discount	$0.00
Total	$136,744.98

Please note invoice number 149716 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:		October 2018
Compensation Expenses		
Salaries - Administration	$	15,601.02
Benefits - Administration		3,822.25
Taxes - Administration		603.10
Salaries - Instructional		92,842.65
Benefits - Instructional		22,746.45
Taxes - Instructional		1,340.78
		136,956.25
Enrollment/Unit Based Charges		
Student Technology Assistance		19,315.21
ConnexusTM Annual License (EMS)		24,956.94
Internet Subsidy Payment Processing		1,892.31
Technical Support and Repairs		6,239.22
Tangible and Intangible Instructional Materials		57,941.33
Curriculum Postage		1,920.97
Enrollment and Records Management		2,328.46
Educational Resource Center		5,240.94
Direct Course Instruction Support		1,407.94
School Curriculum Supplies		570.38
Hardware/Software - Employees		909.12
Human Resources Support		1,893.97
Community Outreach		2,083.34
Accounting and Regulatory Reporting		2,079.71
Facility Support Services		244.54
		129,024.39
Revenue Based Charges		
Special Education Oversight and Liability		11,759.33
Special Education Direct Services		20,161.53
School Administration		28,222.41
Marketing Services		4,703.73
Treasury Services		7,055.60
		71,902.60
Pass Through Expenses - Allocated		24,718.46
Pass Through Expenses		1,638.97
Short Term Substitute Teaching Services		4,206.75
Total Amount Due	$	368,447.42

Invoice	149711
Date	11/9/2018
Page	1

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	October Service	$74,594.15	$74,594.15
1.00	ENROLLMENT BASED	October Service	$331,963.07	$331,963.07
1.00	REVENUE BASED	October Service	$207,883.09	$207,883.09
1.00	OTHER CA CHARGE	October Service	$11,810.85	$11,810.85

Discount	$0.00
Total	$626,251.16

Please note invoice number 149711 on remittance. Thank you.

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

Invoice	149712
Date	11/9/2018
Page	1

Connections Education LLC

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

Invoice

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

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2557059	0000557R		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	October Service	$309,923.55	$309,923.55
1.00	PASS THROUGH	October Service	$69,015.36	$69,015.36
1.00	PASS THROUGH	October Service	$957.72	$957.72

Discount	$0.00
Total	$379,896.63

Please note invoice number 149712 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:		October 2018
Compensation Expenses		
Salaries - Administration	$	43,801.36
Benefits - Administration		10,731.33
Taxes - Administration		1,693.27
Salaries - Instructional		260,664.55
Benefits - Instructional		63,862.82
Taxes - Instructional		3,764.37
		384,517.70
Enrollment/Unit Based Charges		
Student Technology Assistance		24,063.76
ConnexusTM Annual License (EMS)		70,148.56
Internet Subsidy Payment Processing		4,492.34
Technical Support and Repairs		17,537.14
Tangible and Intangible Instructional Materials		165,653.98
Curriculum Postage		5,247.44
Enrollment and Records Management		6,360.53
Educational Resource Center		14,731.20
Direct Course Instruction Support		3,952.92
School Curriculum Supplies		1,576.70
Hardware/Software - Employees		2,434.19
Human Resources Support		5,071.25
Community Outreach		4,166.66
Accounting and Regulatory Reporting		5,845.71
Facility Support Services		680.70
		331,963.07
Revenue Based Charges		
Special Education Oversight and Liability		31,881.39
Special Education Direct Services		67,604.97
School Administration		76,515.33
Marketing Services		12,752.57
Treasury Services		19,128.82
		207,883.09
Pass Through Expenses - Allocated		69,015.36
Pass Through Expenses		957.72
Short Term Substitute Teaching Services		11,810.85
Total Amount Due	$	1,006,147.79

Invoice	149713
Date	11/9/2018
Page	1

Connections Education LLC

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

Invoice

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

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2557043	0000010		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	October Service	$225,403.48	$225,403.48
1.00	ENROLLMENT BASED	October Service	$699,909.88	$699,909.88
1.00	REVENUE BASED	October Service	$473,586.69	$473,586.69
1.00	OTHER CA CHARGE	October Service	$35,689.22	$35,689.22

Discount	$0.00
Total	$1,434,589.27

Please note invoice number 149713 on remittance. Thank you.

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

Invoice	149714
Date	11/9/2018
Page	1

Connections Education LLC

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

Invoice

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

Please include invoice number(s) in transmission

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

QTY	Item	Description	Unit Price	Ext. Price
1.00	COMPENSATION	October Service	$936,505.72	$936,505.72
1.00	PASS THROUGH	October Service	$208,540.21	$208,540.21
1.00	PASS THROUGH	October Service	$26,903.18	$26,903.18

Discount	$0.00
Total	$1,171,949.11

Please note invoice number 149714 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:		October 2018
Compensation Expenses		
Salaries - Administration	$	132,355.94
Benefits - Administration		32,427.21
Taxes - Administration		5,116.62
Salaries - Instructional		787,658.23
Benefits - Instructional		192,976.27
Taxes - Instructional		11,374.93
		1,161,909.20
Enrollment/Unit Based Charges		
Student Technology Assistance		72,612.91
ConnexusTM Annual License (EMS)		132,376.50
Internet Subsidy Payment Processing		11,603.47
Technical Support and Repairs		33,094.11
Tangible and Intangible Instructional Materials		310,704.07
Curriculum Postage		9,748.55
Enrollment and Records Management		11,816.43
Educational Resource Center		27,799.05
Direct Course Instruction Support		11,944.67
School Curriculum Supplies		3,235.29
Hardware/Software - Employees		5,295.92
Human Resources Support		11,033.15
Community Outreach		45,833.34
Accounting and Regulatory Reporting		11,031.37
Facility Support Services		1,781.05
		699,909.88
Revenue Based Charges		
Special Education Oversight and Liability		70,630.09
Special Education Direct Services		162,814.32
School Administration		169,512.19
Marketing Services		28,252.03
Treasury Services		42,378.06
		473,586.70
Pass Through Expenses - Allocated		208,540.21
Pass Through Expenses		26,903.18
Short Term Substitute Teaching Services		35,689.22
Total Amount Due	$	2,606,538.39

Invoice	149535
Date	10/23/2018
Page	1

Connections Education LLC

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

Invoice

California Connections Academy @ North Bay
Dave Souza, Treasurer
33272 Valle Road
San Juan Capistrano CA 92675

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2621847	0000954		NET30	

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

Discount	$0.00
Total	$80.00

Please note invoice number 149535 on remittance. Thank you.

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

Invoice	149534
Date	10/23/2018
Page	1

Connections Education LLC

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

Invoice

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

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2621847	0000013		NET30	

QTY	Item	Description	Unit Price	Ext. Price
6.00	CENCA LIVESPEECH	Case Management - September	$80.00	$480.00

Discount	$0.00
Total	$480.00

Please note invoice number 149534 on remittance. Thank you.

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

Invoice	149532
Date	10/23/2018
Page	1

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
9.00	CALCAR LIVESPEECH	Case Management - September	$80.00	$720.00

Discount	$0.00
Total	$720.00

Please note invoice number 149532 on remittance. Thank you.

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

Invoice	149533
Date	10/23/2018
Page	1

Connections Education LLC

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

Invoice

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

Please include invoice number(s) in transmission

Purchase Order No.	Customer ID		Payment Terms	
2621847	0000010		NET30	

QTY	Item	Description	Unit Price	Ext. Price
21.00	CAPOCA LIVESPEECH	Case Management - September	$80.00	$1,680.00

Discount	$0.00
Total	$1,680.00

Please note invoice number 149533 on remittance. Thank you.

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

CalOPS
Board Governance and Administrative Policy Manual

© 2009 Connections Academy®, LLC www.connectionsacademy.com

CONTENTS

Background
Access to Public Records
Board Attendance
Board Delegation Policy
Code of Ethics
Confidentiality
Fiscal Controls
Public Comment
Record Retention

BACKGROUND

The School is a non-profit educational institution dedicated to serving the public. The School utilizes public funds in order to provide the best possible learning experience and help each student maximize his or her potential, while meeting the highest performance standards. The ability of the School to reach its goals depends, in large part, on effective governance by the School's Board of Directors (hereinafter referred to as "Board"). Effective governance entails providing the School with objective oversight and assistance in guarding the public investment in the School.

The Board will operate according to the "Policy Board" model of governance. As a Policy Board, the Board will observe several basic tenets: it will exercise its authority with one voice and will not require the School to respond to individual Board members; it will work on behalf of the community stakeholders of the School; it will determine objectives for the School and hold the School Administration accountable for achieving those objectives; it will ensure the delivery of a high-quality School in return for the public's investment; and it will provide the School Administration with the means to manage the School independently and effectively.

The policies contained within this Board Governance and Administrative Policy Manual will provide the fundamental principles underlying actions taken by the Board and Administration. These policies are intended to be reviewed on an annual basis and amended on an as needed basis. Violations of these Policies by Board members may result in removal from the Board in accordance

ACCESS TO PUBLIC RECORDS

Version: 1	Date of Approval: December , 2018

Purpose

The School abides by state and federal public records and open meetings laws, to the extent applicable, and makes every effort to provide access to public records as appropriate. The policy sets out the procedures to be followed in response to a request for public records from the School.

Policy

The business of the Board is discussed and decisions are made in accordance with the Open Meeting Law. The official minutes of the Board, its written policies, its financial records and all other public records, except for those which are confidential, privileged, subject to a right of privacy or otherwise exempt from disclosure, are open for inspection in the School's administrative office during the hours when the administrative office is open. However, if the records are not readily accessible or if portions of the records must be redacted in order to protect exempt material, the School shall determine the reasonable period of time, or as otherwise provided in the state law, needed to perform these functions and inform the requestor in writing of the date and time after which the records will be available for inspection. The release of school-wide information is coordinated by the School's Records Custodian. The School will comply with the state and federal laws, including the Family Educational Rights and Privacy Act, ("FERPA") and the School's Confidentiality Policy, in releasing records.

Procedure

On receipt of a record request, the School may ask but shall not require the identity of an individual requesting information and the reason the information is sought to be in writing by completing a Public Records Request Form. The School shall also inform the requestor that providing such information in writing enhances the School's ability to identify and locate the records requested.

Any individual who seeks to obtain or inspect a copy of a public record may request that the record be duplicated on paper, on the same medium on which the record is kept or any other medium that the School Records Custodian deems reasonable. Records in an electronic format shall be made available in electronic format upon request, consistent with applicable law. Where necessary to assist a member of the public in making a focused and effective request that reasonably describes an identifiable record or records, the School shall, to the extent reasonable under the circumstances, assist the member of the public in identifying records and information that are responsive to the request and the purpose of the request, if stated, and describe the information technology and physical location in which the records exist.

Individual student records and other confidential records protected by state or federal law may not be released for inspection unless such inspection is allowed pursuant to applicable law. In general, the School may not disclose personally identifiable information from student records without prior signed and dated written consent from a parent or eligible student. Student information deemed "directory information" pursuant to FERPA may be released without consent under certain circumstances. However, student directory information is only released pursuant to the School's administrative regulations governing release of such information and applicable law. Student directory information is not released when parents/guardians/students affirmatively withdraw in writing consent to release such information. Student records that consist of personally identifiable information generally are exempt from disclosure.

All records provided in response to a public records request will be made available in a reasonable period of time and within the maximum time periods allowed by law, inclusive of any extensions. Upon receiving a request for a copy of records, the School shall determine, whether the request in whole or in part seeks copies of disclosable public records in the possession of the agency and shall promptly and within the time permitted by law notify the person making of the request of the determination and the reasons therefore. If a public records request is denied in whole or in part, the School shall provide a written explanation with the legal authority for the denial of the request and the name and title or position of each person responsible for such determination, where required by law.

The School's Records Custodian may transmit the requested records by mail or by other means of delivery request, if the method requested is reasonably available. The School's Record Custodian may also make the records available for pick-up at the School's administrative office.

Where permitted by law, a fee may be charged for copies which may not exceed, except in the case of certain electronic records, the direct costs of duplication. Where required by law the school will maintain a list of the fees that it charges at each office where public records are provided and post at that office in a conspicuous place, a sign or notice that states: the fee charged to provide a copy of the public record; or, the location at which a list of each fee charged may be obtained. The direct cost of duplication does not include staff time spent researching, retrieving and mailing the record. The School may require that the fee for copies and/or delivery, if requested, be paid in advance.

The School's public records policy shall be posted in a conspicuous location in the School's administrative office and on the public website. The policy is distributed to the School's Records Custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention policy will be maintained and readily available to the public in the School's administrative office.

Related Documents

Record Retention Policy
Confidentiality Policy
Records Request Form

Public Records Request Form

Complete and submit this form by fax or mail to the address shown above to request public records from _____ Connections Academy. After receiving your request, we will contact you within five (5) days to confirm receipt of your request, advise you whether the records are available for public inspection and, if so, when, and let you know as permitted by law if the School will be charging and how much the requested records will cost if you desire that copies be made. All payment must be submitted by mail using a check payable to "_____ Connections Academy." Please write "Records Request" in the notes line of your check.

Requestor Information

Name _____ Organization (optional) _____

Street Address _____ City _____ State _____ Zip Code _____

( ) _____ Home Phone ( ) _____ Work Phone ( ) _____ Cell Phone ( ) _____ Fax _____ E-mail Address

Preferred method to contact you (check one): ☐ Home Phone ☐ Work Phone ☐ Cell Phone ☐ Fax ☐ E-mail

Records Request Information

Indicate below the address to which the requested records should be mailed, if different from the address listed above. Records may be made available for pick-up at the School's administrative office upon request. Then, list the records you are requesting along with a description of each. If you are requesting a record of meeting minutes, please indicate the date of the meeting. Call the school to obtain a complete list of meeting dates. Copies of records shall be made promptly available upon payment of fees covering direct costs of duplication, plus postage or other delivery charge if such delivery is requested.

Address where records should be mailed: ☐ Check here if name and address are the same as those listed above.

Name _____ Organization (optional) _____

Street Address _____ City _____ State _____ Zip Code _____

Record Type	**Description of Record (for meeting minutes, indicate meeting dates)**

For Office Use Only (Attach a copy of the check to this form when it is received.)

Date Request Received _____ Date Request Reviewed _____ Date Payment Received _____ Date Records Mailed _____ Reviewer's Name _____

No of Request Type _____ No of Photocopies _____ Total Cost of Request _____ Notes:

© 2009 Connections Academy®, LLC

BOARD ATTENDANCE

Version: 1	Date of Approval: December, 2018

Purpose

Active involvement and participation of Board members is essential for effective governance of the School. The Board cannot make any decisions or vote on any policy if a quorum is not present at each meeting. This policy promotes active involvement and participation by requiring regular attendance at Board meetings and providing procedures to deal with lapses in attendance.

Policy

Board members are expected to demonstrate their commitment to the School by regularly attending Board meetings, except when prevented by unforeseeable events.

Procedure

The Board shall adopt a regular meeting schedule at the annual meeting, or soon thereafter, to confirm the availability of Board members and provide notice to all Board members of the meetings for the year. This schedule may be amended during the year to change dates, times, days and/or hold additional special meetings.

A Board member who is unable to attend a Board Meeting must inform either the Board Chair or the Board designee for logistics of the intended absence.

Participation via teleconference is equivalent to attendance at a regular meeting as allowable by state law.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

Attendance requirements

A Board member who is absent for three (3) consecutive Board meetings, without notifying the Chair or the Board designee for logistics as required, has violated this policy. A Board member who is absent for four (4) consecutive Board meetings, notwithstanding notification to the Chair or the Board designee for logistics has violated this policy.

Prospective members of the Board shall be provided with a copy of this Policy and asked to commit to observing its terms.

Process

© 2009 Connections Academy®, LLC

- The Board Chair shall monitor the attendance of each member and issue warnings as appropriate.
- The Board Chair shall consult with a member who has violated this policy to attempt to resolve the issue without removal of the member.
- If the Board Chair is unable to resolve the issue, and the Board member wishes to remain on the Board, the issue will be placed on the agenda for the next Board meeting. The Board member of concern may address the entire Board, and the Board will then decide what actions to take regarding that Board member's future membership on the Board.
- If the Board decides that removal of the member is appropriate, the remaining Board members will immediately begin the process to recruit a new Board member. A member who has been removed under this policy may be considered at a later date for appointment to the Board.

Related Documents

Bylaws

BOARD DELEGATION POLICY

Version: 1	Date of Approval: December, 2018

Purpose

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

Policy

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

Procedure

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

President

- Charter related matters, including but not limited to, Charter renewal and amendments and related Charter matters on behalf of the Board.
- Renewals, amendments and other tasks related to the Professional Services Agreement on behalf of the Board.
- Renewals, Amendments and other matters related to a Sponsor Agreement, if any.
- Board policy development.
- Member of the Recruitment Committee to recruit for additional or replacement Board members as the need may arise.
- Execute contracts of over five thousand ($5,000) dollars.
- Signer on Bank Account.

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

© 2009 Connections Academy®, LLC

- Liaison with Principal/Chief Executive Officer and Board Counsel
- Provide approvals on behalf of the Board for summer staffing decisions.
- Complete, finalize and execute D&O Insurance Applications on behalf of the Board.
- Lease-related matters, including but not limited to, Lease negotiation, renewals, amendments, or any changes therewith on behalf of the Board.

Treasurer

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

Secretary

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

Parent Representative

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

Related Documents

Bylaws

CODE OF ETHICS

Version: 1	Date of Approval: December, 2018

Purpose

The Board is committed to its role of promoting the mission of the School, overseeing the management of the School, and acting as guardian of the public trust by overseeing School finances. In order to achieve these goals, members of the Board must maintain the highest level of ethical conduct.

This policy establishes the standards of conduct the Board must meet in carrying out its responsibilities to the School and the public.

Policy

The Board is morally and legally obligated to manage the School in the best interests of the public and the School Community. The Board members must demonstrate professional ethical behavior at all times in their responsibilities to the School, in their professional relationships with each other, and in their professional service to the community, and will be required to adhere to this code of ethics.

Board members shall comply with all laws, including those pertaining to ethics, and shall faithfully promote the School's interests, maintain confidentiality of information, carry out their duties honestly, and adhere to all the other policies in the Board Governance and Administrative Policy Manual.

Procedure

At all times Board members shall observe the following specific procedures:

- Be diligent, attend Board meetings, and devote sufficient time for adequate Board meeting preparation.
- Maintain the confidentiality of private and or legally privileged information acquired as a result of Board membership.
- Attend Board governance training and conferences when possible to improve the member's ability to serve the Board.
- Meet regularly to monitor the performance of management and the School as a whole.
- Maintain the separation of duties and responsibilities between the Board and School leadership to promote accountable and balanced decision-making.

© 2009 Connections Academy®, LLC

- Help ensure that the independent views of Board members receive due consideration and weight.
- Work to provide stakeholders with accurate and balanced information regarding the School's performance, including financial and academic measures.
- Conduct regular self-assessments to ensure each member is contributing optimally to the Board, and if the member's contribution is lacking, pursue either training or assistance to improve the member's performance or seek the member's resignation.
- Help protect the School's assets by considering risk management strategies.
- Ensure that financial and other personal interests do not conflict with the member's duty to the Board and the School.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances will include removal of a member from the Board.

Related Documents

Delegation Policy
Conflict of Interest Policy
Confidentiality Policy
Attendance Policy
Gift Solicitation and Acceptance Policy
Bylaws

CONFIDENTIALITY

Version: 1	Date of Approval: December, 2018

Purpose

The Board is committed to openness, transparency, and accountability. Its policies shall reflect its desire to balance the release of information while ensuring the protection of individual privacy, the effective management of the School, and compliance with relevant legislation. This policy is intended to regulate the release of confidential information by Board members.

Policy

Board members shall not be permitted to release any confidential material obtained in the course of their service as a Board member, unless such release is in accordance with the requirements of applicable legislation, and is consistent with the Board's policies on access to public records.

Procedures

The Board shall endeavor to explicitly mark on the document whether any or all of its minutes, disclosures, or papers, or those of its sub-committees (not otherwise required by legislation, regulation, or its rules to be made public) are confidential. However, the failure to mark a document as confidential shall not waive the status of such document as confidential, privileged or other otherwise exempt from disclosure. The Board may seek assistance from Board Counsel, as needed, to review requests for disclosure.

Board members shall be deemed school officials under the Family Educational Rights and Privacy Act (FERPA), however shall only have access to student records where there is a legitimate educational interest. Board members shall be subject to FERPA provisions and shall ensure they comply with FERPA provisions for any disclosures of student records to any third parties.

On those occasions and for those documents and discussions that the Board elects not to make public, Board members shall respect the confidentiality of those documents, and of any discussions of the Board on those matters.

Notwithstanding the above, Board members are not authorized to speak on behalf of the School unless the same has been authorized by a vote of the Board or specifically requested and or reviewed by the School leadership. A Board member in receipt of a request for a public document must refer such request to the School Records Custodian for response in accordance with proper procedures.

In particular, Board members shall not

© 2009 Connections Academy®, LLC

- disclose to any member of the public any confidential information acquired by virtue of their position as a Board member, such as minutes of closed sessions at which public access is not required by law;
- disclose any privileged attorney-client communications;
- use any confidential information acquired by virtue of their position on the Board for their personal financial or other benefit or for that of any other person;
- disclose to any member of the public any confidential information related to the interests of individuals, groups or organizations acquired by virtue of their position on the Board;
- make statements to the media in the name of the organization except after coordinating all such efforts with the School leadership;
- permit any unauthorized person to inspect or have access to any confidential documents or other information.

Failure to maintain confidentiality may constitute a breach of the Board member's fiduciary duties to the School.

The obligation to protect such confidential matters from disclosure continues even after the individual Board member is no longer serving on the Board.

Unless otherwise restricted or required by law, or contract, the Board shall decide from time to time whether any guests shall be permitted to attend any or all of its closed meetings. Where appropriate, guests who the Board believes are necessary for the Board's consideration of the item or items to be considered may be admitted, subject to their undertaking to maintain confidentiality.

Where appropriate and permissible by law, personally identifiable information about individuals may be redacted from material before consideration by the Board.

It is the responsibility of the Board Chair, with guidance from Board counsel, to ensure that Board materials are appropriately classified as confidential or open to release.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances may include removal of a member from the Board.

Related Documents

Access to Public Records Policy

FISCAL CONTROLS

Version: 1	Date of Approval: September, 25 2018

INCLUDE APPROVED FISCAL CONTROL POLICY

© 2009 Connections Academy®, LLC

PUBLIC COMMENT

Version: 1	Date of Approval: December, 2018

Purpose

The Board welcomes public comment at its meetings and is committed to providing meaningful opportunities for members of the public to participate. Given the nature of the School being virtual, the purpose of this policy is to take into account the special logistics of the Board meetings and address telephone access.

Policy

The Board encourages members of the public to offer comments and express opinions on both specific actions to be taken by the Board, as well as any other issue directly related to the operation of the School. In accordance with this policy, any individual may address the Board on agenda or non-agenda items during the public comment period as long as they meet any legal provisions governing participation at public meetings. Individuals may present either in-person or by telephone.

Procedure

Individuals are strongly encouraged to discuss their comments and concerns with appropriate school staff members, administrators, and/or Board members before directing such comments to the entire Board during a meeting.

Each Board meeting agenda shall have a time designated for "public comment."

In-person participants

To be recognized by the Chair, an individual must provide their name and a short description of the agenda item they wish to comment on to the Chair, along with any materials they want to have distributed to Board members, before the scheduled start of the meeting. The Chair will then announce the individual's name at the appropriate time during the meeting. Each individual will be granted up to three (3) minutes to make his or her presentation, or six (6) minutes if the individual requesting to comment is a non-English speaker and requires a translator. If requested, the Chair may grant additional time to individuals, circumstances permitting. After completion of any such presentation, the Chair shall ask whether there is any further public comment on the item at which time any member of the public present may come forward and make his or her presentation (which may be limited to three (3) minutes, or six (6) minutes if the individual requires a translator, at the Chair's discretion).

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

© 2009 Connections Academy®, LLC

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. In addition, an individual may raise the issue during public comment and request that it be placed on a future agenda. No action can be taken by the Board until such item has been included on an agenda in accordance with the Open Meeting Laws.

Teleconference participants

Individuals who wish to address the Board telephonically should contact the School Principal by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. The individual shall provide his/her name, a phone number where he/she may be reached during the meeting, and a short description of the topic he/she wishes to address. 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 School Principal will list these requests in the order in which they are received and provide them, along with copies of any materials submitted to the Board's Chair before the start of the meeting. Individuals who wish to participate will be called at the number they provided in the order in which they contacted the school, and will be granted up to three (3) minutes to make the presentation, or six (6) minutes if the individual requesting to comment is a non-English speaker and requires a translator. If requested, the Chairperson may grant additional time to individuals, circumstances permitting. After completion of such presentations, the Chair shall ask whether there is any further public comment on the item at which time any member of the public present (telephonically or otherwise) may make his or her presentation (which may be limited to three (3) minutes, or six (6) minutes if the individual requires a translator, at the Chair's discretion).

Telephonic participants should be aware that there is no established time when they may be contacted to speak except that they will be called after the scheduled start of the meeting and before the Board considers the items the participant wishes to address. The total time for any individual to present, either in person or via telephone, shall not exceed three (3) minutes, or six (6) minutes if a translator is required, (depending upon the number of speakers), unless the Board grants additional time. Individuals who are attending the meeting in person may be given the first preference in speaking and for the duration requested.

In addition to the above, any Board member may ask a member of the public present to answer brief questions or make comments on an agenda item under discussion in order to gather information before deliberating on a decision.

Members of the public who require special accommodations to be able to attend the Board meeting should contact the School Principal or the specific contact person designated on the agenda for that meeting, at least twenty four (24) hours prior to the meeting to make appropriate arrangements for attending the meeting.

Related Documents

None

RECORD RETENTION

Version: 1	Date of Approval: December, 2018

Purpose

The orderly acquisition, storage, and retention of school records are essential for the overall efficient and effective operation of the school. The Board adopts this policy to ensure that the School's records and documents are appropriately retained and only destroyed in accordance with appropriate legal retention periods.

Policy

School documents and records will be maintained and destroyed in accordance with a document retention schedule. The School's Records Custodian will ensure that the policy is followed and retention schedules are adhered to at the School. The Board shall maintain and destroy records according to the same policy as the School.

Procedure

All documents in possession of the Board are the property of the School and are not to be removed, destroyed, mutilated, transferred, or otherwise damaged or disposed of, in whole or in part, except as provided by law, or under the rules adopted by the Board.

Outgoing Board members must deliver any records in their possession to their successors and may not remove, transfer, or destroy any records to which they had access.

A retention schedule will be created to safeguard the various categories of School documents, which include but are not limited to, Board minutes and packages, personnel files, audit reports, student records, attendance records, and financial records. These will be added to this policy as they are developed. The Records Custodian shall maintain a copy of the School's record retention schedule and develop procedures to implement and monitor the policy. The Records Custodian will ensure that the School follows the policy and adheres to the retention schedules.

Additionally, the Records Custodian shall complete a records disposal form that provides notice as to when records are to be disposed of according to the pre-approved record retention schedule ("Certificate of Records Disposal Form").

A copy of each completed Certificate of Records Disposal Form shall be retained by the Records Custodian.

Related Documents

Records Retention Schedule – Financial Records
Certificate of Records Disposal Form

© 2009 Connections Academy®, LLC

DOCUMENT RETENTION – FINANCIAL RECORDS

FINANCIAL DOCUMENTS	MINIMUM RETENTION REQUIREMENT
Accounts Payable Ledgers and Schedules	7 years
Audit Reports	Permanently
Bank Reconciliations and Statements	7 years and/or until all federal and state audit requirements have been met.
Checks (for important payments and purchases)	7 years or after item purchased is no longer owned.
Correspondence – customers/vendors	Depends on issue in correspondence and whether there is a contract; if potential litigation - until threat of litigation has passed; if contract claim is possible, 4 years or until potential claim or legal statute of limitations has dissipated.
Depreciation Schedules	While active + 3 years
Expenses and Purchases – Documentation can include: cash register tapes, account statements, canceled checks, invoices, credit card sales slips. Separate deductible expenses in the event organization pays unrelated business income tax.	7 years
Gross Receipts-amounts received from all sources. Documents that support gross receipts include: cash register tapes, bank deposit slips, receipt books, invoices, credit card charge slips, and Form 1099-MISC	7 years
Year-end financial statements	If Audit Report is generated by organization- 7 years; if no audit is conducted and year-end financial report is used in place of audit – permanently.

© 2009 Connections Academy®, LLC

California Connections Academy @ North Bay
Proposed Revised Budget
2018-2019

As of December, 2018	Proposed Revised Annual Budget	Annual Budget
Forecasted Enrollment		
Forecasted ADM	207	204
Forecasted Total Enrollment	282	251
Forecasted Funded Enrollment	185	183
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	1,157,846	1,141,913
LCFF / General Purpose Block Grant - State EPA	32,088	32,088
Star Testing Reimbursement	335	335
Lottery	35,807	35,450
Special Education Pass through funds - State	30,246	30,246
One Time State Funding	56,940	56,940
Mandated Cost Reimbursement	5,429	5,000
Low Performing Student Block Grant	3,458	-
Prior Year Revenue Adjustments	17,954	-
Total State Funding	1,340,102	1,301,972
Federal & Other Programs Funding		
Title I	22,686	21,000
Title II	4,000	4,000
Title IV	10,000	7,000
IDEA	21,000	21,000
E-Rate	200	200
Total Federal & Other Programs Funding	57,886	53,200
Local Funding		
LCFF / General Purpose Block Grant - Local	513,662	508,542
Microsoft Voucher Reimbursement Program	500	-
Donations/Tax Credits	-	-
Prior Year Revenue Adjustments	37,057	-
Total Local Funding	551,219	508,542
Other Funding		
Interest	500	500
Prior Year Revenue	-	-
Total Other Funding	500	500
Total Revenue	**1,949,707**	**1,864,214**

California Connections Academy @ North Bay
Proposed Revised Budget
2018-2019

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	78,214	81,572
Benefits	19,163	19,985
Pension	6,573	7,205
Taxes	3,339	4,243
Total Administrative Compensation	107,289	113,006
Instructional Compensation		
Salaries	477,493	497,457
Benefits	116,986	121,877
Pension	68,619	80,986
Taxes	8,817	9,949
Total Instructional Compensation	671,914	710,269
Total Compensation Expense	**779,203**	**823,275**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Educational Resource Center	10,336	10,200
ConnexusTM Annual License (LMS)	124,032	122,400
Technical Support and Repairs	9,306	8,280
Accounting and Regulatory Reporting	5,176	-
Direct Course Instruction Support	26,047	25,704
Short Term Substitute Teaching	11,280	10,037
Hardware/Software - Employees	870	1,304
Voice Over IP Services	6,054	6,026
Human Resources Support	12,611	12,555
Facility Support Services	2,800	3,137
School Curriculum Supplies	4,463	4,484
Student Technology Assistance	3,760	-
Internet Subsidy Payment Processing	64,400	72,140
Enrollment and Records Management	294,375	261,366
Curriculum Postage	31,008	30,600
Tangible and Intangible Instructional Materials	3,632	3,616
Community Outreach	-	-
Total Enrollment/Unit Based Fees	610,150	571,849
Revenue-Based Fees		
Treasury Services	18,975	18,125
Marketing Services	113,848	108,748
School Administration	51,246	51,246
Special Education Oversight and Liability	47,437	45,312
Special Education Direct Services	28,462	27,187
Total Revenue Based Fees	259,967	250,617
Total Fee-Based Expenses	**870,117**	**822,466**

California Connections Academy @ North Bay
Proposed Revised Budget
2018-2019

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	11,000	11,000
Student Testing & Assessment Travel	7,536	7,536
Student Testing Technology	8,000	8,000
Total Assessment	26,536	26,536
Authorizer Oversight		
District Administrative Fees	-	-
District Oversight	17,036	16,825
STRS Reporting	936	936
Total Authorizer Oversight	17,972	17,761
Employee Related		
Staff Recruiting/Background Checks	1,043	1,043
Staff Training/Prof. Dvlpmt	12,482	11,836
Team Building	1,481	1,481
Travel and Conferences - Teachers	2,443	2,443
Travel and Conferences - Administration	4,310	4,310
Total Employee Related	21,759	21,113
Facilities		
Copiers/ Reproduction	862	862
Expensed Furniture and Equipment	2,484	2,484
Internet	1,864	1,864
Maintenance & Repairs	2,029	2,029
Office Postage	1,613	1,613
Office Supplies	2,066	1,884
Office Rent	8,130	9,934
Rent Operating Expense	1,299	1,299
Rent Storage Unit	450	450
Telephone	1,539	1,539
Utilities	1,609	1,609
Total Facilities	23,945	25,567
Governance		
Accreditation	1,060	1,000
Banking Fees	400	400
Board-Related Expenses	870	870
Dues	2,490	2,490
Insurance Expenses	218	188
Total Governance	5,038	4,948
Internet Service Provider		
ISP Payment Reimbursement	8,000	8,000
Total Internet Service Provider	8,000	8,000

California Connections Academy @ North Bay
Proposed Revised Budget
2018-2019

Instructional		
LiveSpeech CM services	720	-
Math Time to Talk	1,983	1,983
Other Curriculum	1,293	1,293
Science Lab	3,846	3,846
Science Lab - Other Contracted Services	6,200	6,200
Summer School	978	5,000
Title I - SES Tutoring	2,500	2,500
Total Instructional	17,520	20,822
Professional Services		
Accounting Services/Audit	9,000	9,000
AERIES	700	700
Legal Services	2,974	2,974
Other School Contracted Services	1,093	1,093
Other School Expense	174	174
Total Professional Services	13,941	13,941
Student Related		
College and Career Grant	73,000	73,000
Graduation Expense	4,000	4,000
Low Performing Student Block Grant Expenses	3,458	-
Student Activities	11,330	11,330
Total Student Related	91,788	88,330
Total Other Expenses	**226,499**	**227,018**
Adjustments and Credits		
Contractual Service Credit	-	(10,000)
Total Adjustments and Credits	-	(10,000)
Total Program Expenses	**1,875,819**	**1,862,759**
Net Increase (Decrease)	***73,888***	***1,455***

California Connections Academy @ Central
Proposed Revised Budget
2018-2019

As of December, 2018	Proposed Revised Annual Budget	Annual Budget
Forecasted Enrollment		
Forecasted ADM	518	556
Forecasted Total Enrollment	725	778
Forecasted Funded Enrollment	466	500
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	3,556,906	3,804,401
LCFF / General Purpose Block Grant - State EPA	552,141	552,141
Star Testing Reimbursement	817	817
Lottery	90,371	97,000
Special Education Pass through funds - State	62,035	62,035
One Time State Funding	138,927	138,927
Mandated Cost Reimbursement	11,956	12,000
Low Performing Student Block Grant	8,892	-
Prior Year Revenue Adjustments	33,334	-
Total State Funding	4,455,379	4,667,321
Federal & Other Programs Funding		
Title I	87,041	118,000
Title II	17,000	17,000
Title IV	10,000	10,000
IDEA	63,000	63,000
E-Rate	700	700
Prior Year Revenue Adjustments	338	-
Total Federal & Other Programs Funding	178,079	208,700
Local Funding		
LCFF / General Purpose Block Grant - Local	217,541	233,500
Microsoft Voucher reimbursement program	1,400	-
Donations/Tax Credits	-	-
Prior Year Revenue Adjustments	21,150	-
Total Local Funding	240,091	233,500
Other Funding		
Interest	2,000	1,200
Prior Year Revenue	-	-
Total Other Funding	2,000	1,200
Total Revenue	**4,875,549**	**5,110,721**

California Connections Academy @ Central
Proposed Revised Budget
2018-2019

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	216,040	222,324
Benefits	52,930	54,469
Pension	18,216	19,637
Taxes	9,211	11,566
Total Administrative Compensation	296,397	307,996
Instructional Compensation		
Salaries	1,251,049	1,355,815
Benefits	306,507	332,175
Pension	178,496	220,727
Taxes	23,024	27,116
Total Instructional Compensation	1,759,076	1,935,832
Total Compensation Expense	**2,055,473**	**2,243,828**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Educational Resource Center	25,900	27,800
ConnexusTM Annual License (LMS)	25,000	25,000
Technical Support and Repairs	310,801	333,600
Accounting and Regulatory Reporting	23,925	25,687
Direct Course Instruction Support	14,111	-
Short Term Substitute Teaching	65,268	70,056
Hardware/Software - Employees	29,000	31,136
Voice Over IP Services	2,370	3,555
Human Resources Support	15,259	16,425
Facility Support Services	31,790	34,219
School Curriculum Supplies	9,575	11,349
Student Technology Assistance	11,237	12,222
Internet Subsidy Payment Processing	21,756	-
Enrollment and Records Management	220,225	261,031
Curriculum Postage	736,225	796,364
Tangible and Intangible Instructional Materials	77,700	83,400
Community Outreach	9,156	9,855
Total Enrollment/Unit Based Fees	1,629,299	1,741,699
Revenue-Based Fees		
Treasury Services	47,274	49,857
Marketing Services	283,642	299,141
School Administration	125,035	125,035
Special Education Oversight and Liability	118,184	124,642
Special Education Direct Services	70,910	74,785
Total Revenue Based Fees	645,045	673,460
Total Fee-Based Expenses	**2,274,344**	**2,415,159**

California Connections Academy @ Central
Proposed Revised Budget
2018-2019

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	17,000	17,000
Student Testing & Assessment Travel	20,540	20,540
Student Testing Technology	6,000	6,000
Total Assessment	43,540	43,540
Authorizer Oversight		
District Administrative Fees	11,600	11,600
District Oversight	43,266	45,900
STRS Reporting	2,551	2,551
Total Authorizer Oversight	57,417	60,051
Employee Related		
Staff Recruiting/Background Checks	2,844	2,844
Staff Training/Prof. Dvlpmt	49,358	49,358
Team Building	4,037	4,037
Travel and Conferences - Teachers	6,660	6,660
Travel and Conferences - Administration	11,747	11,747
Total Employee Related	74,646	74,646
Facilities		
Copiers/ Reproduction	2,350	2,350
Expensed Furniture and Equipment	6,770	6,770
Internet	5,080	5,080
Maintenance & Repairs	5,530	5,530
Office Postage	4,395	4,395
Office Supplies	5,135	5,135
Office Rent	27,075	27,075
Rent Operating Expense	3,539	3,539
Rent Storage Unit	1,500	1,500
Telephone	4,195	4,195
Utilities	4,384	4,384
Total Facilities	69,953	69,953
Governence		
Accreditation	1,020	1,000
Banking Fees	600	600
Board-Related Expenses	2,370	2,370
Dues	6,935	6,935
Insurance Expenses	525	513
Total Governence	11,450	11,418

California Connections Academy @ Central
Proposed Revised Budget
2018-2019

Internet Service Provider		
ISP Payment Reimbursement	29,000	29,000
Total Internet Service Provider	29,000	29,000
Instructional		
LiveSpeech CM services	4,320	-
Math Time to Talk	5,404	5,404
Other Curriculum	3,523	3,523
Science Lab	10,483	10,483
Science Lab - Other Contracted Services	5,800	5,800
Summer School	4,927	12,200
Title I - SES Tutoring	5,000	5,000
Total Instructional	39,457	42,410
Professional Services		
Accounting Services/Audit	9,000	9,000
AERIES	1,950	1,950
Legal Services	8,105	8,105
Other School Contracted Services	2,978	2,978
Other School Expense	474	474
Total Professional Services	22,507	22,507
Student Related		
College and Career Grant	70,000	70,000
Graduation Expense	5,800	5,800
Low Performing Student Block Grant Expenses	8,892	-
Student Activities	16,600	16,600
Total Student Related	101,292	92,400
Total Other Expenses	**449,262**	**445,925**
Total Program Expenses	**4,779,079**	**5,104,912**
Net Increase (Decrease)	***96,470***	***5,809***

California Connections Academy @ Ripon
Proposed Revised Budget
2018-2019

As of December, 2018	Proposed Revised Annual Budget	Annual Budget
Forecasted Enrollment		
Forecasted ADM	1,459	1,561
Forecasted Total Enrollment	2,029	2,224
Forecasted Funded Enrollment	1,308	1,400
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	8,727,062	9,368,310
LCFF / General Purpose Block Grant - State EPA	1,441,041	1,441,041
Star Testing Reimbursement	2,184	2,184
Lottery	253,846	271,600
Special Education Pass through funds - State	184,192	184,192
One Time State Funding	371,324	371,324
Mandated Cost Reimbursement	33,073	33,000
Low Performing Student Block Grant	25,194	-
Prior Year Revenue Adjustments	28,331	-
Total State Funding	11,066,247	11,671,651
Federal & Other Programs Funding		
Title I	160,687	196,000
Title II	32,000	32,000
Title IV	10,000	10,000
IDEA	150,000	150,000
E-Rate	1,900	1,900
Total Federal & Other Programs Funding	354,587	389,900
Local Funding		
LCFF / General Purpose Block Grant - Local	1,723,274	1,843,800
Microsoft Voucher Reimbursement Program	537	-
Donations/Tax Credits	101	-
Total Local Funding	1,723,912	1,843,800
Other Funding		
Interest	2,500	2,500
Prior Year Revenue	-	-
Total Other Funding	2,500	2,500
Total Revenue	**13,147,246**	**13,907,851**

California Connections Academy @ Ripon
Proposed Revised Budget
2018-2019

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	607,466	624,186
Benefits	148,829	152,926
Pension	51,240	55,133
Taxes	25,898	32,471
Total Administrative Compensation	833,433	864,715
Instructional Compensation		
Salaries	3,469,506	3,806,523
Benefits	850,029	932,598
Pension	494,108	619,702
Taxes	63,784	76,130
Total Instructional Compensation	4,877,426	5,434,954
Total Compensation Expense	**5,710,859**	**6,299,669**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Educational Resource Center	72,948	78,050
ConnexusTM Annual License (LMS)	50,000	50,000
Technical Support and Repairs	875,375	936,600
Accounting and Regulatory Reporting	66,957	73,406
Direct Course Instruction Support	39,618	-
Short Term Substitute Teaching	183,829	196,686
Hardware/Software - Employees	81,160	88,977
Voice Over IP Services	6,654	9,981
Human Resources Support	42,524	46,114
Facility Support Services	88,593	96,072
School Curriculum Supplies	22,650	30,012
Student Technology Assistance	31,355	34,313
Internet Subsidy Payment Processing	61,276	-
Enrollment and Records Management	520,950	690,278
Curriculum Postage	2,093,150	2,284,617
Tangible and Intangible Instructional Materials	218,844	234,150
Community Outreach	25,515	27,669
Total Enrollment/Unit Based Fees	4,481,396	4,876,925
Revenue-Based Fees		
Treasury Services	128,099	203,567
Marketing Services	768,595	135,712
School Administration	334,192	814,270
Special Education Oversight and Liability	320,248	339,279
Special Education Direct Services	334,192	334,192
Total Revenue Based Fees	1,885,326	1,827,020
Total Fee-Based Expenses	**6,366,722**	**6,703,945**

California Connections Academy @ Ripon
Proposed Revised Budget
2018-2019

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	90,000	90,000
Student Testing & Assessment Travel	57,667	57,667
Student Testing Technology	29,000	29,000
Total Assessment	176,667	176,667
Authorizer Oversight		
District Administrative Fees	12,400	12,400
District Oversight	118,914	126,532
STRS Reporting	7,162	7,162
Total Authorizer Oversight	138,476	146,094
Employee Related		
Staff Recruiting/Background Checks	7,985	7,985
Staff Training/Prof. Dvlpmt	103,963	103,963
Team Building	11,334	11,334
Travel and Conferences - Teachers	18,697	18,697
Travel and Conferences - Administration	32,981	32,981
Total Employee Related	174,960	174,960
Facilities		
Copiers/ Reproduction	6,598	6,598
Equipment/Supplies	17,500	17,500
Expensed Furniture and Equipment	19,008	19,008
Internet	14,261	14,261
Maintenance & Repairs	15,526	15,526
Office Postage	12,339	12,339
Office Supplies	14,417	14,417
Office Rent	61,385	76,015
Prop 39 Clean Energy Planning	10,000	10,000
Rent Operating Expense	9,936	9,936
Rent Storage Unit	4,000	4,000
Telephone	11,777	11,777
Utilities	12,310	12,310
Total Facilities	209,057	223,687
Governance		
Accreditation	1,020	1,000
Banking Fees	600	600
Board-Related Expenses	6,654	6,654
Dues	19,348	19,348
Insurance Expenses	1,451	1,442
Total Governance	29,073	29,044
Internet Service Provider		
ISP Payment Reimbursement	73,000	73,000
Total Internet Service Provider	73,000	73,000

California Connections Academy @ Ripon
Proposed Revised Budget
2018-2019

Instructional		
LiveSpeech CM services	6,480	-
Math Time to Talk	15,171	15,171
Other Curriculum	9,892	9,892
Science Lab	27,500	29,432
Science Lab - Other Contracted Services	10,000	18,600
Summer School	16,517	44,000
Title I - SES Tutoring	5,000	5,000
Total Instructional	90,560	122,095
Professional Services		
Accounting Services/Audit	9,500	9,500
AERIES	5,500	5,500
Legal Services	22,756	22,756
Manager Services	10,000	10,000
Other School Contracted Services	8,362	8,362
Other School Expense	1,331	1,331
Total Professional Services	57,449	57,449
Student Related		
College and Career Grant	62,000	62,000
Graduation Expense	9,000	9,000
Low Performing Student Block Grant Expenses	25,194	-
Student Activities	24,200	24,200
Total Student Related	120,394	95,200
Total Other Expenses	**1,069,636**	**1,098,196**
Adjustments and Credits		
Contractual Service Credit	-	(195,000)
Total Adjustments and Credits	-	(195,000)
Total Program Expenses	**13,147,217**	**13,906,810**
Net Increase (Decrease)	***29***	***1,041***

Capistrano California Connections Academy
Proposed Revised Budget
2018-2019

As of December, 2018	Proposed Revised Annual Budget	Annual Budget
Forecasted Enrollment		
Forecasted ADM	4,210	4,717
Forecasted Total Enrollment	5,650	6,439
Forecasted Funded Enrollment	3,837	4,300
Revenue		
State Funding		
LCFF / General Purpose Block Grant - State	10,050,215	11,051,221
LCFF / General Purpose Block Grant - State EPA	682,148	682,148
Star Testing Reimbursement	7,000	7,000
Lottery	744,456	834,200
Special Education Pass through funds - State	592,490	592,490
One Time State Funding	1,191,656	1,191,656
Mandated Cost Reimbursement	108,042	107,000
Low Performing Student Block Grant	89,909	-
Total State Funding	13,465,916	14,465,715
Federal & Other Programs Funding		
Title I	551,078	574,000
Title II	96,000	96,000
Title IV	30,778	10,000
IDEA	480,000	480,000
E-Rate	5,700	5,700
Total Federal & Other Programs Funding	1,163,556	1,165,700
Local Funding		
LCFF / General Purpose Block Grant - Local	24,371,336	27,309,300
Microsoft Voucher reimbursement program	6,853	-
Donations/Tax Credits	10	-
Prior Year Revenue Adjustments	(12,828)	-
Total Local Funding	24,365,371	27,309,300
Other Funding		
Interest	15,000	15,000
Prior Year Revenue	-	-
Total Other Funding	15,000	15,000
Total Revenue	**39,009,843**	**42,955,715**

Capistrano California Connections Academy
Proposed Revised Budget
2018-2019

Program Expenses

Compensation Expense		
Administrative Compensation		
Salaries	1,840,134	1,886,152
Benefits	450,833	462,107
Pension	155,310	166,600
Taxes	78,433	98,120
Total Administrative Compensation	2,524,709	2,612,979
Instructional Compensation		
Salaries	10,139,239	11,502,477
Benefits	2,484,114	2,818,107
Pension	1,437,604	1,872,603
Taxes	185,843	230,050
Total Instructional Compensation	14,246,799	16,423,237
Total Compensation Expense	**16,771,508**	**19,036,216**

Fee Based Expenses		
Enrollment/Unit Based Fees		
Accounting and Regulatory Reporting	210,477	235,850
Community Outreach	550,000	550,000
Connexus Annual License (EMS)	2,525,724	2,830,200
Curriculum Postage	186,450	212,477
Direct Course Instruction Support	119,714	-
Educational Resource Center	530,402	594,342
Enrollment and Records Management	226,000	257,548
Facility Support Services	20,107	30,160
Hardware/Software - Employees	122,329	139,347
Human Resources Support	254,852	290,307
ISP Processing Fee	64,075	81,552
School Curriculum Supplies	90,083	103,687
Short Term Sub Teaching Services	62,934	-
Student Technology Assistance- Laptops	1,473,725	1,875,689
Tangible/Intangible Instr. Materials	5,844,000	6,641,911
Technical Support and Repairs	631,431	707,550
Voice Over IP Services	73,397	83,608
Total Enrollment/Unit Based Fees	12,985,701	14,634,228
Revenue-Based Fees		
Marketing Services	379,155	423,425
School Adminstration	2,274,929	2,540,551
Special Education and Liability	947,887	1,058,563
Special Education Direct Services	1,072,490	1,072,490
Treasury Services	568,732	635,138
Total Revenue Based Fees	5,243,194	5,730,167
Total Fee-Based Expenses	**18,228,895**	**20,364,395**

Capistrano California Connections Academy
Proposed Revised Budget
2018-2019

Other School Expenses		
Assessment		
Student Testing & Assessment Facilities & Services	198,000	198,000
Student Testing & Assessment Travel	174,257	174,257
Student Testing Technology	26,000	26,000
Total Assessment	398,257	398,257
Authorizer Oversight		
District Administrative Fees	1,200	1,200
District Oversight	351,037	390,427
STRS Reporting	21,642	21,642
Total Authorizer Oversight	373,879	413,269
Employee Related		
Staff Recruiting/Background Checks	24,128	24,128
Staff Training/Prof. Dvlpmt	327,444	327,444
Team Building	34,248	34,248
Travel and Conferences - Teachers	99,662	99,662
Travel and Conferences - Administration	56,499	56,499
Total Employee Related	541,981	541,981
Facilities		
Copiers/ Reproduction	19,939	19,939
Depreciation	1,626	-
Equipment/Supplies	66,500	66,500
Expensed Furniture and Equipment	57,438	57,438
Internet	43,095	43,095
Maintenance & Repairs	46,915	46,915
Office Postage	37,286	37,286
Office Rent	201,923	229,701
Office Supplies	43,564	43,564
Prop 39 Clean Energy Planning	10,000	10,000
Rent Operating Expense	30,026	30,026
Rent Storage Unit	7,700	7,700
Telephone	35,589	35,589
Utilities	37,197	37,197
Total Facilities	638,799	664,950
Governence		
Accreditation	1,020	1,000
Banking Fees	1,400	1,400
Board-Related Expenses	20,107	20,107
Dues	58,527	58,527
Insurance Expenses	4,276	4,356
Total Governence	85,330	85,390
Internet Service Provider		
ISP Payment Reimbursement	222,000	222,000
Total Internet Service Provider	222,000	222,000

Capistrano California Connections Academy
Proposed Revised Budget
2018-2019

Instructional		
LiveSpeech CM services	17,680	-
Math Time to Talk	45,843	45,843
Other Curriculum	29,892	29,892
Science Lab	88,938	88,938
Science Lab - Other Contracted Services	42,700	42,700
Summer School	60,199	115,000
Title I - SES Tutoring	10,000	10,000
Total Instructional	295,252	332,373
Professional Services		
Accounting Services/Audit	9,500	9,500
AERIES	16,500	16,500
Legal Services	68,764	68,764
Manager Services	20,000	20,000
Other School Contracted Services	25,267	25,267
Other School Expense	4,021	4,021
Total Professional Services	144,052	144,052
Student Related		
College and Career Grant	35,000	35,000
Graduation Expense	42,700	42,700
Low Performing Student Block Grant Expenses	89,909	-
Student Activities	84,920	84,920
Total Student Related	252,529	162,620
Total Other Expenses	**2,952,078**	**2,964,892**
Total Program Expenses	**37,952,481**	**42,365,503**
Net Increase (Decrease)	***1,057,362***	***590,212***

20198-2019 INDEPENDENT STUDY MASTER AGREEMENT

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her grade-specific studies.
2. Enable the student to successfully complete his/her assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Connexus), and the Personalized Learning Plan (PLP).

The student's work will be evaluated regularly by his/her teacher using the methods specified in this Master Agreement, Connexus, and the PLP. All parties agree to report to the teacher regularly, in accordance with the frequency, time, date, method, and location specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is attached a companion document to this Master Agreement and is a l s o included as part of each Monthly Assignment and Work Record.

II. Studies

Areas of grade-specific study provided include, but are not limited to: English/Language Arts, Mathematics, Science, History/Social Studies, Social Science, Physical Education, and other electives (electives to be confirmed on consultation with Supervising teacher or counselor). Any modifications to this full course of study will be documented in the Monthly Assignment and Work Record. The course of study and possible course credits for students in grades 9–12 will be attached to this Master Agreementavailable within two (2) weeks of the student's enrollment date and is considered part of this Master Agreement as a companion document.

III. Regular Reports

Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveLesson® real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in Connexus Log Entries. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in the Connexus. The student and Learning Coach agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted via U.S. Mail, in person, and/or through Connexus, via an online "drop box" or via email submission. On occasion, and with approval of the course teacher, work may be submitted via U.S. Mail, in person or via fax. Parents/guardians/caretakers will ensure their student participates in all assessments as required by the school program. Each student iss required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the Administration.

IV. Methods of Evaluation

Student evaluation will incorporate a variety of methods that may include, but are not limited to: portfolio items, review of assignments by teachers and the Learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original portfolio and original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations,

© 2018 Pearson Online and Blended Learning. All rights reserved.

participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in the PLP, Connexus, and lesson manuals.)

© 2018 Pearson Online and Blended Learning. All rights reserved.

VI. Resources

Resources include, but are not limited to: a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, Connexus, lesson manuals, supplementary course material, and special education resources.

VII. Conditions of Independent Study

1. Independent study is an optional, educational alternative that the student voluntarily selects. Students who choose independent study must be offered the alternative of classroom instruction and must have the option of returning to the classroom at any time. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
2. This independent study program is substantially equivalent in quantity and quality to classroom instruction. Students in the school have equality of rights and privileges with students in other public school programs. Students are entitled to school services and resources including, but not limited to: school staff, credentialed teachers, textbooks, supplementary materials, and the services and resources received by other students enrolled in our public school, as specified in the School Charter.
3. For students in grades K–12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which the student must complete the assigned work (i.e., "Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code 51747 (a))
4. As per Education Code 51747, the Board has determined that the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:
   - Missing two (2) consecutive contact appointments between the student and teacher
   - A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Connexus) over a period of four (4) weeks
   - Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month

   The evaluation triggered by the missed assignments will be delivered to the parents and to the student, if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. (Education Code 51747 (b)). The evaluation and written findings may be in electronic format. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, the school may withdraw the student for non-compliance with the Master Agreement.
5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code 51745(c)) Questions about a student's IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance.
7. Parents/guardians of all high school students under the age of 18 have reviewed, understand, and agree to the course of study and possible course credits ~~attached to this document and~~ found in Connexus and which is considered part of this Master Agreement.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
   a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
   b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
   c. English language testing (~~currently~~ the ELPAC ~~or CELDT~~) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
   d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Learning Coach Agreement and the School Handbook in order to be enrolled in this Independent Study School. Any breach may result in a review of this Master Agreement and the student's placement in this Independent Study School. The signature, including a digital signature, ~~below~~ of the parent/guardian grants

© 2018 Pearson Online and Blended Learning. All rights reserved.

permission for the specified student to participate in Independent Study as outlined in this Master Agreement.

© 2018 Pearson Online and Blended Learning. All rights reserved.

20198-2019 INDEPENDENT STUDY MASTER AGREEMENT

Student Information

Legal Last Name | Legal First Name | Legal Middle Name

☐ Male ☐ Female / / 20198–2019

Gender (Optional or write in alternative) Date of Birth Grade for 20198–2019 School YearSchool Year

Street Address | County

City | State | ZIP Code

Home Phone | Work Phone | Mobile Phone

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from this Independent Study Program. I agree to the use of an electronic method of signature.

(NOTE: All signatures must be in original handwritingobtained, including the student signature, regardless of the student's age. ETyped or eelectronic signatures are onlynot acceptable if obtained through the school's secure online platform using an unique username and password. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

Student Name (Last, First Middle) | Signature | Date

Parent/Guardian Name (Last, First Middle) | Signature | Date

Parent/Guardian Name (Last, First Middle) | Signature | Date

Designated Learning Coach Name (Last, First Middle) | Signature | Date
(if someone other than a parent/guardian has been designated)

Other Name (Last, First Middle) | Signature | Date
(directly responsible for providing assistance to the student)

Internal Use Only: Date Agreement Begins: Date Agreement Ends:

California Connections Academy School:
(check one): Capistrano Central Ripon North Bay ☐ ☐ ☐

Supervising Teacher Name (Last, First Middle) | Signature | Date

Formatted: Space Before: 0.4 pt, Line spacing: single, Tab stops: Not at 2.69" + 3.56" + 4.48" + 5.58" + 6.15"

© 2018 Pearson Online and Blended Learning. All rights reserved.

TEACHER SIGNATURE PAGE (for school use only)

Student Information

Legal Last Name	Legal First Name	Legal Middle Name

User ID	Date of Birth	Grade for 2019~~8~~-20~~19~~ School Year	2019~~8~~-2020~~19~~ School Year	Gender
	/ /			

Agreement to Terms

I agree to the use of an electronic method of signature and I acknowledge by entering my name digitally or by signing below that I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement, and I acknowledge that any violation may result in removal of the student from this Independent Study Program.

Internal Use Only:	Date Agreement Begins:	Date Agreement Ends:

California Connections Academy School ~~(check one): Capistrano Central Ripon North Bay~~

Supervising Teacher Name (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date

© 2018 Pearson Online and Blended Learning. All rights reserved.

ALPAUGH ACADEMIES, INC.

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

THE YEAR ENDED JUNE 30, 2018

OPERATING:

CALIFORNIA CONNECTIONS ACADEMY @ CENTRAL
CALIFORNIA CONNECTIONS ACADEMY @ NORTH BAY

DRAFT

INDEPENDENT AUDITORS' REPORT 1

BASIC FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION 3

STATEMENT OF ACTIVITIES 4

STATEMENT OF CASH FLOWS 5

STATEMENT OF FUNCTIONAL EXPENSES 6

NOTES TO FINANCIAL STATEMENTS 7

SUPPLEMENTARY INFORMATION

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE 12

SCHEDULE OF INSTRUCTIONAL TIME 13

SCHEDULE OF AVERAGE DAILY ATTENDANCE 14

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS 15

NOTES TO SUPPLEMENTARY INFORMATION 16

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS* 17

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE 19

SCHEDULE OF FINDINGS AND QUESTIONED COSTS 21

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS 22

DRAFT

INDEPENDENT AUDITORS' REPORT

Board of Directors
Alpaugh Academies, Inc.
Visalia, California

Report on the Financial Statements

We have audited the accompanying financial statements of Alpaugh Academies, Inc., a California Nonprofit Public Benefit Corporation which operates two California public charter schools – California Connections Academy @ Central (Central), and California Connections Academy @ North Bay (North Bay) -- the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

DRAFT

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Academy as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

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

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

	Central	North Bay	Total
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	54,374	52,815	107,189
Accounts Receivable - Federal and State	706,896	615,959	1,322,855
Prepaid Expenses and Other Assets	9,388	1,958	11,346
Total Current Assets	770,658	670,732	1,441,390
Total Assets	$ 770,658	$ 670,732	$ 1,441,390
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable and Accrued Liabilities	719,677	596,995	1,316,672
Total Current Liabilities	719,677	596,995	1,316,672
NET ASSETS			
Unrestricted	(18,567)	948	(17,619)
Temporarily Restricted	69,548	72,789	142,337
Total Net Assets	50,981	73,737	124,718
Total Liabilities and Net Assets	$ 770,658	$ 670,732	$ 1,441,390

DRAFT

UNRESTRICTED NET ASSETS	Central	North Bay	Total
REVENUES:			
State Revenue:			
State Aid	$ 3,642,659	$ 1,051,081	$ 4,693,740
Federal Revenue:			
Grants and Entitlements	175,934	73,494	249,428
Local Revenue:			
In-Lieu Property Tax Revenue	195,107	470,077	665,184
Interest Income	2,126	77	2,203
Other Sources of Revenue	-	27,000	27,000
Other Revenue	1,186	798	1,984
Net Assets Released from Restrictions	5,452	2,211	7,663
Total Change in Unrestricted Revenues	4,022,464	1,624,738	5,647,202
EXPENSES:			
Program Services	3,179,978	1,265,103	4,445,081
Management and General	890,329	353,550	1,243,879
Total Expenses	4,070,307	1,618,653	5,688,960
CHANGE IN UNRESTRICTED NET ASSETS	(47,843)	6,085	(41,758)
TEMPORARILY RESTRICTED NET ASSETS			
Net Assets Released from Restrictions	(5,452)	(2,211)	(7,663)
Change in Temporarily Restricted Net Assets	(5,452)	(2,211)	(7,663)
CHANGE IN NET ASSETS	(53,295)	3,874	(49,421)
BEGINNING NET ASSETS	104,276	69,863	174,139
ENDING NET ASSETS	50,981	73,737	124,718

DRAFT

	Central	North Bay	Total
CASH FLOWS FROM OPERATING ACTIVITIES			
Change in Net Assets	$ (53,295)	$ 3,874	$ (49,421)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided Used by Operating Activities:			
Change in Operating Assets:			
Accounts Receivable	342,466	25,443	367,909
Prepaid Expenses and Other Assets	(2,629)	(523)	(3,152)
Change in Operating Liabilities:			
Accounts Payable and Accrued Liabilities	(626,264)	(29,636)	(655,900)
Net Cash Used by Operating Activities	(339,722)	(842)	(340,564)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(339,722)	(842)	(340,564)
Cash and Cash Equivalents - Beginning of Year	394,096	53,657	447,753
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 54,374	$ 52,815	$ 107,189

DRAFT

	Program Services			Management and General			
	Central	North Bay	Total	Central	North Bay	Total	Grand Total
Salaries and Wages	$ 1,048,390	$ 438,370	$ 1,486,760	$ 194,821	$ 81,204	$ 276,025	$ 1,762,785
Pension Expense	150,375	62,450	212,825	16,506	6,891	23,397	236,222
Other Employee Benefits	256,856	107,401	364,257	47,731	19,896	67,627	431,884
Payroll Taxes	25,556	10,554	36,110	8,350	3,474	11,824	47,934
Management Fees	56,961	23,198	80,159	299,469	115,901	415,370	495,529
Legal Expense	-	-	-	3,718	1,195	4,913	4,913
Accounting Expense	-	-	-	90,139	40,550	130,689	130,689
Instructional Materials	691,057	265,908	956,965	-	-	-	956,965
Other Fees for Services	284,403	105,442	389,845	98,396	39,185	137,581	527,426
Advertising and Promotion Expense	-	-	-	38,648	15,454	54,102	54,102
Office Expense	4,978	2,018	6,996	6,226	2,527	8,753	15,749
Information Technology Expense	537,630	197,832	735,462	-	-	-	735,462
Occupancy Expense	36,451	18,830	55,281	10,763	4,471	15,234	70,515
Travel Expense	36,890	15,475	52,365	6,151	2,976	9,127	61,492
Conference and Meeting Expense	17,535	6,849	24,384	2,129	861	2,990	27,374
Insurance Expense	-	-	-	1,030	-	1,030	1,030
Other Expense	32,896	10,776	43,672	66,252	18,965	85,217	128,889
Total	$ 3,179,978	$ 1,265,103	$ 4,445,081	$ 890,329	$ 353,550	$ 1,243,879	$ 5,688,960

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Alpaugh Academies, Inc. (a California Nonprofit Public Benefit Corporation) was organized and incorporated in 2006. Alpaugh Academies, Inc. operates two California public charter schools, including California Connections Academy @ Central (Central), and California Connections Academy @ North Bay (North Bay).

The Schools are funded principally through State of California public education monies received through the California Department of Education. The charters may be revoked by the Sponsor for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

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

Use of Estimates

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

Basis of Accounting

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

Functional Allocation of Expenses

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Academy are defined as:

Unrestricted

All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academy.

Temporarily Restricted

These net assets are restricted by donors to be used for specific purposes. The Academy currently has $142,337 of temporarily restricted net assets for unspent College Readiness Grant.

Permanently Restricted

These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property Taxes

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

Compensated Absences

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

Alpaugh Academies, Inc. is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code (IRC) Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. Alpaugh Academies, Inc. files informational returns in the U.S. federal jurisdiction, and the state of California.

Subsequent Events

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

NOTE 2 CONCENTRATION OF CREDIT RISK

The Academy maintains bank accounts with one institution. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. At times, cash in these accounts exceeds the maximum insured amount. The Academy has not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS)

Plan Description

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy (Continued)

The Academy's contributions to STRS in the past three years is as follows:

Year Ending June 30,	Required Contribution	Percent Contributed
2016	$ 139,860	100 %
2017	$ 183,438	100 %
2018	$ 236,222	100 %

NOTE 4 CONTINGENCIES

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

NOTE 5 COMMITMENT/OTHER SOURCES OF REVENUE

The Academy entered into educational products and services agreements with Connections Academy of California, LLC (Connections) to manage the virtual education program and operations of both Central and North Bay. The agreements expire on June 30, 2021 and June 30, 2019, accordingly. The agreements for services also includes a Protection Against Deficits clause which states that in any year, during the term of the agreements, if either site of the Academy does not have sufficient positive net assets to offset the difference between total revenues and total expenditures, Connections shall issue a credit or make a cash payment to the Academy to the extent required to maintain positive net assets of $10,000. During the year ended June 30, 2018, Connections issued credits which totaled $27,000. The amount is shown as Other Sources of Revenue in the statement of activities.

NOTE 6 SUBSEQUENT EVENT

The Academy merged with two other corporations, Capistrano Connections Academy School, and Friends of California Virtual Education, on August 28, 2018. The name of the corporation thereafter changed into California Online Public Schools.

DRAFT

SUPPLEMENTARY INFORMATION

DRAFT

California Connetions Academy @ Central (Central) and California Connections Academy @ North Bay (North Bay) are California public charter schools.

The charter of Central was approved in May 2006 by Alpaugh Unified School District for 7th through 12th grade, and amended to add grades Kindergarten through 6th grade was approved in October 2006.

The charter of North Bay was approved in in January 2014 by Middletown Unified School District for Kindergarten through 12th grade.

California Connections Academy @ Central charter school number authorized by the State: 0804.

California Connections Academy @ North Bay charter school number authorized by the State: 1653.

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (2 year term)
David Souza	President	June 2018
Jon Salinger	Secretary	June 2018
Tim Batiuk	Treasurer	June 2019
Diana Rivas	Member	June 2019

ADMINISTRATORS

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

DRAFT

The Academy is a nonclassroom based charter school; minimum instructional minute and day requirements are not applicable.

DRAFT

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Central:				
Grades TK/K-3	-	69.42	-	69.46
Grades 4-6	-	81.53	-	81.87
Grades 7-8	-	74.83	-	74.30
Grades 9-12	-	182.83	-	175.26
ADA Totals	-	408.61	-	400.89
North Bay:				
Grades TK/K-3	-	21.73	-	21.94
Grades 4-6	-	16.26	-	16.77
Grades 7-8	-	36.24	-	37.69
Grades 9-12	-	93.24	-	91.43
ADA Totals	-	167.47	-	167.83

DRAFT

	Central	North Bay	Total
June 30, 2018 Annual Financial Report			
Fund Balances (Net Assets)	$ 40,752	$ 70,328	$ 111,080
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Accounts Receivable - Federal and State	10,229	3,409	13,638
Net Adjustments and Reclassifications	10,229	3,409	13,638
June 30, 2018 Audited Financial Statement			
Fund Balances (Net Assets)	$ 50,981	$ 73,737	$ 124,718

DRAFT

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

DRAFT

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

Board of Directors
Alpaugh Academies, Inc.
Visalia, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Alpaugh Academies, Inc. (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Alpaugh Academies, Inc.
Visalia, California

We have audited Alpaugh Academies, Inc.'s (the Academy) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The Academy's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the Academy's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

DRAFT

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Yes
Determination of funding for nonclassroom-based instruction	Yes
Annual instructional minutes – classroom based	Not applicable
Charter School Facility Grant Program	Not applicable

Opinion on State Compliance

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

DRAFT

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

DRAFT

FRIENDS OF CALIFORNIA VIRTUAL EDUCATION
DBA: CALIFORNIA CONNECTIONS ACADEMY @ RIPON

FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018

DRAFT

INDEPENDENT AUDITORS' REPORT 1

BASIC FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION 3

STATEMENT OF ACTIVITIES 4

STATEMENT OF CASH FLOWS 5

STATEMENT OF FUNCTIONAL EXPENSES 6

NOTES TO FINANCIAL STATEMENTS 7

SUPPLEMENTARY INFORMATION

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE 12

SCHEDULE OF INSTRUCTIONAL TIME 13

SCHEDULE OF AVERAGE DAILY ATTENDANCE 14

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS 15

NOTES TO SUPPLEMENTARY INFORMATION 16

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS* 17

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE 19

SCHEDULE OF FINDINGS AND QUESTIONED COSTS 21

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS 22

DRAFT

INDEPENDENT AUDITORS' REPORT

Board of Directors
Friends of California Virtual Education
Ripon, California

Report on the Financial Statements

We have audited the accompanying financial statements of California Connections Academy @ Ripon (the Academy), a California public charter school, operated by Friends of California Virtual Education, a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

DRAFT

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Academy as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

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

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 1,052,908
Accounts Receivable - Federal and State	5,307,923
Prepaid Expenses and Other Assets	9,513
Total Current Assets	6,370,344
Total Assets	$ 6,370,344

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 6,206,562
Deferred Revenue	117,942
Total Current Liabilities	6,324,504
NET ASSETS	
Unrestricted	(12,402)
Temporarily Restricted	58,242
Total Net Assets	45,840
Total Liabilities and Net Assets	$ 6,370,344

DRAFT

	Unrestricted	Temporarily Restricted	Total
REVENUES			
State Revenue:			
State Aid	$ 8,017,836	$ -	$ 8,017,836
Other State Revenue	609,641	-	609,641
Federal Revenue:			
Grants and Entitlements	334,096	-	334,096
Local Revenue:			
In-Lieu Property Tax Revenue	1,430,472	-	1,430,472
Other Sources of Revenue	505,400	-	505,400
Interest Income	5,801	-	5,801
Other Revenue	24,632	-	24,632
Net Assets Released from Restrictions	16,758	(16,758)	-
Total Revenues	10,944,636	(16,758)	10,927,878
EXPENSES			
Program Services	8,559,643	-	8,559,643
Management and General	2,344,002	-	2,344,002
Total Expenses	10,903,645	-	10,903,645
CHANGE IN NET ASSETS	40,991	(16,758)	24,233
Net Assets - Beginning of Year	(53,393)	75,000	21,607
NET ASSETS - END OF YEAR	$ (12,402)	$ 58,242	$ 45,840

DRAFT

CASH FLOWS FROM OPERATING ACTIVITIES	$ 24,233
Change in Net Assets	
Adjustments to Reconcile Change in Net Assets to Net Cash Used by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable - Federal and State	(1,962,336)
Accounts Receivable - Other	3,090
Prepaid Expenses and Other Assets	(1,929)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	1,209,957
Deferred Revenue	117,942
Net Cash Used by Operating Activities	(609,043)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(609,043)
Cash and Cash Equivalents - Beginning of Year	1,661,951
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 1,052,908

DRAFT

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 2,877,515	$ 539,776	$ 3,417,291
Pension Expense	410,329	45,777	456,106
Other Employee Benefits	704,991	132,245	837,236
Payroll Taxes	69,217	23,111	92,328
Management Fees	152,090	772,575	924,665
Legal Expenses	-	10,032	10,032
Accounting Expenses	-	220,804	220,804
Other Fees for Services	700,675	255,602	956,277
Advertising and Promotion Expenses	-	100,617	100,617
Office Expenses	71,884	25,731	97,615
Information Technology Expenses	1,388,123	-	1,388,123
Occupancy Expenses	130,613	29,589	160,202
Travel Expenses	109,753	10,802	120,555
Conference and Meeting Expenses	48,036	5,903	53,939
Insurance Expense	-	1,852	1,852
Instructional Materials	1,692,492	169,586	1,862,078
Other Expenses	203,925	-	203,925
Total	$ 8,559,643	$ 2,344,002	$ 10,903,645

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

The charter may be revoked by the Ripon Unified School District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

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

Use of Estimates

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

Basis of Accounting

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

Functional Allocation of Expenses

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Academy are defined as:

Unrestricted

All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academy.

Temporarily Restricted

These net assets are restricted by donors to be used for specific purposes. The Academy had $58,242 of temporarily restricted net assets on June 30, 2018 for unspent College Readiness Grant.

Permanently Restricted

These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

Receivables

Accounts receivable primarily represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2018. Due from federal and state governments consists of funds due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible; therefore no provisions for uncollectible accounts were recorded

Property Taxes

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

Compensated Absences

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

The Academy is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Academy files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Subsequent Events

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

NOTE 2 CONCENTRATION OF CREDIT RISK

The Academy maintains an interest bearing cash account with a financial institution. The account at this institution is insured by the Federal Deposit Insurance Corporation (FDIC). At times, cash in this account exceeds the maximum insured amount. The Academy has not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS) Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total STRS plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020-21. The required employer contribution rate for year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

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

Year Ending June 30,	Required Contribution	Percent Contributed
2016	$ 248,939	100%
2017	$ 329,277	100%
2018	$ 456,106	100%

DRAFT

NOTE 4 OPERATING LEASES

The Academy leases it facilities under a lease agreement expiring in June of 2020. Lease expense under this agreement for the year ended June 30, 2018 was $68,176. Future minimum lease payments are as follows.

Future minimum lease payments are as follows:

Year Ending June 30,		
2019	$	65,112
2020		67,065
Total	$	132,177

NOTE 5 CONTINGENCIES

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

NOTE 6 COMMITMENT/OTHER SOURCES OF REVENUE

The Academy entered into an educational products and services agreement with Connections Academy of California, LLC to manage the virtual education program and operations of the Academy which expires on June 30, 2022. The agreement for services also includes a Protection Against Deficits clause which states that in any year, during the term of the agreement, if the Academy does not have sufficient positive net assets to offset the difference between total revenues and total expenditures, Connections shall issue a credit or make a cash payment to the Academy to the extent required to maintain positive net asset of $10,000. During the year ended June 30, 2018, Connections issued credits which totaled $505,400, the amount is shown as Other Sources of Revenue in the statement of activities.

NOTE 7 SUBSEQUENT EVENT

The Academy merged with two other corporations, Capistrano Connections Academy School, and Alpaugh Academies, Inc. on August 28, 2018. The name of the corporation thereafter changed into California Online Public Schools.

DRAFT

SUPPLEMENTARY INFORMATION

DRAFT

Friends of California Virtual Education dba: California Connections Academy @ Ripon (the Academy) is a California public charter school.

The charter was approved on January 9, 2012 by Ripon Unified School District for Kindergarten through 12th grade.

Charter School number authorized by the State: 1398

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Michael Henjum	President	2019 (one-year term)
Elaine Pavlich	Secretary	2019 (one-year term)
Paul Hedrick	Treasurer	2018 (two-year term)
Veronica Schreiver	Member	2018 (three-year term)
Sarah Bossenbroek	Member	2018 (one-year term)

ADMINISTRATORS

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

DRAFT

Friends of California Virtual Education dba: California Connections Academy @ Ripon is a nonclassroom based charter school; minimum instructional minute and day requirements are not applicable.

DRAFT

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades K-3	-	167.56	-	166.43
Grades 4-6	-	192.68	-	193.37
Grades 7-8	-	204.62	-	204.14
Grades 9-12	-	527.27	-	517.50
ADA Totals	-	1,092.13	-	1,081.44

DRAFT

June 30, 2018 Annual Financial Report		
Fund Balances (Net Assets)	$	21,651
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State		24,189
Net Adjustments and Reclassifications		24,189
June 30, 2018 Audited Financial Statement		
Fund Balances (Net Assets)	$	45,840

DRAFT

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

DRAFT

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

Board of Directors
Friends of California Virtual Education
Ripon, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Friends of California Virtual Education dba: California Connections Academy @ Ripon (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Friends of California Virtual Education
Ripon, California

We have audited Friends of California Virtual Education dba: California Connections Academy @ Ripon's (the Academy) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The Academy's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the Academy's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

DRAFT

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Yes
Determination of funding for nonclassroom-based instruction	Yes
Annual instructional minutes – classroom based	Not applicable
Charter School Facility Grant Program	Not applicable

Opinion on State Compliance

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.*

DRAFT

There were no findings in the prior year.

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
TABLE OF CONTENTS
YEAR ENDED JUNE 30, 2018

INDEPENDENT AUDITORS' REPORT	**1**
FINANCIAL STATEMENTS	
STATEMENT OF FINANCIAL POSITION	**3**
STATEMENT OF ACTIVITIES	**4**
STATEMENT OF CASH FLOWS	**5**
STATEMENT OF FUNCTIONAL EXPENSES	**6**
NOTES TO FINANCIAL STATEMENTS	**7**
SUPPLEMENTARY INFORMATION	
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE	**12**
SCHEDULE OF INSTRUCTIONAL TIME	**13**
SCHEDULE OF AVERAGE DAILY ATTENDANCE	**14**
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS	**15**
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	**16**
NOTES TO SUPPLEMENTARY INFORMATION	**17**
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*	**18**
INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE	**20**
INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE	**23**
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	**25**
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS	**28**

DRAFT

INDEPENDENT AUDITORS' REPORT

Board of Directors
Capistrano Connections Academy School
San Juan Capistrano, California

Report on the Financial Statements

We have audited the accompanying financial statements of Capistrano Connections Academy School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

DRAFT

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

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

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 10,147,688
Accounts Receivable - State and Federal	2,678,646
Accounts Receivable - Other	96,486
Prepaid Expenses and Other Assets	76,392
Total Current Assets	12,999,212
Total Assets	$ 12,999,212

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 12,228,130
Deferred Revenue	321,403
Total Current Liabilities	12,549,533
NET ASSETS	
Unrestricted	412,162
Temporarily Restricted	37,517
Total Net Assets	449,679
Total Liabilities and Net Assets	$ 12,999,212

DRAFT

See accompanying Notes to Financial Statements.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018

	Unrestricted	Temporarily Restricted	Total
REVENUES			
State Revenue:			
State Aid	$ 7,820,062	$ -	$ 7,820,062
Other State Revenue	1,960,025	-	1,960,025
Federal Revenue:			
Grants and Entitlements	1,037,645	-	1,037,645
Local Revenue:			
In-Lieu Property Tax Revenue	22,545,462	-	22,545,462
Contributions	100,000	-	100,000
Investment Income	62,290	-	62,290
Other Revenue	63,974	-	63,974
Net Assets Released from Restrictions	40,883	(40,883)	-
Total Revenues	33,630,341	(40,883)	33,589,458
EXPENSES			
Program Services	26,350,600	-	26,350,600
Management and General	7,596,964	-	7,596,964
Total Expenses	33,947,564	-	33,947,564
CHANGE IN NET ASSETS	(317,223)	(40,883)	(358,106)
Net Assets - Beginning of Year	729,385	78,400	807,785
NET ASSETS - END OF YEAR	$ 412,162	$ 37,517	$ 449,679

DRAFT

See accompanying Notes to Financial Statements.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES	$ (358,106)
Change in Net Assets	
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable - Federal and State	(371,517)
Accounts Receivable - Other	(47,423)
Prepaid Expenses and Other Assets	(8,106)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	4,764,499
Deferred Revenue	321,403
Net Cash Provided by Operating Activities	4,300,750
NET CHANGE IN CASH AND CASH EQUIVALENTS	4,300,750
Cash and Cash Equivalents - Beginning of Year	5,846,938
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 10,147,688

DRAFT

See accompanying Notes to Financial Statements.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2018

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 8,864,588	$ 1,591,803	$ 10,456,391
Pension Expenses	1,271,415	135,050	1,406,465
Other Employee Benefits	2,171,824	389,992	2,561,816
Payroll Taxes	214,546	68,123	282,669
Management Fees	479,914	2,423,053	2,902,967
Legal Expenses	-	23,965	23,965
Accounting Expenses	-	687,125	687,125
Instructional Materials	5,651,193	-	5,651,193
Other Fees for Services	2,349,407	818,078	3,167,485
Advertising and Promotion Expenses	-	323,301	323,301
Office Expenses	194,794	78,380	273,174
Information Technology Expenses	4,218,623	-	4,218,623
Occupancy Expenses	405,289	87,741	493,030
Travel Expenses	311,693	31,908	343,601
Conference and Meeting Expenses	136,339	19,656	155,995
Insurance Expenses	-	2,529	2,529
Other Expenses	80,975	916,260	997,235
Total	$ 26,350,600	$ 7,596,964	$ 33,947,564

DRAFT

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

The charter may be revoked by the Capistrano Unified School District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

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

Use of Estimates

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

Basis of Accounting

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

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

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

Net Asset Classes

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

Unrestricted – All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes (Continued)

Temporarily Restricted – These net assets are restricted by donors to be used for specific purposes. The School has $37,517 in temporarily restricted net assets related to unspent College Readiness Grant funding.

Permanently Restricted – These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables

Accounts receivable represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2018. Due from federal and state governments consists of funds due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property Taxes

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

Compensated Absences

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

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as Unrestricted promises to give. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events

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

NOTE 2 CONCENTRATION OF CREDIT RISK

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

The School maintains cash in the Orange County Treasury (the County). The County pools these funds with those of other educational organizations in the county and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2018, as provided by the pool sponsor was $2,084,395.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT (CONTINUED)

Funding Policy (Continued)

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

Year Ended June 30,	Required Contribution	Percent Contributed
2016	$ 757,760	100 %
2017	$ 1,008,882	100 %
2018	$ 1,406,465	100 %

NOTE 4 OPERATING LEASES:

The School leases its facilities under a lease agreement where the last lease expires in July of 2019. Lease expense under this agreement for the year ended June 30, 2017 was $200,887.

Future minimum lease payments are as follows:

Year Ending June 30,	Amount
2019	$ 236,948
2020	20,287
Total	$ 257,235

NOTE 5 CONTINGENCIES

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

NOTE 6 SUBSEQUENT EVENT

The School merged with two other corporations, Friends of California Virtual Education and Alpaugh Academies, Inc. on August 28, 2018. The name of the corporation thereafter changed to California Online Public Schools.

DRAFT

SUPPLEMENTARY INFORMATION

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018

Capistrano Connections Academy is a California public charter school.

The charter was approved on June 14, 2004 by Capistrano Unified School District for Kindergarten through 8th grade. The School's charter was renewed by Capistrano Unified School District in March 2014 for an additional five year term.

The Charter amendment to add 9th grade was approved on July 26, 2005.
The Charter amendment to add 10th grade was approved on July 11, 2006.
The Charter amendment to add 11th grade was approved on July 16, 2007.
The Charter amendment to add 12th grade was approved on June 16, 2008.

Charter School number authorized by the state: 0664

The board of directors and the administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (Term Length)
Elaine Paylich	President	2018 (2 Years)
Joseph Ruiz	Secretary	2018 (2 Years)
Michael Henjum	Treasurer	2019 (2 Years)
Adam Pulsipher	Member	2019 (2 Years)
Brook Watkins	Member	2019 (2 Years)

ADMINISTRATORS

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

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2018

Capistrano Connections Academy School is a nonclassroom based charter school; minimum instructional minute and day requirements are not applicable.

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2018

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades TK/K-3	-	520.52	-	515.31
Grades 4-6	-	560.15	-	559.73
Grades 7-8	-	666.17	-	672.25
Grades 9-12	-	1,758.03		1,729.72
ADA Totals	-	3,504.87	-	3,477.01

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

June 30, 2018 Annual Financial Report		
Fund Balances (Net Assets)	$	371,999
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State		77,680
Net Adjustments and Reclassifications		77,680
June 30, 2018 Audited Financial Statement		
Fund Balances (Net Assets)	$	449,679

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2018

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Pass-Through Program From			
California Department of Education:			
No Child Left Behind Act			
Title I, Part A, Basic Grants:			
Low-Income and Neglected	84.010	14329	$ 477,525
Title II, Part A, Teacher Quality	84.367	14341	79,958
Special Education - IDEA	84.027	13379	480,162
Total U.S Department of Education			1,037,645
Total Federal Expenditures			$ 1,037,645

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2018

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

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

NOTE 5 INDIRECT COST RATE

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

DRAFT

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

Board of Directors
Capistrano Connections Academy School
San Jose Capistrano, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Capistrano Connections Academy School (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2018, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Capistrano Connections Academy School
San Jose Capistrano, California

Report on Compliance for Each Major Federal Program

We have audited Capistrano Connections Academy School (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2018. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

DRAFT

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2018-001. Our opinion on the major federal program is not modified with respect to these matters.

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

The School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as item 2018-001 to be a significant deficiency.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we did identify certain deficiencies in internal control over compliance, described in the accompanying schedule of findings and questioned costs as item 2018-001 to be a significant deficiency.

DRAFT

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the School as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements. We issued our report thereon dated REPORT DATE, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Capistrano Connections Academy School
San Jose Capistrano, California

We have audited Capistrano Connections Academy School's (the School) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes

DRAFT

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instructional/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2018

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified

2. Internal control over financial reporting:

   - Material weakness(es) identified? _____ yes ____x____ no

   - Significant deficiency(ies) identified that are not considered to be material weakness(es)? _____ yes ____x____ none reported

3. Noncompliance material to financial statements noted? _____ yes ____x____ no

Federal Awards

1. Internal control over major federal programs:

   - Material weakness(es) identified? _____ yes ____x____ no

   - Significant deficiency(ies) identified that are not considered to be material weakness(es)? ____x____ yes _____ none reported

2. Type of auditors' report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ____x____ yes _____ no

Identification of Major Federal Programs

CFDA Number(s)	**Name of Federal Program or Cluster**
84.010	Title I, Part A, Basic Grants Low-Income and Neglected

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? ____x____ yes _____ no

DRAFT

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

2018 – 001

Federal Program: Title I
CFDA Number: 84.010
Federal Agency: U.S. Department of Education
Name of Pass-Through Agency: California Department of Education

Significant Deficiency in Internal Control over Financial Reporting

Condition: No system was in place to track interest earned on Title I funds received. More than the maximum of $500 was earned from Title I funds and not remitted to the California Department of Education.

Criteria or specific requirement: (C) - Title 2, Code of Federal Regulations, Part 200, Section 200.305, requires grantees and sub-grantees to remit interest earned on advances to the federal agency. Sub-grantees are required to remind any interest amounts exceeding $100 per year to the California Department of Education.

Context: This tracking was not performed for any federal program. However, based on additional calculations performed during the audit, other federal programs did not accrue any interest on funds received during the year ended June 30, 2018.

Effect: Delay in remittance of interest earned on federal funds received, and noncompliance with cash management requirements for the program.

DRAFT

Cause: Tracking of Title I funding was primarily on an expense accrual basis rather than tracking of cash. Delays in expenditures of funds for Title I expenditures resulted in the accrual of interest that was not tracked in existing procedures.

Recommendation: We recommend that internal controls be implemented to track the amount of interest accrued on unspent federal. We recommend that this calculation is performed on at least a quarterly basis to remit interest earned on federal funds over $500 to the California Department of Education.

Views of responsible officials and planned corrective actions:

Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported in accordance with the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2018

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

DRAFT

CAPISTRANO CONNECTIONS ACADEMY

Recommendation for 2018-001

We recommend that internal controls be implemented to track the amount of interest accrued on unspent federal funds. We recommend that this calculation is performed on at least a quarterly basis to remit interest earned on federal funds over $500 to the California Department of Education.

Planned Corrected Action:

1. **Planned Corrective Action**: The school will move federal funds received promptly into a non-interest bearing account as soon as possible upon receipt. In addition, the balance of federal funds in any interest bearing account will be monitored monthly and interest will be calculated based on the interest rate of the account for that month. If interest over $500 is earned, it will be remitted back to the California Department of Education at the end of that same quarter, following the procedures laid out on the CDE website.

2. **The contact person responsible for this corrective action is:** Frances Sassin, Director of Business Services

3. **When will this plan be implemented:** This plan will be implemented immediately, effective upon receipt of the first federal funds for the 2018-19 fiscal year.

Sincerely,

Frances Sassin
Director of Business Services

CAPISTRANO CONNECTIONS ACADEMY

VALUE SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2018

FINDINGS—FINANCIAL STATEMENT AUDIT

There were no financial statement findings in the prior year.

FINDINGS— FEDERAL AWARD PROGRAMS AUDITS

There were no federal award program audit findings in the prior year.

CALIFORNIA ONLINE PUBLIC SCHOOLS

INDEPENDENT STUDY POLICY

Submitted for review on December 4, 2018
To become effective immediately upon approval

California Online Public Schools is the Governing Board for the following charter schools:

Capistrano Connections Academy
California Connections Academy @ Central
California Connections Academy @ North Bay
California Connections Academy @ Ripon

These schools, plus any others authorized and overseen by the non-profit corporation California Online Public Schools, are collectively known as "California Connections Academy Schools".

Formatted: Font: 16 pt

Formatted: Font: (Default) Arial Narrow, Font color: Auto

Formatted: Font: (Default) Arial Narrow, Not Bold, Font color: Auto

Formatted: Font: (Default) Arial Narrow

Formatted: Font: (Default) Arial Narrow, Not Bold, Font color: Auto

Formatted: Font: Arial Narrow

The Independent Study Program

The ~~Capistrano Connections Academy~~ California Connections Academy Schools' Board of Directors ("Board"), California Online Public Schools, has adopted this policy for ~~the Capistrano Connections Academy's (CalCA@Capistrano's)~~ Independent Study Program for all charter schools it governs and operates. The Independent Study Program is an optional alternative instructional strategy by which students in grades K- 12 may reach curriculum objectives and fulfill promotion requirements. Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.

Independent Study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent Study is a continuously voluntary, educational alternative in which no student may be required to participate. (Education Code 51747).

~~CalCA@Capistrano's~~ California Connections Academy Schools' Independent Study Program option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in Independent Study to complete their school's adopted course of study within the customary time frame.

Students enrolling in Independent Study Program must be residents of ~~the Orange County or an adjacent contiguous county.~~ an eligible county served. Eligible counties are counties in which the authorizer of each charter school are located, plus all counties geographically contiguous to those. Enrollment eligibility shall not be based on the address of parent/guardian employment. The school will not claim apportionment funding for any student who lives outside of these geographical boundaries unless otherwise permitted by law.

Students in ~~CalCA@Capistrano's~~ California Connections Academy Schools' Independent Study Program shall have access to the same services and resources as are available to all other students in California Connections Academy Schools~~CalCA@Capistrano~~.

The Executive Director~~The Site Administrator~~ or designee(s) shall determine that the prospective Independent Study student understands and is prepared to meet the school's requirements for Independent Study.

The Executive Director~~The Site Administrator~~ or designee(s) shall ensure that a written Independent Study Master Agreement ("Master Agreement'), as prescribed by law, exists for each participating student. This agreement cannot be valid for longer than one (1) school year. (Education Code 51747)

The Independent Study Program entails a commitment by the parent/guardian, the Learning Coach (either the parent/guardian or a Designated Learning Coach—see also the school's Learning Coach Agreements) and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved.

Each student's Independent Study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The school shall not provide Independent Study students and parents/guardians with funds or items of value that are not provided for other students and parents/guardians. (Education Code 46300.6, 51747.3)

The Executive Director~~The Site Administrator~~ or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law.

Evaluation of Effectiveness of Independent Study for Students

The Board recognizes that Independent Study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of Independent Study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

To foster each student's success in Independent Study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows:

> **For Grades K-12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work ("Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional 4 (four) weeks.** (Education Code 51747 (a))

Because the California Connections Academy Schools programs are virtual schools using the Independent Study model, it is crucial that teachers know that a student is completing adequate work under their Independent Study Agreement to make educational progress at a rate similar to a classroom based program. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the Independent Study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code 51747 (b)) for the California Connections Academy Schools program:

- Substantial and substantive direct contact between the student and teacher (as defined in the Master Agreement), OR:
- Active Participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
- Submission of the required original student work samples (and/or "portfolio items") to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a "missed assignment" (as per Education Code 51747 (b)) for the California Connections Academy program:

- Failure to conduct a direct contact (as defined in the Master Agreement) between the student and teacher (the supervisory teacher and/or other assigned teachers)
- A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Connexus)
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the school

As per Education Code 51747, the Board has determined that the following number of missed assignments, as defined above, will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:

- Missing two (2) consecutive contact appointments between the student and teacher
- A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Connexus) over a period of four (4) weeks
- Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month

The evaluation triggered by the missed assignments will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. (Education Code 51747 (b)). If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, the school may withdraw the student for non-compliance with the Master Agreement.

Eligibility

Students who meet the Criteria for Participation listed below are eligible to participate in the Independent Study Program.

No individual with exceptional needs, as defined in Education Code 56026, may participate in Independent Study unless his/her Individualized Education Program (IEP) specifically provides for such participation. (Education Code 51745)

No student shall be required to participate in an Independent Study Program. (Education Code 51747)

No temporarily disabled student may receive individual instruction pursuant to Education Code 48206.3 by means of Independent Study. (Education Code 51745)

No student that is expelled pursuant to Education Code 48915 or a suspended expulsion student pursuant to Education Code 48917, may be provided with instruction through Independent Study unless they are offered the alternative of classroom instruction and they choose Independent Study.

Criteria for Participation

Approval for participation shall be based on satisfying all of the following criteria:

1. Evidence that the student will work independently to complete the Program with monitoring from the Parent/Learning Coach.
2. The Parent /Learning Coach will sign the Parent/ Legal Guardian (Caretaker) Acknowledgement
3. Completion of a Master Agreement for the Student per school year. A Master Agreement must be completed and verified each school year in order for a student to be enrolled.

Written Agreements and Assignments

A written Master Agreement shall be executed for each participating student. The curriculum and methods of study specified in the Master Agreement shall be consistent with the Board's policies and procedures for curriculum and instruction. (Code of Regulations, Title 5, Section 11702)

The Master Agreement shall include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her/their progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student.
4. A copy of the section of the school's Independent Study policy which describes the maximum length of time allowed between an assignment and its completion and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue Independent Study.
5. The duration of the Independent Study Master Agreement, including the beginning and ending dates for the student's participation in Independent Study under the Master Agreement. No Master Agreement for individualized alternative education shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement that Independent Study is an optional educational alternative in which no student may be required to participate.
8. In the case of a student who is expelled pursuant to Education Code 48915 or a suspended expulsion student pursuant to Education Code 48917, the agreement shall include the statement that instruction for these students may be provided through Independent Study only if the student is offered the alternative of classroom instruction. The statement may be inclusive of all students in the school, not just limited to suspended or expelled applicants.

The Master Agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and his/her supervising teacher.

Before beginning the Independent Study, each Master Agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of Independent Study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The Master Agreement shall state that the parent/guardian's signature confers his/her permission for the student's Independent Study as specified in the agreement.

Student Rights and Responsibilities

Students participating in Independent Study shall have the right continuously to return to the regular classroom mode of instruction in their district of residence, unless otherwise documented by the ~~Site Administrator~~Executive Director or designee(s).

Supportive Strategies

The ~~Site Administrator~~ Executive Director or designee(s) shall promptly and directly address any failure by student to meet the terms of his/her Master Agreement and one or more of the following shall result:

1. A letter to the student and/or parent/guardian, as appropriate.
2. A special meeting between the student, parent/guardian and the teacher or designated Administrator
3. A meeting between the student and the grade level Administrator, including the parent/guardian if appropriate.
4. An increase in the amount of time the student works under direct supervision.
5. Placing the student on probation (referred to as "Alarm" status in the Connexus).

When the student has missed the number of assignments or appointments specified in Board policy as precipitating an evaluation, the ~~Site Administrator~~ Executive Director or designee(s) shall conduct an evaluation, which may result in termination of the Master Agreement, with the student's return to a regular classroom in a school in their district of residence or an alternative instructional program. The school will notify the student's district of residence of any withdrawal that results from the termination of the Independent Study and the Master Agreement.

Supervising Teachers

The ~~Site Administrator~~ Executive Director or designee(s) shall oversee the teachers who directly supervise the Independent Study on a regular basis and ensure that the Independent Study teachers:

1. Complete designated portions of the Master Agreement and add additional information to the agreement when appropriate.
2. Supervise and approve coursework.
3. Design/identify curriculum objectives.
4. Initiate and complete the Independent Study contacts as specified in the Master Agreement and/or PLP for students.
5. Assess all work that students are required to submit to a~~the~~ teacher.
6. Personally judge the time value of assigned work or work products completed and submitted by the student.
7. Select and save with each Agreement representative samples of the student's completed and evaluated assignments.
8. Maintain any required records and files on a current basis.
9. When appropriate, determine and assign grades or other approved measures of achievement.

Records

School records maintained by each~~the~~ school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (Education Code 51748)

Records shall be maintained for audit purposes and shall include the following (Code of Regulations, Title 5, Section 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to Independent Study

2. A separate listing of the students, by grade level who have participated in Independent Study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students in grades K-12, as specified in their Master Agreements.
3. A file of all agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a ~~certificated~~ teacher, and reviewed by the certificated supervising teacher if they are two different persons.

Parents' Right to appeal

Parents may appeal decisions in accordance with the Parent Due Process Procedure as set out in the School Handbook. In accordance with Ed. Code 47605 (b)(5)(J)(iii) parents will be provided with a written notice of the intent to withdraw a student for non-compliance no less than five days prior to the effective date of the withdrawal.

California Connections Academy North Bay

CalCA NORTH BAY

CHARTER RENEWAL

Submitted to

Middletown Unified School District

On January 2, 2019

Charter originally approved on January 15, 2014

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

Information contained in this application includes Connections Education LLC's copyrighted protected material, All Rights Reserved.

Table of Contents

EXECUTIVE SUMMARY 2
HISTORY AND ACCOMPLISHMENTS 5
ENROLLMENT AND DEMOGRAPHICS 5
ACADEMIC ACCOUNTABILITY 8
PARENT SATISFACTION 13
ACCOMPLISHMENTS 16
I. FOUNDING GROUP 21
I.A GOVERNING BOARD 21
I.B SCHOOL LEADERSHIP 24
I.C OTHER SUPPORT 28
II. EDUCATIONAL PHILOSOPHY AND PROGRAM 29
II.A MISSION 29
II.B EDUCATIONAL PHILOSOPHY 29
II.C HIGH SCHOOL PROGRAMS 39
II.D STUDENTS TO BE SERVED 40
II.E CURRICULUM AND INSTRUCTIONAL DESIGN 41
II.F PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING 56
II.G PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING 61
II.H PLAN FOR ENGLISH LEARNERS 63
II.I PLAN FOR SPECIAL EDUCATION 65
III. ASSESSMENT AND USE OF DATA 69
III.A MEASURABLE STUDENT OUTCOMES 69
III.B ACADEMIC ACCOUNTABILITY SYSTEM 73
III.C METHOD(S) OF ASSESSMENT 74
III.D USE AND REPORTING OF DATA 80
IV. GOVERNANCE 84
IV.A GOVERNANCE STRUCTURE 84
IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING 88
IV.C SCHOOL SERVICES CONTRACT 89
IV.D GOVERNANCE FOR SUCCESS 90
V. HUMAN RESOURCES AND SAFETY 90
V.A QUALIFICATIONS OF SCHOOL EMPLOYEES 90
V.B COMPENSATION AND BENEFITS 98
V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES 100
V.D HEALTH AND SAFETY 101
V.E DISPUTE RESOLUTION 103
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES 104
VI.A STUDENT ADMISSION POLICIES AND PROCEDURES 104
VI.B NON-DISCRIMINATION AND RACIAL BALANCE 108
VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 109
VI.D SUSPENSION/EXPULSION PROCEDURES 110

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY 115
VII.A BUDGETS 115
VII.B FINANCIAL REPORTING 120
VII.C INSURANCE 122
VII.D ADMINISTRATIVE SERVICES 123
VII.E FACILITIES 123
VII.F TRANSPORTATION 124
VII.G AUDITS 124
VII.H CLOSURE PROTOCOL 125
VII.I SCHOOL SERVICES CONTRACTS 127
VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS 129
VIII.A ACCOUNTABILITY REPORTS 129
VIII.B TERM OF THE CHARTER 130
VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES 130
VIII.D REVOCATION 131
VIII.E RENEWAL AND AMENDMENT PROCESS 131
IX. IMPACT ON THE CHARTER AUTHORIZER 132
IX.A MUSD's MISSION 132
IX.B BENEFITS 133
IX.C FACILITIES 133
IX.D ADMINISTRATIVE SERVICES 133
IX.E CIVIL LIABILITY EFFECTS 134
X. ASSURANCES 135
EXHIBITS 138

Table of Figures

Figure 1. 15+ Elements of a Charter Petition. 1
Figure 2. Enrollment based on October census counts 6
Figure 3. Grade Distribution of CalCA North Bay as of October 2017. 6
Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Priced Meals Criteria as of October 2017 for CalCA North Bay 7
Figure 5. Ethnicity Breakdown of CalCA North Bay as of October 2017. 8
Figure 6. SBAC English Language Arts/Literacy State Test Proficiency Two Year Comparison. 9
Figure 7. SBAC Math State Proficiency Two Year Comparison. 9
Figure 8. CalCA North Bay CCSA Academic Accountability Report 2016-17 data. 11
Figure 9. CalCA North Bay 2018 Parent Satisfaction Survey Results 13
Figure 10. College Acceptances. 18
Figure 11. Learning Triad. 36
Figure 12. ADDIE – Curriculum Development Framework 45
Figure 13. Time Spent Online by Grade Span. 51
Figure 14. Intervention Cycle 57
Figure 15. Assessment Objective Performance Report (AOPR). 58
Figure 16. Response to Intervention. 59
Figure 17. Visual of the Intervention Indicators 60
Figure 18. Additional Information Provided for Multitiered Intervention Area 60
Figure 19. Explanation of Codes. 61
Figure 20. Teacher's Homepage. 81
Figure 21. Students with Overdue Lessons. 82
Figure 22. Specific Student Grade Book. 82

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) 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.

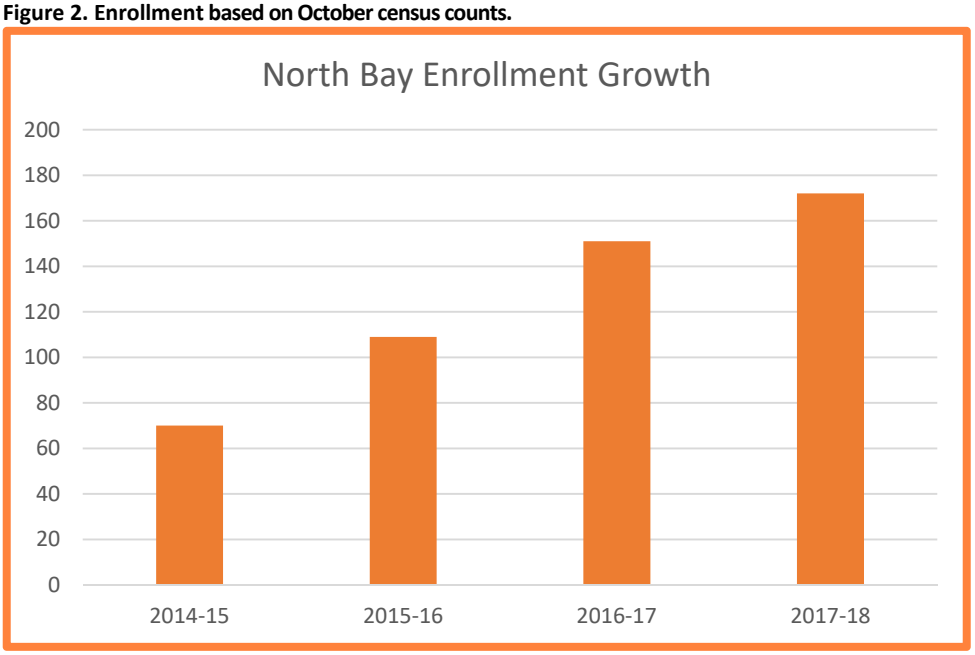
The California Connections Academy Schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED™[5]. During its reaccreditation process 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.

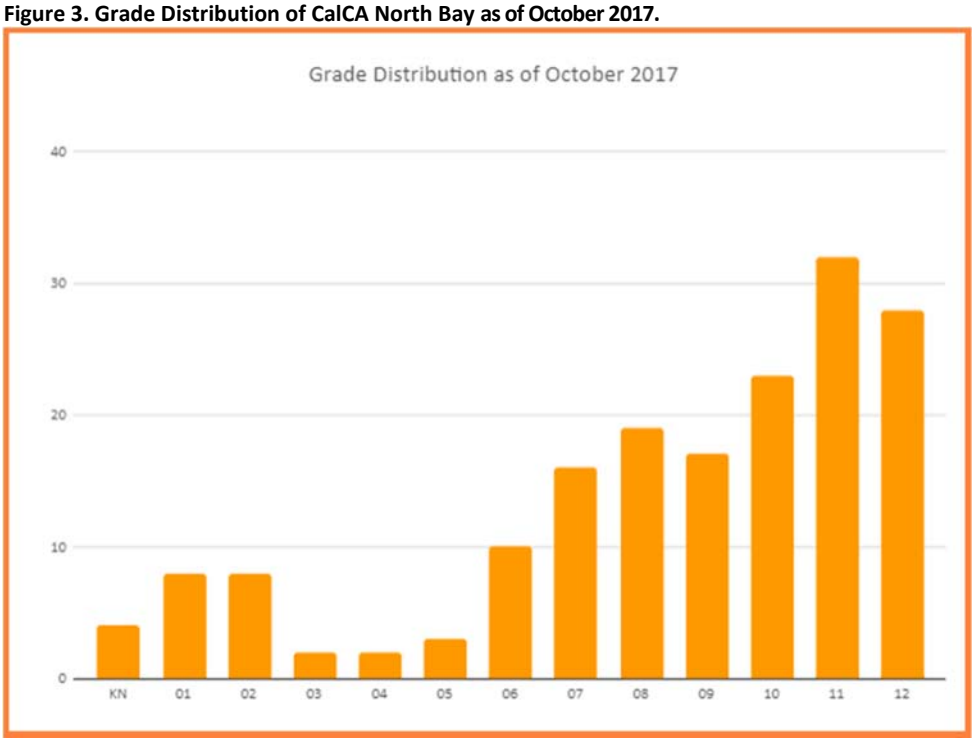
[5] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

Figure 2. Enrollment based on October census counts.



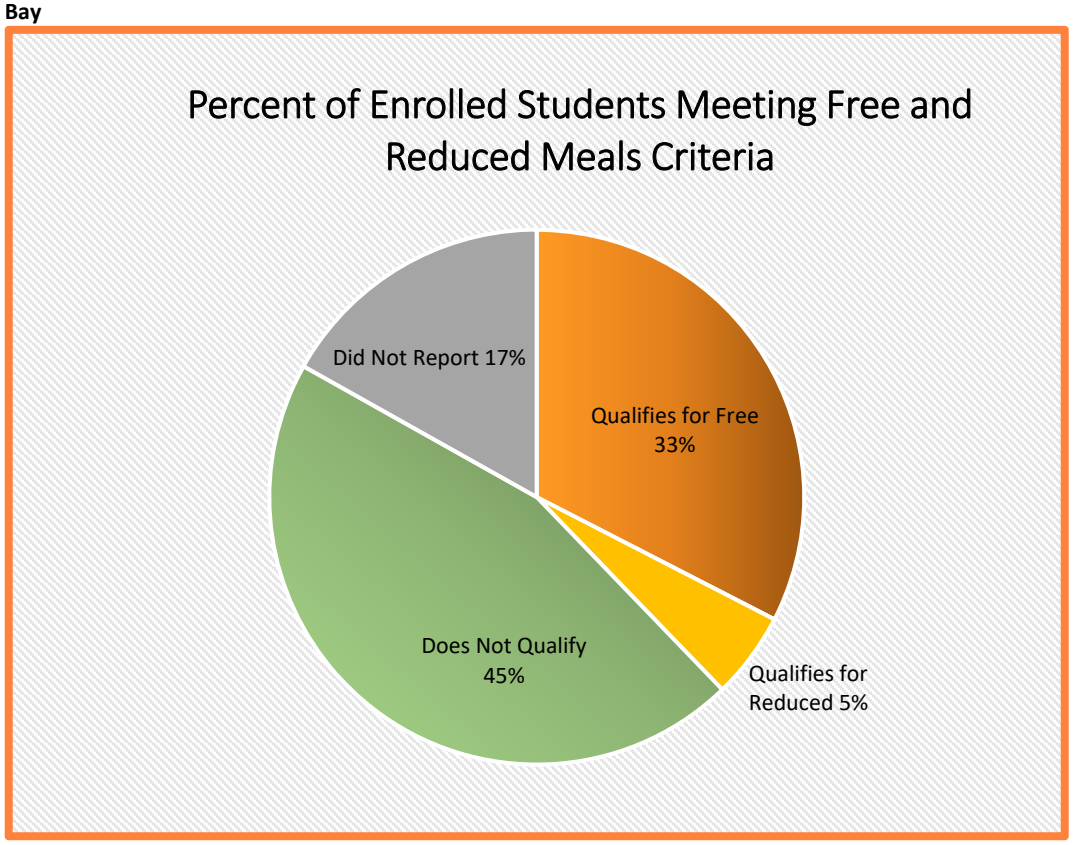
The following data points are compiled based on the official state data for CalCA North Bay. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2017, with grades 9-12 representing the largest number of students.

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



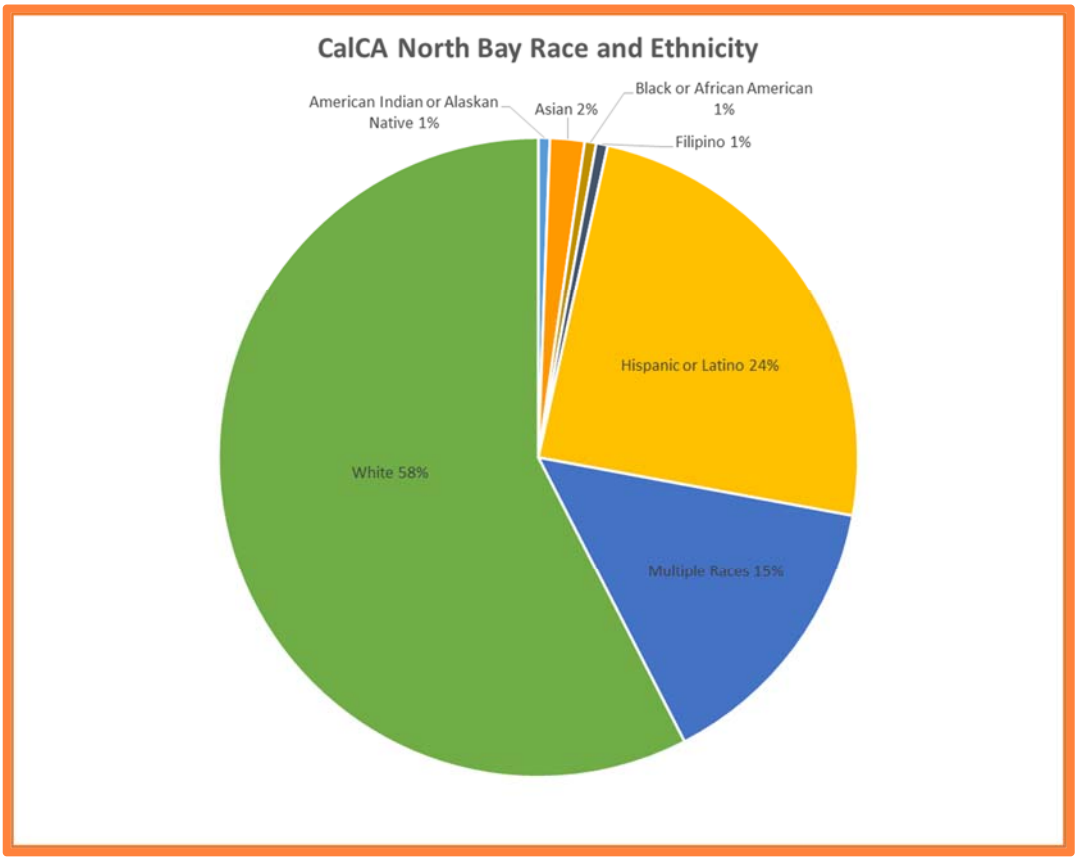
In addition, approximately 38% of the students served by the CalCA North Bay school (as of October 2017) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced price meal benefits), as illustrated in Figure 4. 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]

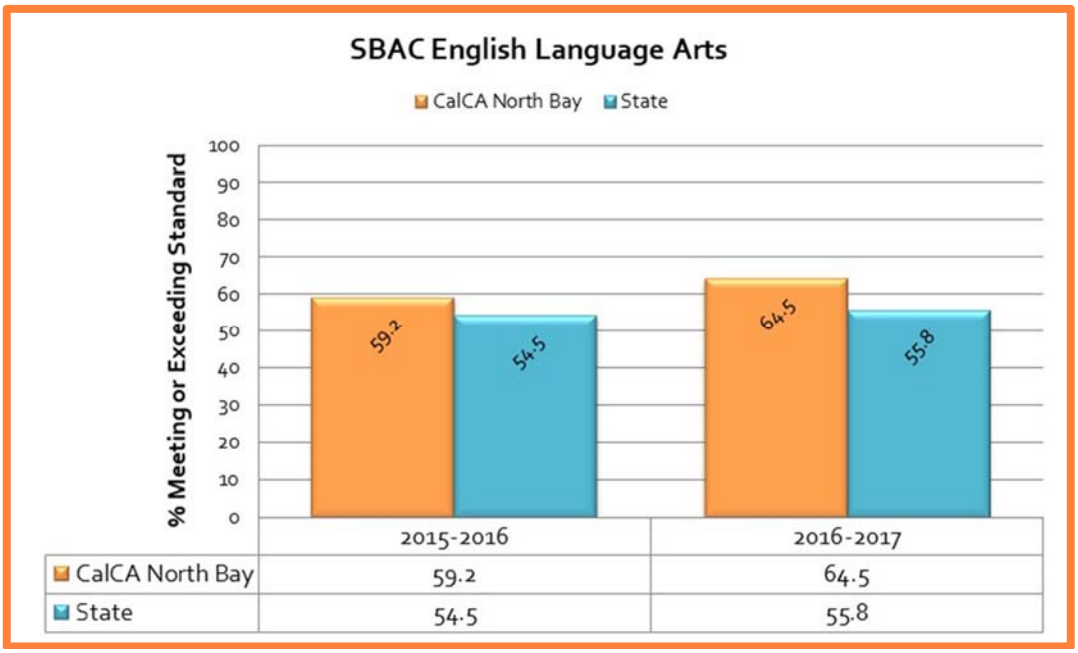
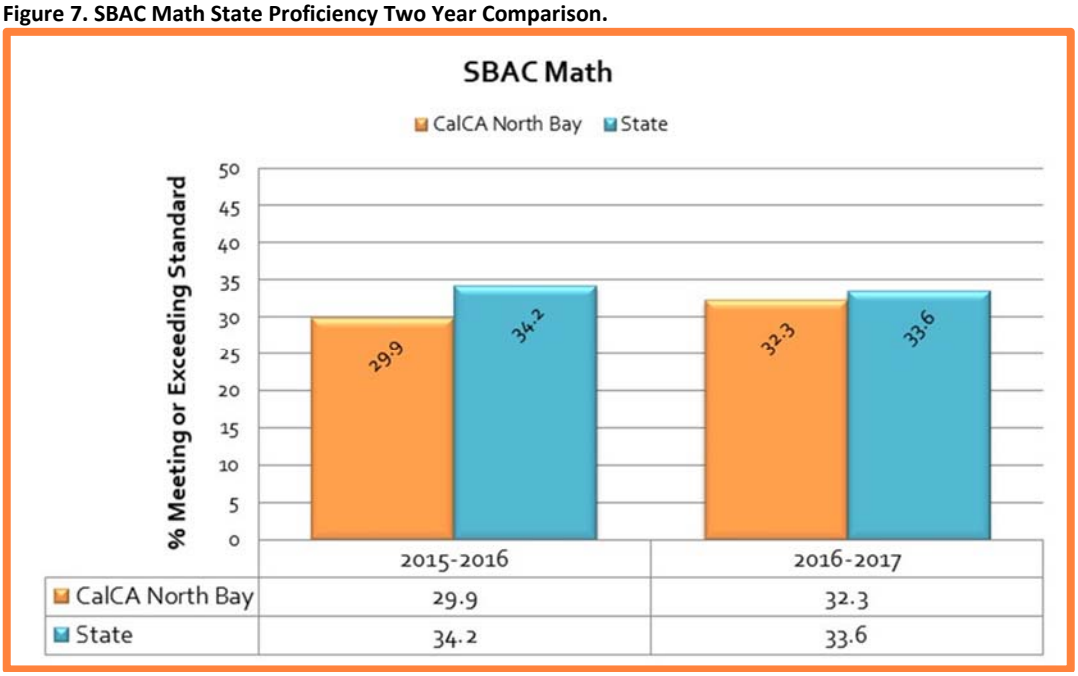


Figure 7. SBAC Math State Proficiency Two Year Comparison.



[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 data is available to compare, the CalCA North Bay's academic performance to other schools which serve similar student populations, the school will be able to continue to 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 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 likely would have easily qualified for charter renewal under Education Code section 47607(b)(2) and (b)(3).

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 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 2016-17 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

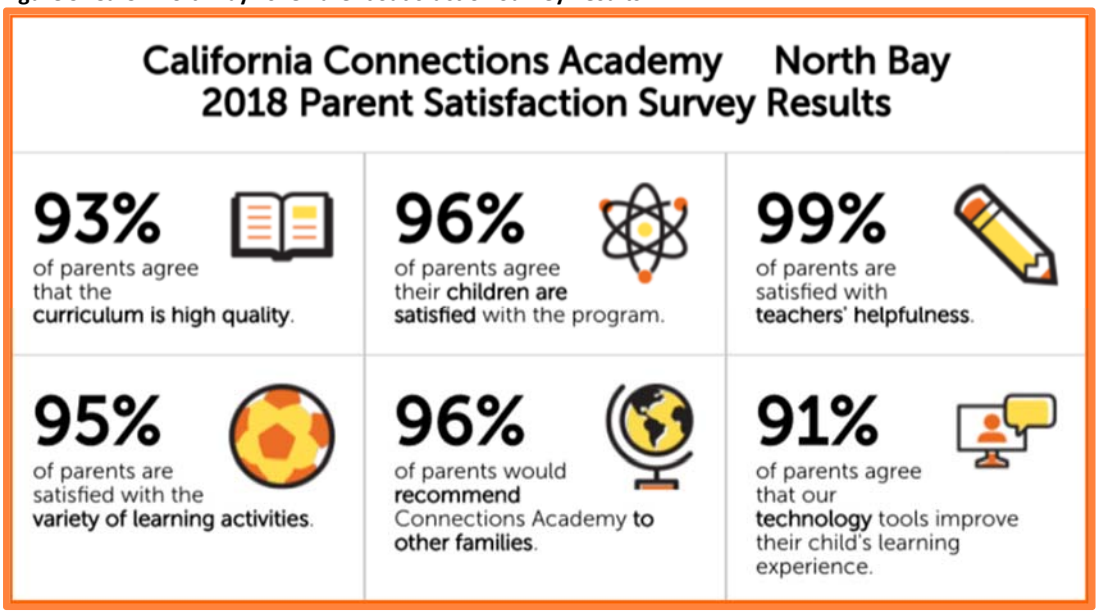
Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

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 are able to integrate in-person wet labs into science courses, thereby meeting the “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. Tim Batiuk, Board Treasurer:** Tim Batiuk has worked in education for 45 years as a teacher, counselor, and administrator in Napa, San Mateo, and Orange Counties. Most of his experience has been working in Alternative Education to develop and implement programs to enable at-risk kids to stay in school and achieve their full potential. Mr. Batiuk was the Director of Alternative Education in Napa and San Mateo where he helped launch numerous programs that provided safety nets for kids that otherwise may have dropped out. He previously served on the Community Day School Network Executive Board in Sacramento as well as on several California Connections Academy Boards in various roles, including Board President. During his 45-year career as an educator, Mr. Batiuk has consistently believed that all kids can achieve success in school and life when provided with the proper fit for their education needs and that is up to the school leaders to fulfill those needs for all kids.
- **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 Member**: 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 and 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.

- ***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. Verification curriculum-based assessments (VCBAs) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- ***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.

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 will complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of the California Connections Academy program, the Learning Coach Program Development Team offers supports for Learning Coaches.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- **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.

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

- **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. 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.

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.

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 complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of Connections program, the Learning Coach Program Development Team offers supports 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 online 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.
- **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.

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.

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 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.

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

[17]

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

[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

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 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

[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
[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.

"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 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]

[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
[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.

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;
- 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.

[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

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.

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. In addition to high-quality virtual and print

[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.

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. 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.

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.

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.

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. 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 Course Selection 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 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 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 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.

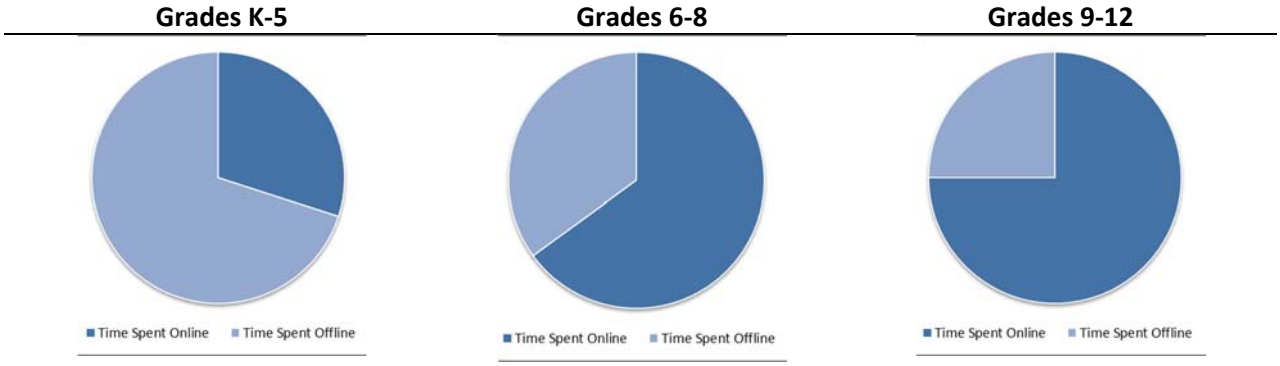
CalCA North Bay's technology-based activities include online bulletin boards/forums (such as "Math Problem of the Week"); book chats; teacher-led small-group discussions using real-time "groupware" technology that integrates electronic whiteboard and voice-over IP; learning-focused WebMail; and student 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.

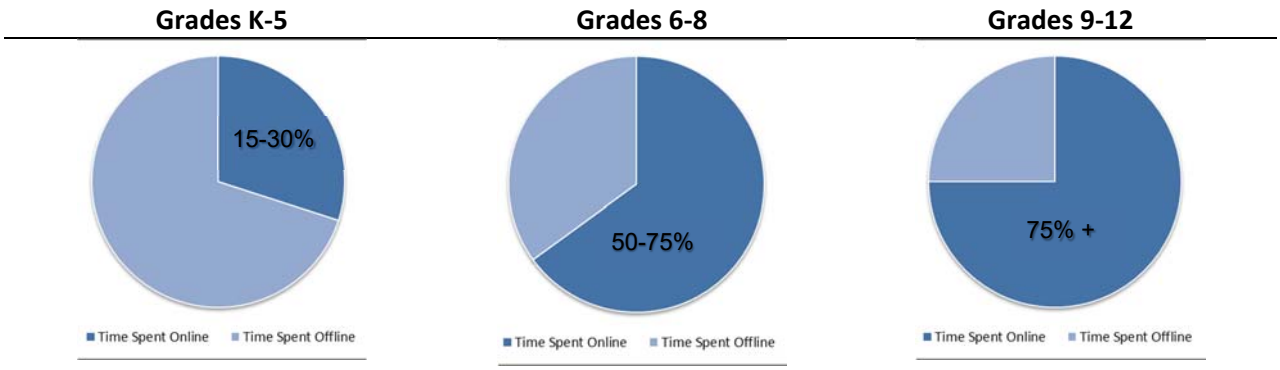
Given the balance of modes and media for learning at CalCA North Bay, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles.

Figure 13. Time Spent Online by Grade Span.



As illustrated in Figure 13, 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 13. 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 the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

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

Supporting the program teachers in their work are 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.

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, appropriately maintaining work products, and staffing that complies with the required pupil to teacher ratios and the geographic limitations on the place of residence of the pupils. 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.

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.

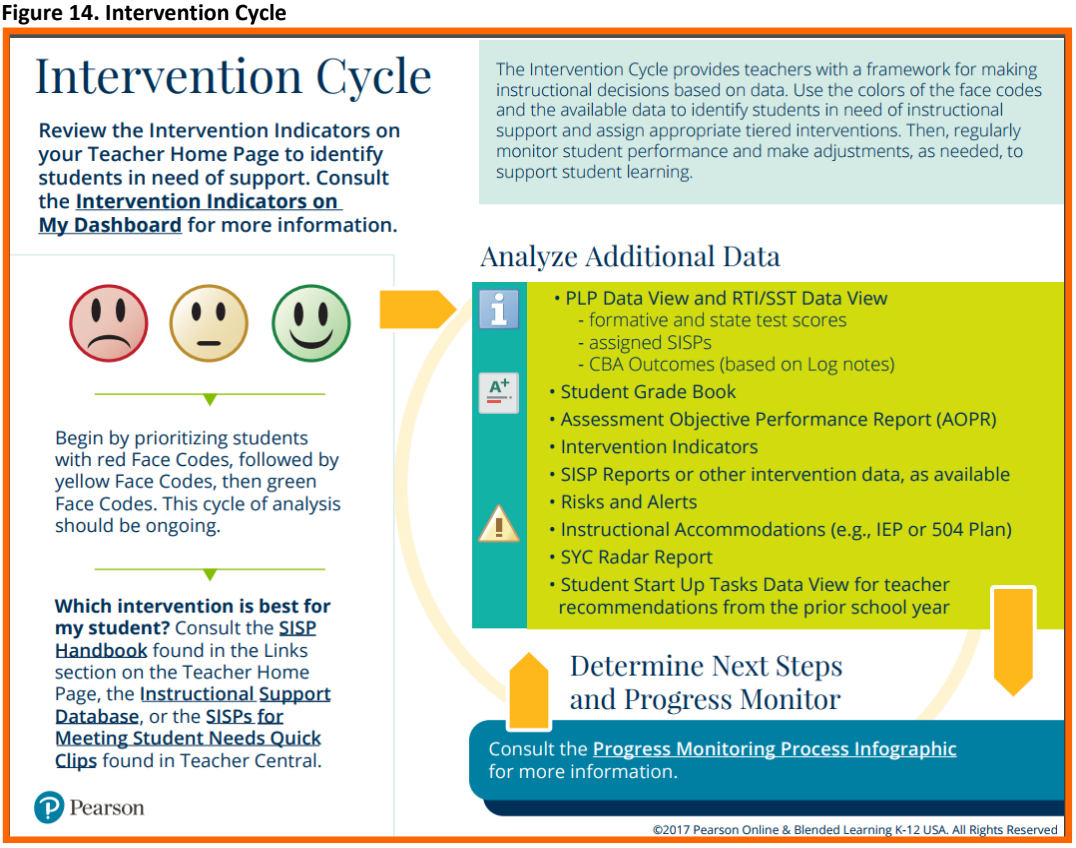
Teachers also implement a Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the 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 multitiered 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 14 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, mid, and post assessments.

Figure 14. Intervention Cycle

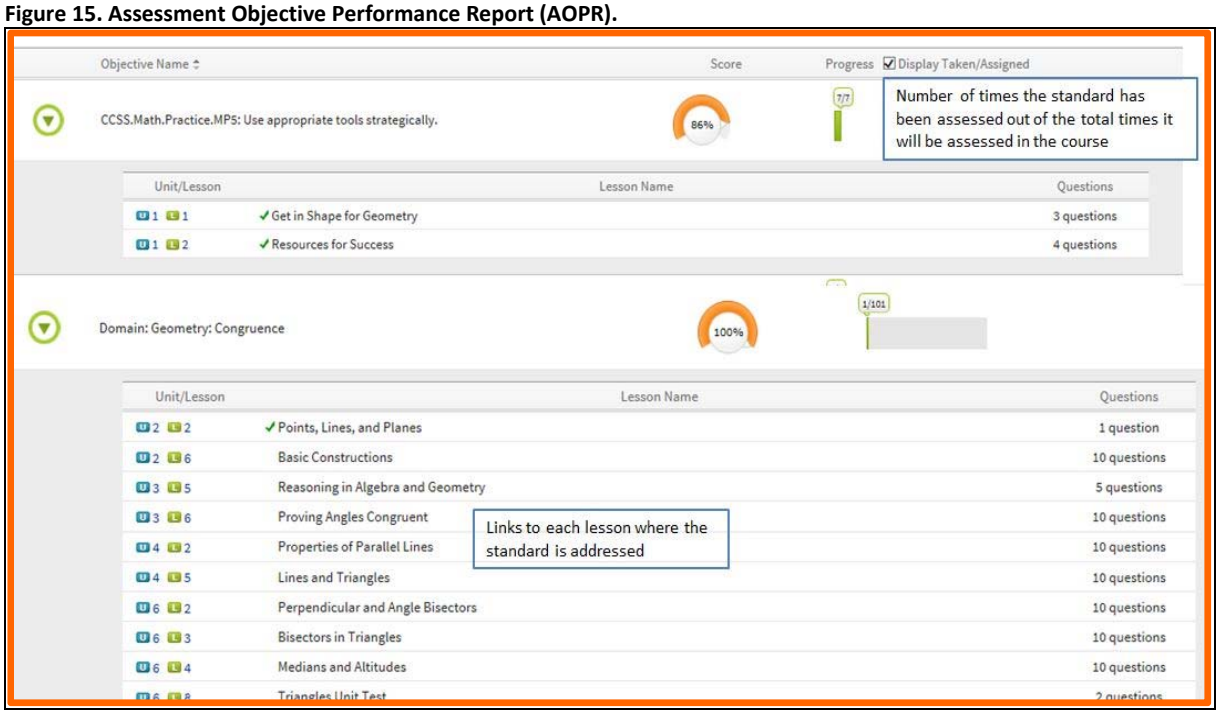


In addition, at both the section and individual student levels for students in grades 6-12, Assessment Objective Performance Reports (AOPR), as shown in Figure 15, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these 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 15. 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.

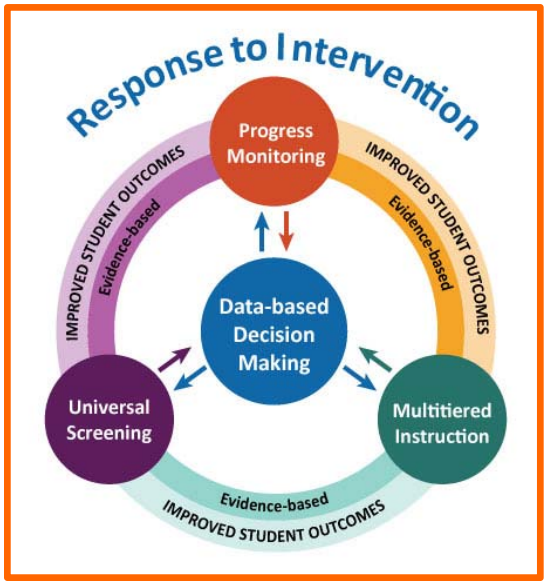
Response to Intervention (RTI)

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). The provision of Tier II and III interventions are decisions made in the cooperation with the school's Student Support Team (SST). This team typically consists of the student's teacher, RTI specialist(s), administrator(s), and parent(s) (when possible). The SST meets regularly, with the

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

The SST is part of the RTI process that is illustrated in Figure 16. 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 16. Response to Intervention.



A sample of the visual information available for the Intervention Indicators is provided in Figures 17 and 18.

Figure 17. Visual of the Intervention Indicators

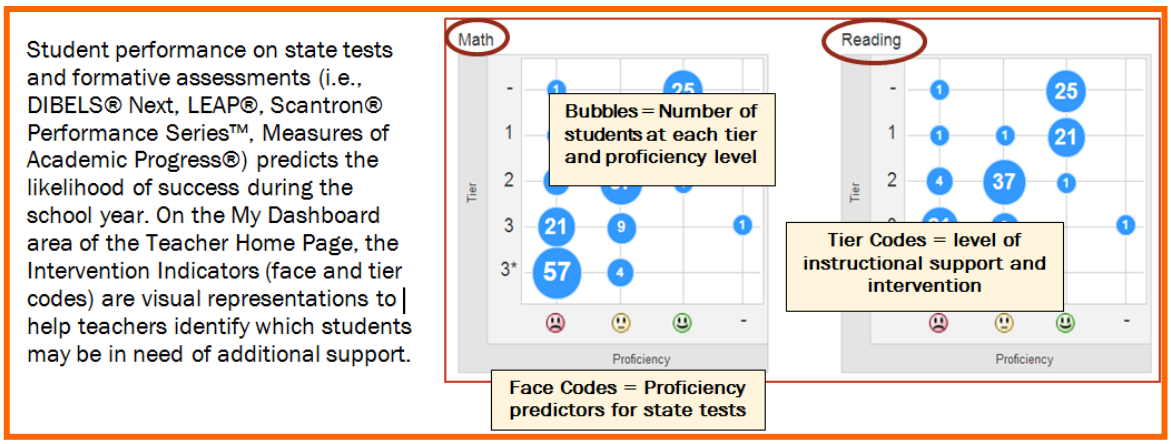


Figure 18. Additional Information Provided for Multitiered Intervention Area

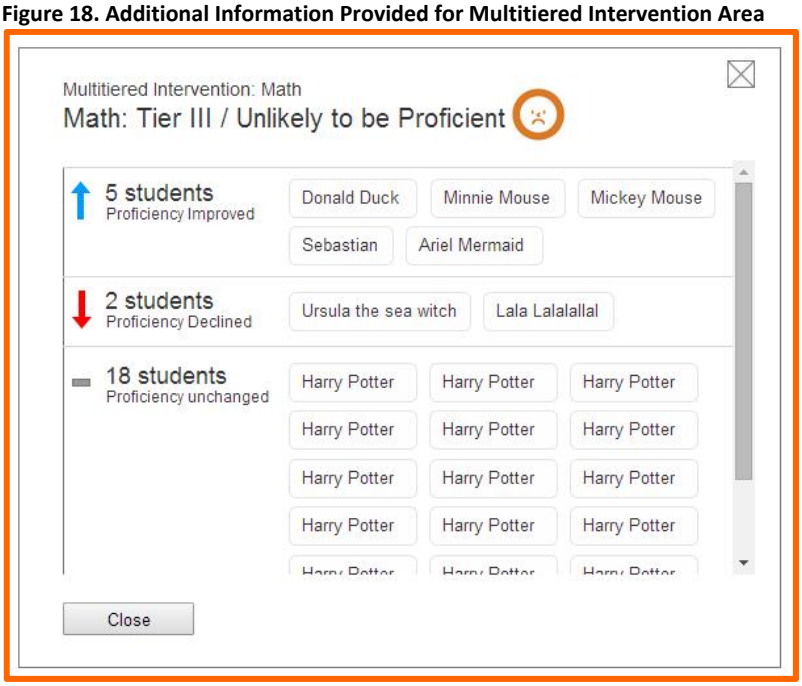


Figure 19 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 19. 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 may therefore be used to provide 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 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

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

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

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 tracked via a parent attendance log in Connexus as well as a teacher attendance log of the final attendance credit awarded to each student each 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.

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 places 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 (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 (LEAP)**
      This assessment tool is used for students in grades K–8 as a technology-facilitated pre- and posttest. 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. It is expected that the school will use this benchmark assessment for students in K-8. However, benchmark assessments may change as the school progresses through the term of its charter.

      Results are available to teachers through Connexus as students complete the assessment. Teachers have access to student's 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.

- **Scantron Performance Series (SPS)**
  These tests are online adaptive assessments that CalCA North Bay uses as a pre- and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as state 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.

  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 conversation. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBAs) authenticate student learning of concepts previously graded as completed with scores of B or higher.

- **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.

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 **20**Figure 20 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 21, teachers can see if students have overdue lessons and are falling behind. Figure 22 shows a specific student's Grade Book.

Figure 20. Teacher's Homepage.

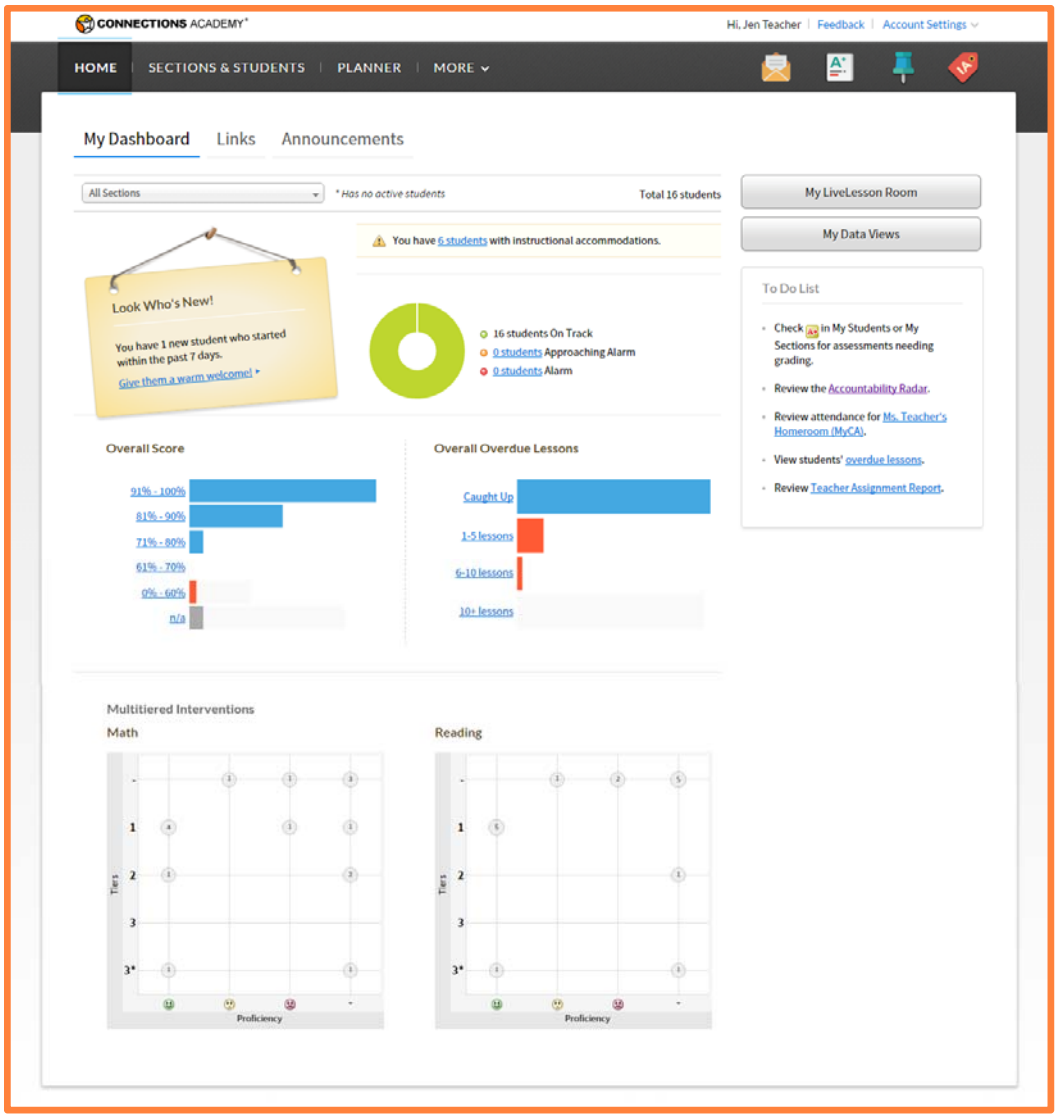

CONNECTIONS ACADEMY
Hi, Jen Teacher | Feedback | Account Settings
HOME
SECTIONS & STUDENTS
PLANNER
MORE
My Dashboard
Links
Announcements
All Sections
* Has no active students
Total 16 students
My LiveLesson Room
My Data Views
You have 6 students with instructional accommodations.
Look Who's New!
You have 1 new student who started within the past 7 days.
Give them a warm welcome!
16 students On Track
0 students Approaching Alarm
0 students Alarm
To Do List
Check in My Students or My Sections for assessments needing grading.
Review the Accountability Radar.
Review attendance for Ms. Teacher's Homeroom (MyCA).
View students' overdue lessons.
Review Teacher Assignment Report.
Overall Score
91% - 100%
81% - 90%
71% - 80%
61% - 70%
0% - 60%
n/a
Overall Overdue Lessons
Caught Up
1-5 lessons
6-10 lessons
10+ lessons
Multitiered Interventions
Math
Reading
Tiers
Proficiency

Figure 21. Students with Overdue Lessons.

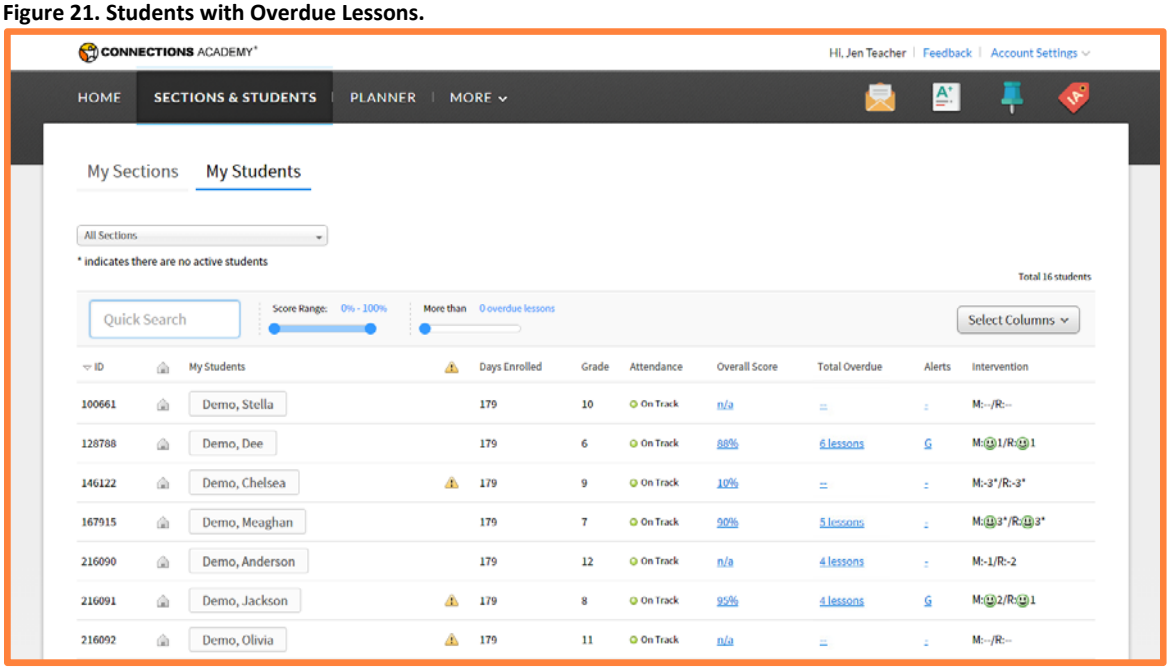
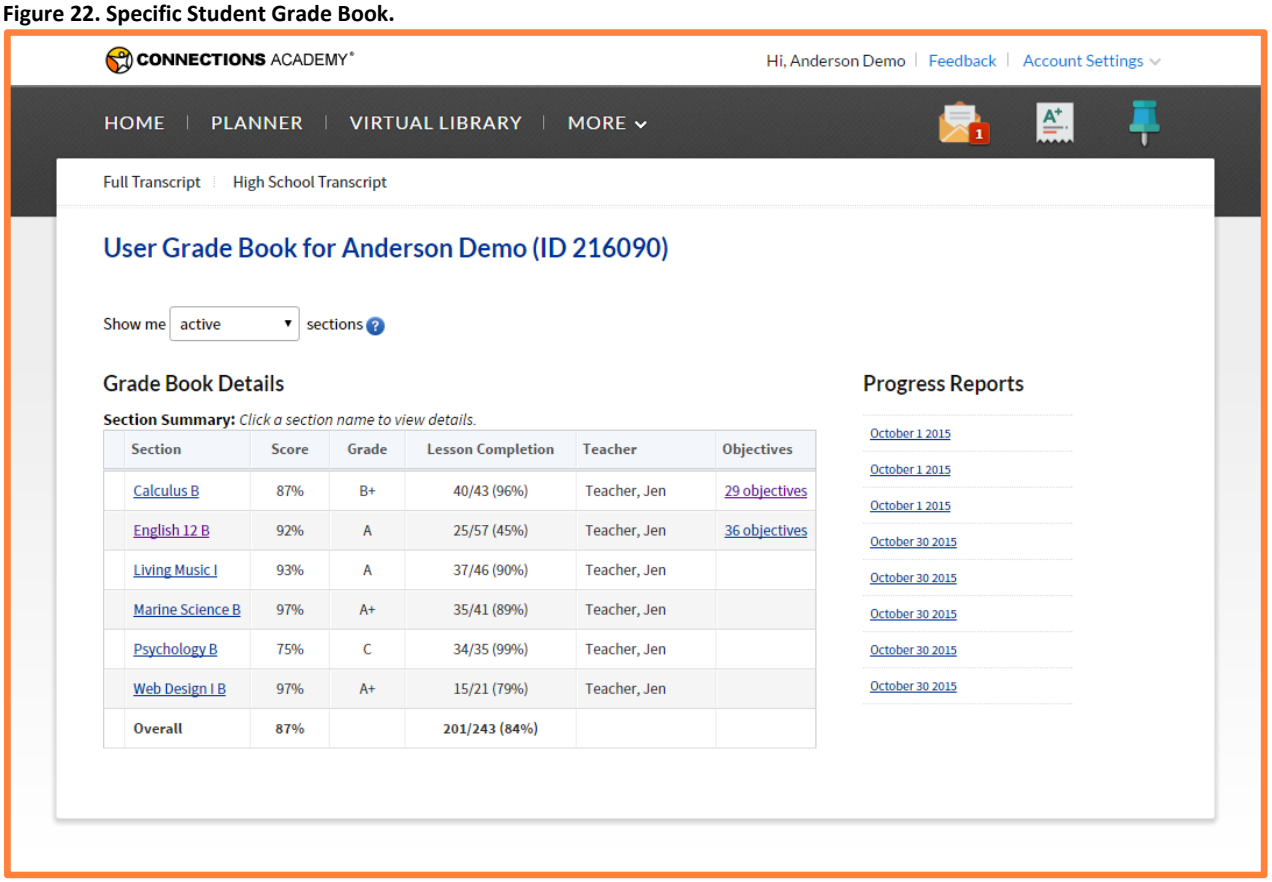


Figure 22. Specific Student Grade Book.



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).

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)[33], 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.

[33] 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.[34] 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 Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor

[34] 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).

in accordance with its obligations under the Statement of 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. 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. 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.

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 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.

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 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 existing Statement of Agreement is attached as 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. 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.

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 any legally required student-to-teacher ratios for California. The projected budget is developed each year based on the required student-to-teacher ratio in place for that year. The school complies with 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 has approved a compensation plan for teaching staff. The plan includes the base salary as well as 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 dispute remains unresolved, either party may pursue any remedy available under law. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district 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.
- **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 reserve, as projected, would build slowly through the term of the charter, assuming the revenue amounts are stable through that time period. The reserve can 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 of 25:1 or less. This ratio aligns with the state's 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. 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, 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%. 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 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

The school contracts with Connections to provide human resources, administrative, financial, accounting, and payroll services. The services that are provided are explained in the Statement of Agreement between CalCA North Bay and Connections. Since this is provided as a turn-key program, many of the school's expenses are either paid to Connections (such as fees for access to Connexus, curriculum, and so forth), are paid for salary and benefits under the allocation model with the other California Connections Academy schools, or are reimbursed by the school to Connections (such as travel, facility costs, and so forth). The charter school is invoiced monthly by Connections for all of the agreed upon costs. The invoices are reviewed by the Governing Board Treasurer and the Director of Business Services prior to payment to Connections and are also approved by the full Governing Board as part of the regular Board agenda.

Connections has considerable experience supporting public virtual schools and has gained expertise in dealing with the unique aspects of public school funding including funding in California. In order to protect the CalCA North Bay charter school from experiencing cash flow problems as a result of delays in state or local funding, arrangements have been made to allow the charter school to pay the invoices *only if the school has sufficient funds available at that time.* The school must pay for services rendered as soon as funds become available, but there is no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between the charter school and its 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.

The Governing Board and school leadership are aware of the challenges of the state's past multiple and complex deferrals of payments which may be applied to public schools including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, the charter school relies on its arrangement with Connections to provide short term financing during times when cash is not received from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school by Connections.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalCA North Bay 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 will be 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 adopts strong 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 over the design of these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occurs.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. CalCA North Bay maintains accurate and current written records that document all pupil attendance and makes these records available for audit and inspection. 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, and with the district's requirements for certifying the charter school's ADA. In addition, CalCA North Bay transfers all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Insurance

Under the terms of the Statement of Agreement, the school is named as additional insured, and plans to continue with the arrangement in future years. (Connections maintains general liability insurance and the school is named as additional insured under such policy.) The school plans to continue 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).

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. If so appointed, the Audit Committee 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 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 existing Statement of Agreement with Connections, is provided in 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 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."[35]

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

[35] 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_qllEP05a5oEIjLkRhceoegSC6dFVcCDpAUe84PQFyBTghp-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.

The school agrees to notify the district and county office of education of the location of all its sites and/or resource centers. The school agrees to comply with all applicable laws regarding its facilities, including any legal geographic limitations on charter 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.

_____ _____

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 (Current)
G	Memorandum of Understanding (Current)
H	Business Plan, including Budgets and Cash Flow Narrative
I	Insurance Certificates (Sample)

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 (Current)
G	Memorandum of Understanding (Current)
H	Business Plan, including Budgets and Cash Flow Narrative
I	Insurance Certificates (Sample)

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT A

PERSONALIZED LEARNING PLAN SAMPLES

In this exhibit, we provide the following:

- Personalized Learning Plan – “Karson” Demo
- Personalized Learning Plan Data Overview

Personalized Learning Plan (PLP) 2018-2019 - Karson Demo

Name:	Karson Demo
Student Nickname:	KK

If, during your phone conversation, the student or parent indicates that the student identifies as a gender that differs from what appears in this field, utilize the process outlined in the Protocol for Preferred Name and Gender Requests document found in the Virtual Library.

Gender:	M
Date of Birth (MM/DD/YYYY):	10/10/08
Ethnicity (calculated):	White (Not Hispanic or Latino)
Enrollment Date:	7/5/2018
Start Year (calculated):	2014-2015
Final Grade 2017-2018:	3
Final promotion or retention decision for 18-19:	Promoted
Current Grade Level:	4
Current Homeroom Teacher:	Jen Teacher
Family Connections Coordinator Name:	N/A
Type of Last School (calculated):	None
Students with 504 plans:	
Students with disabilities with IEPs:	
Identifies gifted students:	
All Caretakers In Household (including PreVerified):	Coach Demo
Siblings (and stages) in Household:	Stella-Archive, Dee-Enrolled, Chelsea-Enrolled, Meaghan-Enrolled, Jackson-Enrolled, Marcie-Enrolled, Claire-Enrolled, Amanda-Enrolled, Graddy-Archive, Judy-Enrolled, Tyler-Enrolled, Muffy-Enrolled, Isela-Enrolled, Karson-Enrolled, Gavin-Enrolled, Gus-Enrolled, Barbara-Enrolled, Dwight-Enrolled
Phone Numbers:	Home Phone: 555-555-5555 Home Phone: 800-382-6010 Business Phone: 555-555-6666* Mobile Phone: 555-555-5866 Emergency Contact Business Phone: 555-555-1212 Emergency Contact Mobile Phone: 555-555-5555 Emergency Contact Phone: 555-555-1212 Guardian Business Phone: 555-867-5309 Guardian Mobile Phone: 555-555-6666 Guardian Phone: 555-555-1212
Best Day to Contact:	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ No Preference
Best Time to Call:	☐ AM ☐ PM ☐ No Preference
Notes on Contacts:	

PLP: RTI/SST Information for Staff Only

SST First Referral Date:

SST IA Number 2018-2019:

SST IA Link 2018-2019: No SST IA Specified

Link to RTI/SST Data View: Response to Intervention/SST 2018-2019

Link to SISP Data View: Supplemental Instructional Support Program Review

PLP: Discipline Information for Staff Only

Discipline Status:

Most recent discipline action:

Discipline Data View Link: Discipline Status Data View

PLP: Strengths, Goals, and Interests

Areas of Strength:

Goals:

Areas of Interest:

Active Clubs:

Talent Network Enrollment:

Link to the College and Career Readiness Data View (for high school students only):

PLP: Honor Code Information for Staff Only

If there is no name and date next to either field below, select the link to the Honor Code Data View, discuss the Honor Code, and confirm the Learning Coach and student understand and agree to it. After discussing what it means, school staff members may check the Honor Code fields in the Honor Code Data View on behalf of the student or Caretaker.

Student Honor Code Status:

Caretaker/Learning Coach Honor Code Status:

Link to the: Honor Code Data View

PLP: Performance & Intervention Data Staff Only

Formative and Summative Assessment Data

Math Formative Assessment Assigned:	
Student's Predicted Posttest Math Performance:	Not tested
Student's Predicted Pretest Math Performance:	
Student's Predicted Midtest Math Performance:	
ELA Formative Assessment Assigned:	
Student's Predicted Posttest ELAR Performance:	Not tested
Student's Predicted Pretest ELAR Performance:	
Student's Predicted Midtest ELAR Performance:	
Link to State Test Scores:	

Intervention Indicators

Refer to the Intervention Indicators on my Dashboard Guide and the Intervention Cycle for more information.

Current Math Face Code:	
Face Code Change Math:	No Change
Identified Tier for Math:	2
Current Reading Face Code:	
Identified Tier for ELAR:	-
Face Code Change Reading:	No Change
Link to Intervention Indicators Data View:	Intervention Indicators Data View

Alerts

Link to Alert Fields Data View:	Alert Fields Data View
Student is eligible for free and reduced lunch program based on information provided by the family during the enrollment process:	No Information Available

The Caretaker provided consent to share this information in order to better serve and personalize instruction for the student. This information must be kept confidential and will only be used for the purposes we have identified.

Attendance Metrics

Escalation Status:	On Track
Reason(s) the student is in Alarm or Approaching Alarm:	Attendance (Alarm), Participation (Alarm), Contacts (Alarm),
Performance Metric:	0.3
Participation Metric:	#VALUE!

Comments:

Link to Escalation Data View: Link to Escalation Data View

Grade Book Link: Grade Book

Link to Assessment and Lesson Completion Data View: Assessment and Lesson Completion

PLP: Links and Information for Staff Only

Supplemental Instructional Support Programs (SISP)

Guide to Multitiered Instruction at Connections Academy Schools

2018-2019 Math Information

Math Services:

Math Implementation Tier: Tier II Math Intervention Assigned

Current Math SISP:

Includes non-academic math support (behavior plan, PBIS, etc.): Yes / No

Prior Math SISP:

Math Progress Notes:

2018-2019 Math Information (Teacher Only)

Math CBA Data:

Number of Math CBA Contacts: 0

Number of Math Teacher Facilitated Intervention: 0

Math Follow Up Date: MM/DD/YYYY

Last Math Progress Monitoring: 10/21/2015

Days since last Math Progress Monitoring: 1007

Optional Math Notes:

Uploaded Math Documents 1:

Add Files

Please use .docx, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

Math SISP Enrollment

Allow two business days for your request to be reflected in the student's CPT and for the student's Supplemental Instructional Support Review Data View (linked below) to be updated with login credentials, Getting Started directions, and confirmation of your student's SISP account creation.

Review the Supplemental Instructional Support Programs (SISPs) Enrollment Process for more detailed information.

Link to SISP Data View: Supplemental Instructional Support Program Review

2017-2018 Math SISP Request:

Math Monitoring Teacher:

Math SISP Removal:

Math SISP Request/Removal Comment:

Imagine Math Request Class Name:

Prior Year Math Information

Math SISPs: ;

2018-2019 English Language Arts and Reading Info

Reading Services:

Written Language Services:

ELAR Implementation Tier:

Current ELAR SISP:

Includes non-academic ELAR support (behavior plan, PBIS, etc): Yes No

Prior ELAR SISP:

ELAR Progress Notes:

2018-2019 ELAR Information (Teacher Only)

Reading CBA Data:

Number of Reading/Language Arts CBA Contacts: 0

Number of Language Arts Teacher Facilitated Intervention: 2

ELAR Follow Up Date: MM/DD/YYYY

Last ELAR Progress Monitoring: 8/17/2017

Days since last ELAR Progress Monitoring: 341

Optional Reading Notes:

Uploaded ELAR Documents:

Add Files

Please use .doc, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

Reading SISP Enrollment

Allow two business day for your request to be reflected in the student's CPT and for the student's Supplemental Instructional Support Review Data View (linked below) to be updated with login credentials, Getting Started directions, and confirmation of your student's SISP account creation.

Review the Supplemental Instructional Support Programs (SISPs) Enrollment Process document for detailed information.

Link to SISP Data View: Supplemental Instructional Support Program Review

2017-2018 ELAR SISP Request:

ELAR Monitoring Teacher:

ELAR SISP Removal:

ELAR SISP Request/Removal Comment:

Reading Plus Request Class Name:

Prior Year ELAR Information

ELAR SISPs: ;

2018-2019 Science Information

Science Services:

Science Implementation Tier: Student progressing as expected in Tier I Scien

Science Progress Notes:

2018-2019 Science Information (Teacher Only)

Science CBA Data:

Number of Science CBA Contacts: 0

Science Intervention Teacher:

Science Follow Up Date: MM/DD/YYYY

Last Science Progress Monitoring:

Days since last Science Progress Monitoring:

Optional Science Notes:

Uploaded Science Documents:

Add Files

Please use .doc, .docx, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

2018-2019 Social Studies Information

Social Studies Services:

Social Studies Implementation Tier: Student progressing as expected in Tier I Social

Social Studies Progress Notes:

2018-2019 Social Studies Info (Teacher Only)

Social Studies CBA Data:

Number of Social Studies CBA Contacts: 0

Social Studies Intervention Teacher:

Social Studies Follow Up Date: MM/DD/YYYY

Last Social Studies Progress Monitoring:

Days since last Social Studies Progress Monitoring:

Optional Social Studies Notes:

2018-2019 Behavior Information

Behavior Services:

Behavior Implementation Tier: Student progressing as expected in Tier I Behavi

Behavior Progress Notes:

2018-2019 Behavior Information (Teacher Only)

Behavior Intervention Teacher:

Behavior Follow Up Date: MM/DD/YYYY

Last Behavior Progress Monitoring:

Days since last Behavior Progress Monitoring:

Optional Behavior Notes:

Uploaded Behavior Documents:

Add Files

Please use .doc, .docx, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

PLP: Staff Only

Last Saved On: 7/21/2018

Last Saved By: Jennifer Leitao

PLP and RTI Log Entry Tracking

PLP Log Entries:

RTI Log Entries:

Save | Save and Finish | Cancel

Personalized Learning Plan (PLP) Data View

The PLP Data View is place for all of a student's teachers to continuously monitor student learning, document subject-specific progress notes, and track interventions when needed.

1. **Student Information**
   - Review basic student information that is populated from enrollment data.
   - Staff may edit the Name student prefers to be called, Best Day to Contact, and Best Time to Call, which is pulled from the Student Start-up Tasks Data View.
2. **Response to Intervention (RTI)/SST for Staff Only**
   - If applicable, the date the student was referred to SST is displayed, with links to the RTI/SST and SISP Data Views.
   - Current RTI/SST data is summarized here based on intervention selections made in the PLP Data View.
     - Date, Subject, Tier, SST Y/N, IEP Y/N
3. **Discipline Information for Staff Only**
   - If applicable, disciplinary actions are displayed, with a link to the Discipline Status Data View.
4. **Strengths, Goals, and Interests**
   - Displays text entered by a teacher in the Students Start-up Tasks Data View.
   - Includes a list of clubs and/or the specialty academy program in which the student is currently enrolled.
   - High school students will see their post high school plans and a link to the College and Career Readiness Data View.
5. **Honor Code**
   - If not yet completed by the student or Caretaker, a link to the Honor Code Data View is available in the PLP for Caretakers and students in grades 3–12.
   - Honor Code Acknowledgement may be checked by the student, Caretaker, or staff member in the PLP or Honor Code Data View; the status of who checked it and when is visible to staff in the PLP.
6. **Performance & Intervention Data - Staff Only**
   - Displays assigned formative assessments, predicted performance (if available), current Intervention Indicators, and changes in Intervention Indicators after the mid-test period.
   - Provides a link to state test scores and the Intervention Indicator Data View.
   - Displays the student's attendance status, reason for being in escalation (if applicable), with a link to the Escalation Data View.
   - Use the Grade Book link to review assessment objective performance data.

7. Links and Information for Staff Only

- Essential Skills and Standards Checklists for Language Arts and Math[1]
- Supplemental Instructional Support Programs (SISP)[2]
- Guide to Multitiered Instruction at Connections Academy Schools[3]

8. Subject-Specific PLP and Behavior Areas

- In each of the four subject-specific areas of the PLP Data View, and in the Behavior area, teachers and staff should record progress and share observations with one another to capture a comprehensive portrait of student performance.
- Intervention selections and subject-specific progress notes made in the Log are reflected in the PLP and RTI/SST Data Views.
- Tier II and Tier III progress monitoring (e.g. dates, status, contacts) for interventions is tracked in the Log.

9. Last Saved On and **Last Saved By**

- Last Saved On and Last Saved By information will reflect who most recently made changes and when they were saved in the PLP Data View.
- If a Caretaker or a student in grades 3–12 inputs checks the Honor Code box, his or her name and the date they entered updates will appear in these fields, though they will not be able to see who last updated the Data View or when it was updated.

Any selections made in the PLP Data View will be reflected in the RTI/SST Data View. Refer to the chart below when updating this area.

- Update the Current **Implementation Tier** to reflect the most recent status
- Check (or uncheck) the appropriate **intervention boxes** based on current student performance and need

Teacher selection in PLP Data View	Result on Intervention column of the Teacher Home Page	Log Entry Area and Category Selections	Log Entry Displayed
Tier 1 Student progressing as expected	"1" for math and/or reading	• Differentiation (Tier I) as necessary	Visible to staff at the bottom of the student's PLP Data
Tier II Math/ELAR Intervention Assigned	"2" for math and/or reading	• Intervention (Tier II/III) • RTI Progress Monitoring (SISP or Teacher Facilitated)	Visible to staff in the RTI/SST Data View and the PLP Data View
Tier III Math/ELAR Intervention Assigned	"3" for math and/or reading	• Intervention (Tier II/III) • RTI Progress Monitoring (SISP or Teacher Facilitated)	Visible to staff in the RTI/SST Data View and the PLP Data View

[1]https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fCurriculum+and+Instruction%2fSSTAIR%2fEssential+Skills+and+Standards%2f&category=Essential+Skills+and+Standards
[2] https://www.connexus.com/extra/TrainingLearningObjects/CA/teacher/teachercentral/multitieredinstructionalsupport.html#/selectsubtopic
[3]https://www.connexus.com/extra/TrainingLearningObjects/CA/teacher/teachercentral/resources/multitieredinstructionalsupport/multitiered/documents/RTI_Guide_to_Multitiered_Instruction_1617_FINAL.pdf

After every CBA, intervention contact, or other instructionally significant contact, record a Log entry AND update the subject-specific Progress Notes.

- Log entries are not visible to families

Review and update subject-specific **Teacher Only fields**. These fields are where teachers should record intervention information after each CBA contact with the student.

- **Subject-specific CBA data**: teacher names and dates of all CBA calls will be displayed when the subject and a CBA type is selected in the Log.
- **Subject-specific Intervention Teacher**: enter the name of the teacher(s) responsible for a student's current intervention(s) and filter by name in the PLP or RTI/SST Data View Export.
- **Tier I subject-specific follow up date**: when teachers enter a date in this field, the PLP Data View Export can be easily sorted by the date the teacher will revisit the student data to determine if the intervention is successful.
- **Tier II/III Follow Up Date**: if the student is assigned a Tier II or Tier III intervention, the next follow up date is displayed for progress monitoring.

Upload subject-specific documents: Teachers can upload documents to support the identified intervention, such as:

- Essential Skills and Standards Checklists for other levels of math or language arts if appropriate for the student. Uploading that document here will allow the Learning Coach and student to access it throughout the year.
- Resources to help the student participate in the identified interventions or self-monitor his/her progress with the intervention.
- Resources to help with other goals (i.e. time management or organizational skills)
- These uploaded documents will also be available in the RTI/SST Data View.

EXHIBIT B

General School Handbook 2018-19

&

California Connections Academy

School Handbook Supplement

In this exhibit, we provide the following:

- General School Handbook 2018-19
- California Connections Academy School Handbook Supplement 2018-19

School Handbook
General Portion

2018–2019

Welcome to your Connections Academy virtual school!

Your school is designed for students to learn at the highest levels possible. Our rigorous curriculum, personalized learning approach, and engaging virtual classroom sessions make learning challenging and relevant. Our student-centered approach means that each child receives the educational support he or she needs to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals who are focused on your student's well-being; virtual sessions using LiveLesson® session technology; supplementary educational opportunities; clubs and activities; or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success.

Your school's dedicated teachers and administration are focused on your student's well-being and fulfilling the Connections Academy mission: *to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians (Caretakers), your role in a Connections Academy school is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this Handbook and in the School-Specific Handbook Supplement. Sections in this Handbook marked with an asterisk (*) have additional information in the Supplement. Please read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. To reach your Connections Academy school, visit www.connectionsacademy.com, enter your zip code, and then select Visit School Site. Learning Coaches and Caretakers can see detailed school contact information from their Connexus® login page. Your School-Specific Handbook Supplement, found in the Virtual Library in Connexus, also contains complete school information. To contact the Connections Academy central office, call 800-382-6010, or send an email to support@connexus.com.

Congratulations on joining the Connections Academy family. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

We look forward to working with you and wish you a successful 2018–2019 academic year!

Getting Ready:
Quick Tips

Get to Know Connections Academy's Policies

Please take some time before the school year starts to understand the policies in this General Handbook and your School-Specific Handbook Supplement. You and your student are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you and your student are in compliance with Connections Academy policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should check their To Do list on their home page in Connexus every school day. **Be sure to complete the assigned orientations and trainings** you find there, this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":

- Dedicate a space for keeping school materials and supplies organized
- Place your student's "classroom" in a quiet area that is free of distractions
- Create a filing system for portfolio assessments, student work, and important papers
- Create a showcase area to display your student's work
- Review your calendar, set a schedule, and post the daily routine

If you're waiting for a computer delivery from Connections Academy, review the set up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in Connexus without receiving your materials first. If you are using your own computer, take time to review the system requirements in Connexus Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our Connexus Help has a lot of the answers! Select the **MORE** tab on your toolbar in Connexus and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Connexus, or accessing the internet.

If you want to get to know your teacher(s), check out the Teacher Communication Data View. To access this Data View, select your student's name from your Home Page. From there, you will see the courses your student is taking. Select the icon beside the teacher's name and then select and view the teacher's Teacher Communication Data View information. Review the teacher's prior experience and qualifications, courses taught, contact information, and more!

Welcome to Connections Academy! We hope you have a great year.

Table of Contents

Welcome to your Connections Academy virtual school! *1*

Get to Know Connections Academy's Policies *2*

Getting Ready for the School Year *2*

Need help? *3*

1 Introduction 8

2 School Mission and Overview 8

2.1 Mission Statement* *8*

2.2 Program Overview *8*

2.3 Nondiscrimination Statement *8*

2.4 The Connections Academy Commitments* *9*

3 School Organization and Roles 10

3.1 Roles and Responsibilities *11*

3.2 Required Student Safety Trainings for School Staff * *16*

3.3 School Information* *17*

3.4 School Schedule *17*

3.4.1 The 2018–2019 School Calendar* 17

3.4.2 Required Instructional Hours* 18

3.4.3 Emergency Closure Plans* 18

3.5 Enrollment, Withdrawal, and Transfers *18*

3.5.1 Returning Students 19

3.5.2 Kindergarten and First Grade Admissions* 20

3.5.3 Enrollment after the Start of the School Year or Semester* 20

3.5.4 Dual Enrollment in Another K–12 Program* 20

3.5.5 Dual Enrollment in a College or University 20

3.5.6 Withdrawing from School* 20

3.5.7 Location Change* **21**

3.5.8 Learning Environments and Working with Multiple Students **24**

3.6 Assessment ***24***

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress **25**

3.6.2 Assessments within the Curriculum **25**

3.6.3 Mandatory Testing* **29**

3.7 Personalized Learning* ***29***

3.7.1 The Personalized Learning Process **29**

3.7.2 Adding Elective Courses (Elementary and Middle School)* **30**

3.7.3 How Families Can Personalize Instruction **30**

3.7.4 Placement Changes during the School Year (Elementary and Middle School)* **31**

3.8 Course Completion* ***32***

3.8.1 Midyear Course Completion (Elementary and Middle School) **32**

3.8.2 Late Course Completion **33**

4 Attendance* **33**

4.1 Caretaker and Learning Coach Responsibilities for Attendance **34**

4.2 Marking and Verifying Attendance* **35**

4.3 Attendance Status and Escalation Systems* **39**

4.4 Truancy* ***40***

5 Grading and Student Evaluation* **40**

5.1 Placement, Promotion, and Retention (Elementary and Middle School)* ***41***

6 High School Program and Policies* **43**

7 Services for Special Populations **44**

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students* ***44***

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students* 45
7.3 English Learners (EL)* 45
7.4 Gifted Students* 46
8 Community Events, Trips, and Activities* 47
9 Conduct, Due Process, and Communication* 49
9.1 Drug, Alcohol, and Tobacco-Free School 50
9.2 Bullying and other Prohibited Behaviors* 52
9.3 Discipline and Due Process for Students* 52
9.4 Academic Honesty* 52
9.5 Grievance Procedures for Caretakers* 54
9.6 Communication 54
9.6.1 Communication Systems 54
9.6.2 Communication Requirements 55
Student and Teacher Communication 56
9.7 Student Information Access 56
9.7.1 Collection and Release of Student Information by the School (FERPA)* 56
9.7.2 Parental Access to Teacher Qualification Information* 57
9.7.3 Third Party Access to Student Information 57
9.7.4 School or Connections Use of Student Images, Recordings, and School Work 58
9.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings 59
10 Educational Materials Provided by the School 59
10.1 Use of School Educational Materials 59
10.2 Returning School Educational Materials and Equipment 62

10.2.1 Use of Connexus 64
10.2.2 Technology Provided by Connections Academy* 65
10.2.3 Use of Connections Academy Equipment and Installed Software 65
10.2.4 Use of Personal Equipment and Software* 68
10.2.5 Use of the Internet* 68
10.2.6 Compliance with Connexus Terms of Use 71
10.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software 71
10.2.8 Contacting Support Services 73
Appendix 1 – Honor Code 75
Appendix 2 – FERPA Annual Notification and Policy 76
Appendix 3 – Connexus Terms of Use 81
Appendix 4 – Privacy Policy 93
1. Online Tracking and Advertising 99
2. Online Tracking Technologies 100
3. Do Not Track 101
Appendix 5 – Information about Malware and Nuisance Software 102
Appendix 6 – Protection of Pupil Rights Amendment (PPRA) Notification 104
Appendix 7 - Centralized Support Services 107

1 INTRODUCTION

This handbook has been approved by each of the Connections Academy schools' Governing Boards or other authorizers as required. The most current version of this General Handbook, and its companion document, the School-Specific Handbook Supplement, is available online in the School Handbooks section of the Virtual Library in Connexus.

Sections of the General Handbook that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional, school-specific information on these topics. All policies in this General Handbook apply to grades K–12 unless otherwise noted. However, as high school programs vary from state to state, information related to high school is found in the School-Specific Handbook Supplement.

2 SCHOOL MISSION AND OVERVIEW

*2.1 Mission Statement**

It is the mission of Connections Academy schools to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Check your School-Specific Handbook Supplement for your school's individual mission statement.

2.2 Program Overview

Connections Academy's high-tech, high-touch, virtual "school without walls," combines the best in virtual education with very real connections among students, families, teachers, and the community. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that work together to maximize student learning.

2.3 Nondiscrimination Statement

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement,

or age in the admission to, participation in, or receipt of the services under any of the Connections Academy and its affiliated entities educational programs and activities, or in employment practices are strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by the laws of the state under which that particular Connections Academy school operates.

The non-discrimination statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Americans with Disabilities Act of 1990, as amended (ADA), the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Act of 2004 (IDEA)*. Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the Nondiscrimination Policy.

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by state and federal law. See the School-Specific Handbook Supplement for additional information.

2.4 The Connections Academy Commitments*

Each Connections Academy school has high expectations for its students and their families and requires them to commit to the rigorous educational program that has been implemented. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- The school will contact the student and his or her Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic success.
- The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.
- The school will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The school will support the student and family with the training needed to learn how to use Connexus and provide encouragement needed to fulfill their responsibilities.
- The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.

- The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events. The school's Get Connected! program will help facilitate these opportunities to connect, and at some schools, will provide private Facebook groups where Caretakers and Learning Coaches can "meet" to arrange study groups and other informal gatherings.
- For students with disabilities, the school will follow Individualized Education Program (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for services and modifications to address each eligible student's individual needs as required by law or regulation. See your school's Handbook Supplement for details.
- The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 2 for the Connections Academy FERPA policy.)
- The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA). (See Appendix 4 for the Connections Academy Privacy Policy, including COPPA statement).
- The school will provide approved Caretakers access to student records and related school information through Connexus in accordance with applicable federal and state law.
- The school will always operate with the best interests of the student in mind.

3 SCHOOL ORGANIZATION AND ROLES

This section provides information about how your school is organized and on the various roles and responsibilities for everyone involved in the school.

3.1 Roles and Responsibilities

Caretaker (Parent or Legal Guardian)

Connections Academy schools apply the term “Caretaker” to the student’s parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student’s enrollment requirements. All Caretakers are automatically given “Learning Coach” (see below) access in Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/ Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coaches either *in addition to or in place of* the Caretaker. Even if the Caretaker designates another adult or adults as Learning Coach, the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student’s educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student’s Caretaker. However, Caretakers may designate another adult or adults as the student’s Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student’s school work and school-related activities, by completing the Designated Learning Coach form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available in a timely manner to the school staff as needed for discussions related to the student’s educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! program resources are available under Links on the Learning Coach and Caretaker Home Page.

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

Student

The student's role in a Connections Academy school is to learn to the best of his or her abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students at all times are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (Appendix 1).

Eligible Student

"Eligible student" at Connections refers to students over eighteen (18) years of age and emancipated minors. Other uses of 'eligible student' will be qualified with what they are eligible for – for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The school leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your school leader's contact information.

Homeroom Teacher (Elementary Students)

Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators (FCC) to families, each elementary student is assigned a homeroom teacher. The homeroom teacher serves as the family's central point of contact with the school and works with the student and his or her Learning Coach to develop and implement the Personalized Learning Plan (PLP). Generally, the homeroom teacher will also be the teacher for most or all of the student's subjects. The homeroom teacher is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades; reviewing and approving adjustments to students' schedules (such as vacations and/or field trips); and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers or Family Connections Coordinators may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Connexus), addressing basic technical concerns, and assisting with the process for marking and/or changing student attendance. The name of the teacher for each of the student's courses is listed next to the course name on the Connexus home page and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.

School Counselor, Homeroom Teachers, and Advisory Teacher (Middle and High School Students)

Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators to families, each middle and high school student has an Advisory Teacher, Homeroom Teacher, and/or School Counselor (titles may vary by school). The Advisory Teacher, Homeroom Teacher, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

Note: Some Connections Academy schools have chosen to provide Family Connections Coordinators (FCC) in lieu of Homeroom or Advisory teachers. Please review the description of a Family Connections Coordinator on page 15, which describes how the FCC provides many supports of a Homeroom or Advisory teacher.

Subject-Specific Teacher

The subject-specific teacher is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling the following instructional issues:

- providing timely and relevant feedback on student work including grading and updating progress reports
- facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept
- managing the course scope, pacing, and sequence to ensure a student's academic success
- personalizing the curriculum, including modifying lessons and assessments
- proctoring state and/or federally mandated tests

Subject-specific teachers proactively monitor each student's progress using Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Connexus-based email system). Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, Learning Coach, and Family Connections Coordinator, or homeroom/advisory teacher. Teacher feedback is provided through the use of rubrics, assessment grades, phone conferences, WebMail messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports (at schools that issue them), verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K–8).

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects; these teachers may also be the student's homeroom teacher.

Substitute Teachers

Substitute teachers are teachers who meet the state requirements for being substitute teachers in their state. They serve as homeroom and/or subject-specific teachers when the regular Connections Academy teacher is not available for an extended period of time (on military or medical leave, etc.). Substitute teachers perform all of the duties of a teacher or subject-specific teacher.

Teaching Assistants

Teaching assistants may perform many of the duties of a homeroom teacher or subject-specific teacher, as defined above. However, teaching assistants are not permitted to issue final course grades and work under the supervision of a certified teacher.

Family Connections Coordinators (FCC)

The Family Connections Coordinator (FCC) serves as a single point of contact between the family and the Connections Academy school to provide support to families and students for non-teaching tasks. The FCC's primary focus is on building a lasting relationship with the families they support, guiding them through processes, and holding regular check-ins from the time a family expresses an interest in the school through the student's graduation.

Community Coordinators (Caretaker Volunteers)

Community Coordinators are typically Caretakers of students in the school, though in some states they may also be teachers at the school, and are known as School Event Representatives. Community Coordinators, and/or School Event Representatives, help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Schools provide information to families at the start of the school year about how to become a Community Coordinator and will distribute the Community Coordinator's contact information to families. If you have a question or a suggestion related to a local activity or opportunity, contact your assigned Community Coordinator or the School Event Representatives.

Student Support Teams

The Student Support Team (SST) is comprised of several teachers and/or staff members and one or more administrators at the school. This team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). The Student Support team meets regularly to discuss student progress, focusing on students who appear to be struggling in one or more subjects. Students are identified as struggling based on universal screening assessments conducted with all students, teacher and/or Learning Coach observation and knowledge of the student, and/or a review of the student's academic performance, participation, and/or attendance levels documented in Connexus.

The Student Support Team shares information among its members about a struggling student's academic and/or other challenges, and makes recommendations for instructional interventions that may be implemented. SST members also perform regular data collection on progress of these interventions, and other relevant information. The team develops and recommends additional instructional strategies and resources for the student's teacher(s), Caretaker, and Learning Coach, and then follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement. Caretakers are kept informed regarding interventions and student progress.

3.2 Required Student Safety Trainings for School Staff *

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

- ***Internet Safety:*** This course provides valuable information about practicing safe behaviors online.

- ***Students in Distress: Recognizing and Responding:*** This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

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

3.3 School Information*

Contact information for your school is found in the School Specific Handbook Supplement.

3.4 School Schedule

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, as long as no state or local regulations are violated. However, students must still attend school regularly, meet their school's specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your School-Specific Handbook Supplement for specific requirements.)

Students must also be available during regular school hours for any required phone conferences or participation in LiveLesson sessions, unless school-approved alternate arrangements can be made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course and through the Teacher Communication Data View.

3.4.1 The 2018–2019 School Calendar*

Your school's calendar is in the School Specific Handbook Supplement.

3.4.2 Required Instructional Hours*

This information is in the School Specific Handbook Supplement.

3.4.3 Emergency Closure Plans*

Note that some schools may have a separate Emergency Closure Plan.

If a school's office(s) closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" WebMail message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the country where conditions may be different from those in the local school office location. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa.

Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should still plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment eligibility are available on your school's page on the Connections Academy website. To find these requirements, select the Enrollment tab at the top of the page, and then select Eligibility Requirements.

All Connections Academy schools abide by all federal, state, and local policies and guidelines for student admission and do not impose admission requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness. The school leader or his/her designee shall serve as the liaison for homeless students.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may temporarily “pause” enrollment by holding students who have completed Stage 2 of the enrollment process on a wait list for a defined period of time. After the temporary “pause” of enrollment is over, students will again be able to move forward with completing the enrollment process. The school board or authorizer has delegated to the school leader the authority to define and implement these temporary “pauses” of enrollment periods. These temporary “pause” dates will be posted on the school’s website where information about enrollment can be found.

Some schools also have enrollment caps and therefore may implement a lottery system. Schools may also close enrollment at some point in the year, as permitted by state or local regulations. Check your school’s website for more information.

3.5.1 Returning Students

Currently enrolled students whose Caretakers plan for them to continue with Connections Academy for the next academic year must indicate their intent to have their student continue with Connections by completing the Intent to Return Data View which is available beginning March 1st of each year. The Intent to Return response and updated student information should be submitted prior to the end of the school year. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows that the student intends to return the following year (but no later than the end of the current school year)**.

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the **same** school for a different school year can either reactivate the student’s account from the Caretaker Home Page in Connexus, or contact the Enrollment department at 800-382-6010.

Students enrolled in a Connections Academy school who wish to enroll in a **different** Connections Academy school for the next year, should call the Enrollment Department at 800-382-6010 for detailed enrollment instructions that are appropriate to their situation.

If a student wishes to return during the same school year to a Connections Academy School after withdrawing, the Caretaker should contact the Enrollment Department at 800-382-6010 -to initiate the re-enrollment process. Note that these students should **not** complete a new online registration.

3.5.2 Kindergarten and First Grade Admissions*

This information is found in your School-Specific Handbook Supplement.

3.5.3 Enrollment after the Start of the School Year or Semester*

Students may generally enroll after the start of the school year if (1) space is available, subject to any other local limitations, and (2) the open enrollment period for the school year has not passed. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Students will also participate in a special orientation course for students who enroll after the start of the school year.

3.5.4 Dual Enrollment in Another K–12 Program*

This information is in the *School-Specific Handbook Supplement*.

3.5.5 Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Connections Academy curriculum with college-level courses in schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students should consult with their school counselor or advisory teacher *prior to enrolling in college courses* to be sure they are fully informed about specific state requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

3.5.6 Withdrawing from School*

Students may withdraw from the school at any time, provided that the Caretaker provides Connections Academy with either evidence of homeschool registration consistent with state requirements or the name and location of another public or private school that the student will attend.

Prior to withdrawing, the Caretaker and/or Eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he or she should contact the School Leader or Assistant Principal to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

1) From the Caretaker home page in Connexus, select the student's and go to the *Initiate Student Withdrawal* Data View. Complete the requested Next Schooling information and select Save and Finish to submit the form.
Please note that this method should not be used to indicate that a student does not intend to return for the following year (i.e., Intent to Return). Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student <u>for the current year</u>.

2) Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10,*Educational Materials Provided by the School and Technology, for information concerning the return of school equipment and materials as part of the withdrawal process.*

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker *must* contact the school leader to discuss the change and ensure the student remains compliant with all Connections Academy, state, local, and other applicable regulations and policies. The four types of Location Change, and the related polices, are listed below:

1. **Permanent In-Area Location Change: change of residence within the school's service area.** *Example: The family purchases a new home during the school year.* For this type of location change, the Caretaker ***must:***

a. Contact the Connections Academy Enrollment Department to notify them of the location change as soon as possible, but ***no later than 30 days after the move***. The Caretaker must provide *new* proof of residency documentation and updated student contact information to the Connections Academy Enrollment Department within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.
b. Inform the student's homeroom, or advisory teacher, or Family Connections Coordinator
c. Continue to meet the school's eligibility requirements as long as the student moves within the school's service area.

2. **Temporary Location Change: Travel or relocation away from student's residence for *longer than three (3) weeks***. *Example: The family stays with a relative in another state for two (2) months*. For this type of location change, the Caretaker **must** contact the school leader ***prior to the Location Change*** for permission to make the Location Change. The school leader will make a determination per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school.

   If the school leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* available in the Virtual Library and submit it to the school. The school leader will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the school leader for the student to remain enrolled during the Temporary Location Change.

   Note: Stationary computer equipment (desktop computers and monitors) may ***never*** be taken out of the state for Temporary Location Changes. Laptops, where provided may move temporarily with the student, ***as long as the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy***.

3. **Alternate Learning Location(s) Change: Student learning regularly occurs in an alternate location but there is no change in the student's residence.** *Example: The student's Learning Coach is a neighbor, and the student regularly works at the Learning Coach's home.* For this type of location change, the Caretaker **must** contact the school leader ***prior to the location change*** to confirm that this Location Change will not affect the student's enrollment eligibility.

   If the school leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* and submit it to the school. The school leader will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the school leader for the student to have an alternate learning location or locations. **Note**: Caretakers are always responsible for Connections-provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.

   In any of the above types of Location Change, the student must continue learning activities and must still comply with all state testing and other state and school requirements.

4. **Permanent Out-of-Area Location Change: Move to another state**.
   If a student moves out of state, **all** computer equipment and curriculum materials must be returned to Connections Academy, even if there is another Connections Academy school that operates in the state where the student is moving.

   The following actions related to Location Change may cause the student to be immediately withdrawn from the school:

   - engaging in any type of Location Change without notifying the school leader and/or the Connections Academy Enrollment Department team
   - failure to complete and submit any required Location Change forms
   - failure to provide the Connections Academy Enrollment Department team and/or the school with any additional required documentation
   - failure to receive specific written permission to remain enrolled when engaging in any form of Location Change

If a family moves to another state where there is a Connections Academy school and the family would like to enroll in that school, the Caretaker should contact the Connections Academy Enrollment team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the current school and then enrolled in the new school, *if eligible for enrollment in the new school*. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so **it is important that the family contacts the Connections Academy Enrollment team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school.** The Caretaker should also notify the school leader that the student is moving.

While Connections Academy will do its best to accommodate students wishing to enroll in another Connections Academy school, this enrollment cannot be guaranteed. Each school is governed by state-specific enrollment rules and procedures, and Connections Academy must comply with these rules and procedures (e.g., the school in the new state may have an enrollment cap that has already been met and/or may have a waiting list.)

Note: For students with IEPs, the family is encouraged to contact the Special Education Director in the new Connections Academy school *prior to enrollment* to discuss the special education services provided in the new school.

3.5.8 Learning Environments and Working with Multiple Students

It is essential that the Learning Coach designated to support students in the Connections Academy virtual school environment fully understand their responsibilities and is able to perform them as required. Therefore, one Learning Coach may **not** support more than four (4) students without special permission from the school. Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the *Location Transfer Request Form* (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

Students who have an IEP who have been designated as participating in alternate state testing are exempt from mandatory Pre-testing, Midtesting, and Posttesting. However, at the Learning Coach's request, the student may still complete the testing and receive scores.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3–12, and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains opens throughout the semester. After the semester closes, students have to send WebMail messages directly to their teachers to reply to discussion posts.

Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items via the Drop Box.

Final exam: Final exams test students on the course knowledge they acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student's overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances participation may account for greater than five percent. Whether to include participation in the student's grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail. Students in grades 9–12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lessonNote: Not all courses use these conventions.

Pretest*: Pretests assess students' prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored, so they do not contain any type of question that requires teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions).

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1–12. Quick checks for all elementary courses are graded but not weighted. Quick checks for most middle and high school courses are graded and weighted, and they account for five percent (5%) of a student's overall grade.

Quick checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored, so they do not contain any type of question that would be graded or reviewed by a teacher.

Quiz*: Quizzes, which typically contain 5–10 questions, are longer than quick checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored.

Sample Work: Sample work assessments allow teachers to monitor students' work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

**This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.*

Non-Weighted Assessments

The following assessment types are also found in the curriculum, but do not have an impact on the student's grade.

Course Survey: Course surveys are non-graded assessments that ask students for their opinions regarding a course and the student's teacher. Surveys are usually placed at the end of a course, and may be linked through the student's list of Data Views.

Online Practice*: Online practice assessments allow students to answer practice questions for a particular lesson or unit so they can measure their own grasp of a subject or concept. The questions are automatically scored, and do not contain any type of question that requires teacher review or grading. These assessments are scored but do not impact a student's final grade, and may occur several times in a unit. These assessments often offer targeted feedback to the student, visible in the review guidelines after the assessment has been submitted.

Reflection: Reflection assessments are used in math courses to get students thinking about their relationship with mathematical concepts from a unit (or preceding units) and about themselves as learners and mathematicians. These assessments contain mainly multiple-choice questions, but they may also contain short answer questions. Reflections are scored but do not impact students' final grades.

Skills Check: These are brief assessments used to gauge students' learning in kindergarten through second grade. The Learning Coach completes these diagnostic assessments to keep the teacher updated on the student's progress. Skills checks are also used in many high school math courses as a diagnostic assessment completed by the student prior to embarking on a new lesson. Skills checks are scored but do not impact a student's final grade.

**This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.*

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not included in the student's grade, but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention.

- **Check for Understanding**: Questions provided by the school to the Learning Coaches to ask the students to gauge the development of certain skills.
- **Curriculum-Based Assessments (CBAs)** —Synchronous, or real-time, communications between the student and the teacher used to gather formative information on students' understanding of concepts. Students are required to participate in a minimum of eight CBAs a year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).
    - VCBAs are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
    - VCBAs are informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of "recently completed assignments" such as a reading passage or solving a set of mathematics problems.

- DCBAs are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine future instructional support that may be necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

3.6.3 Mandatory Testing*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades. Additionally, Connections Academy schools require all students to participate in at least one proctored test each year, which will usually be the state-mandated test. Therefore, all students enrolled in a Connections Academy virtual public school will be required to participate in the state standardized testing program, consistent with state law.

The school will work closely with Caretakers, Learning Coaches, and students as they prepare for required testing. If a student is not able to participate in testing, the Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the school to take a makeup test.

There are serious consequences for both the school and the student when students do not participate in state testing. Therefore, students who fail to participate in required testing may be subject to disciplinary action consistent with state law.

*3.7 Personalized Learning**

3.7.1 The Personalized Learning Process

Connections Academy teachers work with Learning Coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

The personalization process includes the following components: initial academic placement and course selection, performance testing, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in instructional intervention programs, attendance in LiveLesson sessions, enrollment in elective courses, and strategies for families to implement throughout the year. The process also includes several goal-review and adjustment sessions including a final conference at the end of the school year to review progress.

3.7.2 Adding Elective Courses (Elementary and Middle School)*

Before requesting to register for electives, students in grades K through 8 must generally meet the following criteria:

- be enrolled in school for at least 30 days
- have completed their initial assessments (e.g., LEAP or other pretesting, and/or state testing)
- be in good academic standing (overall grade of 70% or higher)
- maintain acceptable attendance (i.e., be “On Track”)
- have all start-up tasks complete, including completion of student orientation courses and Welcome Call (start of school year call with teacher).

Schools may define additional criteria for permitting students to enroll in electives. After these criteria are met, teachers will work with families to select appropriate electives, approve the student’s selection, and enroll the student in the elective course(s).

**Some states permit electives to be selected at other times. All criteria noted above are subject to state laws and/or regulations. Please see the School-Specific Handbook Supplement for additional information.*

3.7.3 How Families Can Personalize Instruction

Students and Learning Coaches work closely with their teachers to personalize student programs, but families can also personalize their learning programs in several different ways.

- **Pacing and Scheduling**—Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their Learning Coaches to structure the school day to best meet the student's learning needs. The online Scheduler allows students in grades K–8 and their Learning Coaches to select which days of the week they would like to schedule certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by state requirements and is overseen by the school's leadership.

  Most high school students have significantly decreased flexibility in the schedule so they can learn and work together (e.g., in discussions and on collaborative projects). High school students who may benefit from a more flexible schedule should speak with their advisory teacher, Family Connections Coordinator, or school counselor to make appropriate adjustments.

- **Limits to Program Flexibility**— Every student is expected to master the essential skills and standards covered by the school's rigorous curriculum, which is designed to meet or exceed each state's standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school's standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

3.7.4 Placement Changes during the School Year (Elementary and Middle School)*

Counselors, administrators, teachers, school leaders, and the Connections Academy staff work together to make sure that each student's initial course placement is accurate and appropriate. Although it is possible to request a change in placement after the student is enrolled, Connections Academy recommends that *before* requesting a placement change, students work in their assigned courses, look ahead in the curriculum for the year, and discuss with the school any specific challenges the student is having with the course work and/or grade level placement. The student's teacher may also be able to tailor the current curriculum to better meet the student's individual needs.

To request a placement change, the Learning Coach should contact the student's teacher. The school leader or their designee will have final say in approving or disapproving placement changes.

**Please see the School-Specific Handbook Supplement for information on the High School Add/Drop process.*

*3.8 Course Completion**

Course completion definitions may vary by state but are critically important when requesting either midyear course completion or late course completion options (below).

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their Learning Coaches and teachers to make sure they have learned as much as possible from the course. Teachers can provide enrichment and extension activities for students who have the ability to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or midyear will be made collaboratively by the Caretaker, Learning Coach, teacher, school counselor (if applicable) and school leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current-course content
- exploration of enrichment and extension opportunities offered throughout the curriculum
- sufficient in-depth involvement with the course material as determined by the teacher

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. Generally, if a midyear curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the school leader will have final say in approving or disapproving placement changes.

Note: All schools have a deadline for shipping materials that occurs in the spring semester. After that date has passed, curriculum changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students **may** request an extension allowing them to turn in work **up to two weeks** after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee an extension will be granted. Extensions will not be granted beyond two weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a school operates an official summer school program (or the student qualifies for extended year services through special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP teams.

4 ATTENDANCE*

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the *School-Specific Handbook Supplement*, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring that students meet their school's attendance requirements, and that the student's attendance is properly documented as required by the school (see the Attendance section of your *School-Specific Handbook Supplement*). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Although there is more flexibility in the Connections Academy program than in a traditional school setting, with regard to instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the *School-Specific* Handbook Supplement.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that Caretakers take responsibility for ensuring that their student(s) attends school. Most Connections Academy programs require that the Caretaker or designated Learning Coach record attendance daily. (Refer to your *School-Specific Handbook Supplement* for details on attendance recording requirements.) The Learning Coach Orientation includes information on how to record attendance. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours should not be marked by the Caretaker or designated Learning Coach. Students and/or their Caretakers and/or Learning Coaches must also participate in/respond to regular telephone, WebMail message, and/or Web conferencing (LiveLesson presentations) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School: Grades K–8 (not all grades may be available at every school): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a Learning Coach. The student's need for assistance will range from fairly substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires that the student have adult supervision during the entire school day to meet health and safety regulations. Check your state's laws to determine the age when a child can be left unattended.

High School (Grades 9–12; may not be available at all schools): Students are expected to perform their school work independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in Connexus and verify that the student has completed the assigned lessons and assessments. The Learning Coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment. Check your state's laws to determine the age when a student can be left unattended.

4.2 Marking and Verifying Attendance*

Recording, Verifying, and Changing Attendance Records in Connexus

Learning Coaches are expected to record attendance in Connexus at least weekly; at some schools, Learning Coaches are required to record attendance daily. Be sure to follow your school's requirements for recording attendance to avoid the risk of having your student in Alarm status and/or in danger of being considered truant.

After the Learning Coach has entered *and saved* hours of attendance in Connexus, he or she is not able to edit the student's attendance. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student's teacher if he/she wishes to have the attendance record changed. Before the school can change the attendance record in response to a Learning Coach request, the Learning Coach may be required to demonstrate that the original entry was an error, and provide documentation to support the change. Because attendance is subject to "lockdown" (see below) at certain intervals, Learning Coaches should contact their student's teacher as soon as they discover they have made an error in recording attendance. Attendance recorded by a Learning Coach is not sufficient to properly verify student attendance. Teachers also verify attendance records on a regular basis and may change a student's attendance status if there is insufficient evidence to verify attendance, and/or if they are unable to determine if a student was participating in learning. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by each state's regulations. The *School-Specific Handbook Supplement* outlines how many learning hours or minutes must be demonstrated within a specific time frame.

Teachers may make changes to attendance records for the following reasons:

- **Upon request by a Learning Coach to record attendance**—If requested to do so by the Learning Coach, teachers may enter the appropriate attendance code in a blank attendance field *because the Learning Coach is not able to access a computer or does not have Internet access,* but the student has been able to continue his or her studies using offline materials. Teachers will note in the student's Log the reason for the Learning Coach's request and may request additional documentation that the student was engaged in learning. This method of recording attendance should only be done in exceptional circumstances.

- **Upon request by a Learning Coach to correct an error**—If a Learning Coach makes an error entering an attendance code, he/she may request that the teacher enter the correct code. Teachers will note the basis for the request in the student's Log and may request additional documentation.

- **Upon review by a teacher or other authorized school staff to validate attendance—** A teacher or authorized school staff member will change the number of hours worked to a "0," or the "present" code may be changed to an excused or unexcused absence code, if, after communication with the Learning Coach and/or a review of the student's activity in Connexus, the teacher or staff member believes there is insufficient evidence to support that the student was in attendance (e.g., insufficient lesson completion, teacher contact, and/or assessment completion, including state test attendance).

In all cases, a teacher or another school staff member will discuss with the Learning Coach any perceived differences between the student's recorded attendance and his or her documented lessons completed and assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in Connexus, he or she will promptly inform the Learning Coach and document the change in the student's Log. Learning Coaches who have disputes related to attendance should contact the School Leader to resolve the dispute, then follow the dispute resolution procedures in the *School-Specific Handbook Supplement* if the issue is not resolved with the School Leader.

Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, student attendance records are "locked down;" at set intervals so records can only be modified by authorized school personnel. Lockdown generally occurs every two weeks (meaning that any dates that are 15 or more days in the past can only be edited by authorized school personnel), but some schools have defined dates.

After attendance records have been locked down, teachers are **not** able to make changes to attendance records. Therefore, Learning Coaches should request to update attendance records **as soon as they realize there is an error.** To request alterations to the attendance record for days that are far enough in the past that they are "locked down," Learning Coaches should still contact their student's teacher, but be aware that their student's teacher must then discuss the attendance alterations with the appropriate authorized school personnel.

The School Day

Students must complete a certain number of instructional hours per day as required by local law and regulations. In most states, instructional hours can be distributed differently each day as long as the total required number of instructional hours is met weekly. However, Learning Coaches should check the Attendance section in their *School-Specific Handbook Supplement* for specific information about the school's required daily and weekly hours of attendance. The school day is not limited to certain hours for start and end times, however the school's teaching staff is only available during the school's hours of operation. Learning Coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

Each school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. (Refer to the *School-Specific* Handbook Supplement for information on how to record attendance per specific state rules.) All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

Types of Absences

Specific attendance rules and regulations regarding different types of absences vary by school. Reasons for excused absences may include, but are not limited to, the following:

- **Health problems—**Students are unable to participate in school work due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or Caretaker must send a written note or WebMail message to the student's teacher(s) documenting the health issue. The school may also require a doctor's note for absences of more than three (3) consecutive days.

- **Other excused absences—**Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student's attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the school's leader, and for which the family provides appropriate documentation if required by the school.

  If a student misses school for an excused absence, the student is still responsible for completing all required lessons and assessments for the school term.

  If a family is requesting an "excused absence" for any reason, the family may be required to submit a doctor's note or other documentation supporting the request.

- **Unexcused absences**—Absences that are not approved by the school will be considered unexcused. In some states, students may be withdrawn from school for truancy if they have excessive unexcused absences. See your *School-Specific Handbook Supplement* Attendance section for details.

Extended Absences

If a Learning Coach is aware that a student is going to be unable to complete his or her learning activities for more than three (3) consecutive school days, the Learning Coach should contact the teacher as soon as possible to inform the school of the planned absence and discuss a plan to ensure the student stays on track for completing the school year successfully. The school may also request documentation of the reason(s) for the planned absence.

Varying the School Holiday Schedule

If families wish to work during the school's designated holiday period(s) and then take an equivalent number of vacation days at another time, they should contact their teachers for approval at least one (1) week prior to the requested change. Teachers and school administrators will consider factors such as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests. Caretakers will be notified if the

request can be granted. If the request is allowed, teachers will help the family adjust learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations. *Please note that some states do not allow school hours to be recorded on weekends or school holidays. Please check with your teacher and be sure to read your School-Specific Handbook Supplement's attendance section before considering this option.*

4.3 Attendance Status and Escalation Systems*

Connections Academy Learning Coaches are required to use Connexus to regularly mark hours or days of attendance and/or document lesson completion. Attendance in Connections Academy schools goes beyond daily hours spent on schoolwork and includes other criteria such as contact with the teacher and the student's rate of lesson and/or assessment completion. These criteria, which may vary to ensure compliance with state-specific requirements, are combined to constitute "attendance" at a Connections Academy school. If an attendance requirement is not being met, Connexus will trigger what Connections calls "escalation." Escalation is an indicator to the student, Learning Coach, Caretaker, and teacher that the student is at risk of non-compliance for attendance. Every student is therefore always assigned one of four status levels in Connexus:

1. On Track
2. Approaching Alarm
3. Alarm
4. Exempt*

Students *meeting or exceeding* the minimum requirements for their state will show "On Track" status. Students *not meeting* the minimum requirements for their state are placed in "Approaching Alarm" status or "Alarm" status. When students are in "Approaching Alarm" or "Alarm" status, teachers will notify the Learning Coach and Caretaker of their concerns, help the family understand why the student is in that status, and make every effort to work with the student and Caretaker to ensure the student returns to "On Track" status as soon as possible. Learning Coaches can, at any time, select the Approaching Alarm or Alarm status link, located in the Attendance column on the Learning Coach home page, for details about the student's attendance status.

Students who are in “Alarm” status for extended periods of time may face disciplinary actions as permitted and/or required by state law, including referral to appropriate agencies for truancy. See your *School-Specific Handbook Supplement* for details on attendance requirements, truancy, and escalation.

**Exempt status is rarely used and generally only for students with serious illnesses or other major but temporary circumstances that prevents them from completing work in a timely manner, or who are expected to be able to catch up and return to “On Track” status prior to the end of the school year. Some students may also have modifications specified in an approved IEP or Section 504 plan that dictate exempt status.*

4.4 Truancy*

Students who fail to meet legal attendance requirements, which may include: reported attendance hours, required contact with teachers, submission of assessments, and documentation of lesson completion, shall be considered truant and the school may institute truancy proceedings, or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law. Please check your *School-S*pecific *H*andbook *Supplement* for truancy policies.

5 GRADING AND STUDENT EVALUATION*

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolio, and discussions as described in *Section 3.6.2 Assessments within the Curriculum*. Teachers and substitute teachers are responsible for grading students’ work. Only the teacher or substitute teacher is allowed to issue the final grade for the course.

The Grade Book and Progress Reports

The Grade Book allows all Caretakers and/or Learning Coaches and upper-level students (students in grades three and above) to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The Connexus Grade Book is available to Learning Coaches and these students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Connexus*) and always reflects the student’s current status in each course in which s/he is enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

Some schools provide Progress Reports that are snapshots of students' Grade Book during a certain time period (e.g. the first quarter of the school year) which may include teacher feedback and comments. For those schools, Progress Reports are created and posted at certain times per year based on a schedule set by those schools which use them.

Grading Time Lines

Most assessments, other than portfolio assessments, should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and portfolio expectations are initially explained in the Welcome Call and then are posted on teachers' Message Boards and in student planners.

*5.1 Placement, Promotion, and Retention (Elementary and Middle School)**

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student that includes the student's most recent academic progress. This information is reviewed and verified by the Academic Placement Services team, the school counselor, the manager of special education, and/or the school leader, who then collaborate to determine the most appropriate course placement for the student. Students may also be requested to complete a skills assessment that will help determine mastery of previously completed coursework and readiness for Connections

Academy curriculum. Caretakers will review and confirm they agree to the course placement prior to the student starting his/her coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make a recommendation to their school leader regarding promotion or retention for each of their students in grades K through 8. These recommendations are based on the following student performance information:

- successful completion of language arts and math courses (based on school's grading scale)
- performance across all courses
- lesson completion across all courses
- attendance
- proficiency levels on assessments, including state testing

For third grade students to be promoted to fourth grade, they must also demonstrate proficiency in reading.

Based on state regulations or authorizer requirements, additional promotion criteria may be established for certain grade levels. Please see the *School-Specific Handbook Supplement* for more information.

Decisions about retaining students due to inadequate progress or lack of proficiency will be made on a case-by-case basis, and in accordance with applicable state regulations, by the school leader. The school staff will contact the Caretaker of students who are in danger of retention in early spring and will discuss each of the options available and best suited to the individual student's needs. It is possible that a student not apparently in danger of retention in early spring may need to be retained at the end of the school year. The school will make every effort to ensure that the Caretaker is aware of this as soon as possible.

Teachers, school administrators, and school leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student. ***Some states may have state specific regulations regarding the promotion and retention of students. Therefore, if there are any discrepancies between the above-listed criteria and state regulations, state regulations will be followed.*** Please see the *School-Specific Handbook Supplement* for more information.

*High School Coursework Completed in Middle School**

Students not yet in high school who are academically ready to take high school courses may do so with appropriate approval, but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. Please see your *School-*

Specific Handbook Supplement – High School Programs and Policies section, and/or contact your school if you are interested in this option.

6 HIGH SCHOOL PROGRAM AND POLICIES*

Please refer to your *School-Specific* Handbook Supplement for complete high school policies.

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation that provides a record of the high school credits the student has earned and attempted, and any courses in progress, during his/her high school career. This documentation is used to assist the Academic Placement Services department and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting their coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the *School-Specific Handbook Supplement* for state-specific information.

7 SERVICES FOR SPECIAL POPULATIONS

*7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students**

The school complies with the requirements described in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, and implementing IEPs in the appropriate placement determined by the IEP team. When a student initially enrolls in Connections Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed by the IEP team, unless specifically stated otherwise in the School-Specific Handbook. Specially designed instruction for students with IEPs is most often delivered in LiveLesson sessions. In the virtual environment, FAPE is provided in the LiveLesson classroom, including instruction from a special education teacher and any related services. It is important for students receiving special education services to attend these sessions designed to address their IEP goals.

Connections Academy schools comply with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of K–12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools and are required by Connections Education for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Section 504 of the Rehabilitation Act of 1973 (the “Act”), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A “Section 504-Eligible Student” is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive a free appropriate public education. When a student enters Connections Academy with a Section 504 plan developed by his or her previous school, Connections Academy will review the plan and supporting documentation and comply with Section 504 of the Act. Connections Academy requires staff members to be cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations.

*7.3 English Learners (EL)**

Federal and state regulations require that schools determine students’ “primary or home language” and take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.” To meet this requirement, Connections Academy asks Caretakers to complete a primary home language survey based on the regulations of the state in which they reside. Responses are then reviewed to identify all students whose primary or home language is not English. Connections Academy schools then administer English Language Proficiency assessments to determine students’ language acquisition levels in compliance with federal and/or state law and to determine students’ language acquisition levels. Children receive a planned instructional program of English as a second language (ESL) instruction at their developmental and instructional level to facilitate the

acquisition of English language skills. This instruction is provided by each school's highly qualified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Learning Coach, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of EL students is assessed annually using state-specific instruments. Students who are exited from EL programming enter into a monitoring phase.

7.4 Gifted Students*

Students may be identified as gifted during a student's initial placement process or after the student has been enrolled. Students are identified as gifted based on past performance and additional evidence as requested by the school's gifted program staff. Course placement and recommendation is completed through consultation with the Learning Coach.

Gifted students may be placed in special gifted math, science, and language arts courses in grades 3–8 and in Honors or Advanced Placement courses in high school. Students may also be assigned to an above grade level courses or given accelerated course work. In some states, gifted students may also receive a Gifted IEP or other regulatory designation that may have specific requirements. See your *School-Specific* Handbook Supplement for additional information.

Note: Gifted Language Arts (grades 3-8) and Gifted Literature Study (for grades 3-5 as part of the English/Language Arts gifted program) use a shared inquiry model taught through LiveLesson sessions. Students in this program may be required to attend LiveLesson sessions at certain times and dates. Please check with your child's school for details before enrolling in this program.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES*

Connections Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by parent volunteers. Parent volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives.

Sanctioned Events vs. Non-sanctioned Events – Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Information Sharing—Parent volunteers gather and share information (i.e., school's community message board, Facebook group messages, invitations sent via WebMail message, or other communications channels) about events, activities, services, performances, and other opportunities that might benefit students and families. This information is strictly the personal opinion of the parent volunteer or other families, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is solely at the discretion of each individual Caretaker.

Caretaker Responsibility for Students at Events—The Caretaker assumes responsibility for his/her safety and the safety of his/her student(s). The Caretaker also agrees to supervise his or her student(s) and any other minor children in his/her charge in attendance. The school assumes no liability for anyone who attends an event based on information included on the school's community message board. When school staff is present, they will be responsible, in conjunction with the Caretaker, for general supervision of students, and will prioritize student safety.

Special Arrangements—Parent volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the local Boys & Girls Club), as appropriate, to arrange opportunities for student participation and access to activities.

Sanctioned Events

Sanctioned events must have educational and/or social value and must be preapproved by the school leader or designee. The parent volunteer will have all adults in attendance sign the Connections Academy Sanctioned Waiver Release, and Event Permission Form at the official

event. Caretakers should complete the Media Consent and Release Data View for each student who attends an event prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, s/he must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming that the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Connections Academy Waiver, Release, and Event Permission Form as an agent of the Caretaker.

In most states, and in accordance with state or local policies, a sanctioned event may be counted as a school day upon receiving approval from the school leader or his/her designee. **Please consult your *School-Specific Handbook Supplement* for more information.** After this approval is granted, Caretakers may record as attendance the number of hours spent at the sanctioned event. It is not necessary for students to complete lessons on days when they attend sanctioned events, though families should plan ahead to ensure the student completes enough lessons in the day or days before and/or after the event to remain on track. Any school work scheduled on an "event" day must still be completed, though it does not have to be completed on the event day.

Sanctioned events are posted on the school's message board as "sticky" threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. Non-sanctioned events may be posted on the school's Message Board but not as "sticky" threads.

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, employees, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.

9 CONDUCT, DUE PROCESS, AND COMMUNICATION*

Connections Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity.

Caretakers and/or Learning Coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with their school should immediately contact the school leadership or the Connections Academy main support line at 800-382-6010 to report any concerns. See also Sections 9.2 and 9.5 of the *School-Specific Handbook Supplement*.

Caretakers and Learning Coaches, as well as students, are expected to abide by the Prohibited Behaviors policy in Section 9.2 of the *School-Specific Handbook Supplement*, and any other sections covering appropriate conduct and communication. Caretakers or Learning Coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to Connexus suspended or terminated at the discretion of the school leader. Suspension or termination of Connexus access is the equivalent of being suspended or expelled from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations; to visit school premises; contact any school staff; or attend field trips or other school activities, until the disciplinary issue has been

resolved and their Connexus access is restored. All communications with the school must therefore be conducted through the student, or through another Caretaker or Learning Coach responsible for that student.

The suspension or termination of a Caretaker or Learning Coach's access to Connexus may or may not impact the student's ability to continue to remain enrolled in and learning at his or her school. The student's ability to continue will depend on the student's age, level of independence, and/or the availability of another Caretaker or Learning Coach for the student. If needed, the Caretaker or Learning Coach whose Connexus access is suspended or terminated may appoint another adult as the student's Designated Learning Coach by contacting the student's school's Board in writing to request the Designated Learning Coach form. If the school does not have a board, the Caretaker or Learning Coach should contact the School Leader, Director of Schools, or Authorizer (see the *School-Specific Handbook Supplement* for grievance policy). Prior to the termination of the account, the Learning Coach or Caretaker will be notified via WebMail message of the impending suspension or termination of an account, and will be given till the end of the next school day to complete the Designated Learning Coach Form, if needed.

The Caretaker whose Connexus access has been suspended or terminated may appeal this suspension to the school's Board in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website. If the school does not have a board, the Caretaker or Learning Coach should contact the Director of Schools in writing (see the *School-Specific Handbook Supplement* for grievance policy).

The school community includes but is not limited to teachers, administration, staff, Caretakers/Learning Coaches, students, volunteers, and school vendors.

9.1 Drug, Alcohol, and Tobacco-Free School

Connections Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies

to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any of the following by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy:

1. Alcoholic beverage(s)
2. Illegal, controlled, and/or dangerous substances and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts, and others
3. Drug paraphernalia

It shall also be a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a Connections Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's Caretakers and local authorities will be notified. The student's Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. Caretakers will be required to make arrangements for immediately removing the student from the school event or activity in such event.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the school leader depending on the nature of the violation. Any non-student member of the school community who attends a school

event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's Caretaker and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with the *School*-Specific Handbook Supplement disciplinary policies. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

In all cases, this policy will be implemented in accordance with any applicable state laws. See your *School*-Specific Handbook Supplement for additional information.

*9.2 Bullying and other Prohibited Behaviors**

Please refer to your *School-Specific Handbook Supplement* for your school's policy.

*9.3 Discipline and Due Process for Students**

Appropriate conduct is expected of all students at the school. Students are guaranteed due process of law as required by the 14th Amendment of the United States Constitution.

*9.4 Academic Honesty**

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and

the students' Caretaker(s) at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

In addition, students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation
- agreeing to, and referring to as needed, the Connections Academy Honor Code
- using tools provided in Connexus to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy .

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, *unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment).*
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Completing School Assessments

When completing assessments on the computer or on paper, students and Learning Coaches should follow these simple guidelines to ensure that assessments are meaningful, worthwhile, and completed in accordance with the principles of academic honesty:

- Students should complete all assessments **independently**, and without assistance from their Learning Coach, any other persons, or any external resources. If any support is required of the Learning Coach, the assessment instructions will clearly indicate this.

- Assessments are “closed-book.” They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student’s Learning Coach or any other individuals. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- Skills Checks (in the lower grades) should be completed by the Learning Coach. These short assessments provide an opportunity for the Learning Coach to share with the teacher his or her observations about the student’s progress.
- **It is never appropriate for students or Learning Coaches to share with anyone, in any format, the contents of any Connections Academy assessments.**

*9.5 Grievance Procedures for Caretakers**

Please see your School- Specific Handbook Supplement for your school Grievance policy.

9.6 Communication

9.6.1 Communication Systems

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because Connexus is a closed system, no communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student’s information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers should go to their student’s SIF (Student Information Form) – School Directory Data View to adjust their student’s permissions at any time.

The following communications systems are described in detail in Connexus Help.

- School Directory
- WebMail messages
- Message Boards
- Virtual Library
- Teacher feedback on assessments
- Home Page Announcements

- LiveLesson Sessions
- Connexus “Feedback” link
- StarTrack Rating System

Note that the Directory includes names of students enrolled in other Connections Academy schools (in other states and locations), and therefore the student’s information would be available in the Directory to students and Learning Coaches in other Connections Academy schools. Caretakers may restrict access to Directory Information during the enrollment process. See the Third Party Access to Student Information section, below, for more details.

. In situations where a student, Caretaker, and/or Learning Coach is hearing impaired, that individual may request alternative/additional methods or tools for communicating with teachers and other Connections school staff outside of Connexus (e.g., text messaging).

Caretakers and/or Learning Coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools in order to ensure the communication method and/or tool is secure and appropriate. If the request is approved, the Connections Tech Support team will assist the Caretaker and/or Learning Coach with setting up the tool and confirm with the school. When so authorized, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the alternative/additional communication method(s) and/or tool(s) will not be considered a violation of the Connections Terms of Use policy.

Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool at any time if Connections deems that the tool(s) is being used inappropriately and/or not in accordance with the agreement between the Caretaker/Learning Coach and the school.

Learning Coaches, teachers, and students are advised that all messaging communication is archived and available for review by Connections at any time.

9.6.2 Communication Requirements

Both students and Learning Coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication—and whether the contact is more often with the student or the Learning Coach—vary among the grade levels and by school.

Student and Teacher Communication

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, WebMail messages, LiveLesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, LiveLesson session, or face-to-face) with a teacher every two weeks so the teacher is able to monitor academic progress and verify student learning. Note that some schools require additional contact; check your *School-Specific Handbook Supplement* for details.

9.7 Student Information Access

9.7.1 Collection and Release of Student Information by the School (FERPA)*

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law that gives parents/legal guardians (referred to as “Caretakers by Connections Academy”) and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated minors (Eligible Students) certain rights regarding the student’s educational records. These rights include the ability to review and correct educational records and the protection of a student’s educational records and “personally identifiable information” from unauthorized disclosure. For complete FERPA information, see Appendix 2, FERPA notification. See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the Caretaker and non-custodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a non-custodial parent’s/guardian’s FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian’s greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment (“PPRA”) (See Appendix 6, Protection of Pupil Rights Amendment Policy) and the Children's Online Privacy Protection Act of 1998 (“COPPA”) (See Appendix 4, Privacy Policy), as well as state law in the state in which the student is enrolled.

9.7.2 Parental Access to Teacher Qualification Information*

Families have access to basic background information about the school's teachers. This information, found in Connexus through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos.

9.7.3 Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, *without the prior written consent of the Caretaker or Eligible Student*. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Connections Academy as *student name*, *student WebMail address, state of residence*, *student telephone number*, and *student grade level*) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, s/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services. For more information on exceptions to the prior written consent rule, see Appendix 2, FERPA Notification.

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school *must* obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

For more detailed information on FERPA, please see Appendix 2, FERPA Notification.

9.7.4 School or Connections Use of Student Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Connections and/or the school may want to film, interview, and/or photograph students and their work (all collectively referred to as “Connections Media Property”) to duplicate, broadcast, distribute, and/or display.

In order for Connections/the school to use Connections Media Property, proper consent must be obtained through the *Media Consent and Release CA-Student* Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach (or by the student, if the student is 18 years of age or older or an emancipated minor). Connections Media Property may be used for the purposes and time frame stated in the Data View.

If the Caretaker or student prefers not to have Connections Media Property used by Connections/the school for purposes other than the student’s academic program, this should be indicated in the *Media Consent and Release CA–Student* Data View.

The election on the Media Consent and Release Data View can be changed at any time. From the Connexus Caretaker Home Page, select the student’s and go to the *Media Consent and Release CA-Student* Data View.

Clubs and Activities/Talent Networks: This *Media Consent and Release* Data View also applies to Connections Media Property pertaining to Clubs and Activities (such as *The Monitor* School Newspaper, *Pens and Lens*, and others) and /or to the Talent Networks (Sports Talent Network, Visual and Performing Arts Talent Network, and Science and Technology Talent Network). An election (Yes or No), must be made in the *Media Consent and Release* Data View in order to participate in Clubs and Activities and/or the Talent Networks.

9.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings

To help illustrate the school program and to celebrate successes, Connections and/or the school may want to film, interview, and/or photograph a Learning Coach/Caretaker (all collectively referred to as “Depiction”) to duplicate, broadcast, distribute, and/or display.

In order for Connections/the school to use any Depiction, proper consent must be obtained through the *Media Consent and Release CA- Learning Coach/CT* Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

If the Caretaker/Learning Coach prefers ***not*** to have any Depiction used by Connections/the school, this should be indicated in the *Media Consent and Release CA- Learning Coach/CT* Data View.

The election on the *Media Consent and Release* Data View can be changed at any time. From the Caretaker Connexus home page, select the Learning Coach/Caretaker and go to the *Media Consent and Release CA- Learning Coach/CT* Data View.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.1 Use of School Educational Materials

The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a Packing List (in the box of curriculum materials) lists all the items the student should have received. Families should check the contents of the curriculum box against the Packing List and

call* Connections Academy Support Services at 800-382-6010 *within seven (7) school days of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the school year.

Note: The school may provide textbooks and/or materials which are in useable rather than new condition.

In addition to the Packing List, an online Materials List, customized to your student's courses, lists both the items included in the box and the additional materials you will be responsible for providing. To access the Materials List, select your student's name under My Household in Connexus. From the Tools area of the My Student page, select the Materials List link. Use the Materials List to see what materials are supplied to you and which materials you need to supply.

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc. A Learning Coach may see this list by logging into Connexus and selecting their student's name. To the right under Tools there is a link to a Materials List that provides a list of materials for each course.

You will also need to be sure you have printer paper, a printer, and printer ink cartridges. Check your *School-Specific* Handbook Supplement to see exactly what supplies and equipment your school supplies as this varies from school to school.

Authorized Locations for School-Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school using the Location Transfer Request Form (contact the school leader for this form). Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated

contact information (physical address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus. Note that because Connections may need to ship materials to the student, a P.O. Box alone is not a sufficient mailing address; Caretakers must provide a physical address to which materials can be shipped.

Ownership of School-Provided Materials

All school educational materials remain the property of the school and/or the school's vendor partners. Further restrictions to the use of school educational materials are as follows:

- The resale or attempted resale of any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.
- Refusal to return any educational materials constitutes theft and may result in invoicing and/or legal action.
- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.
- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Connection Academy's Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including WebMail messages, computers, and other technology, remain the property of the school and/or the school's vendor partners. The school or its vendor partner (as the case may be) reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect educational materials and review any content or activity conducted on or through the use of school-provided educational materials, including WebMail, computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in his/her education program is strictly prohibited. Any violation of this policy may result in loss of the student's privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school, its vendor or law enforcement.

10.2 Returning School Educational Materials and Equipment

All school-provided **non-consumable** (identified as such on the packing and materials lists) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. Note: The school leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from his or her residence as defined in the Attendance section.
- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has had an approved placement change for a course.
- Equipment and/or materials were sent in error or do not match the packing list.

Note: If the student withdraws from the school after being enrolled in the school for less than 120 calendar days and/or has used less than 10 percent of the consumable materials, then **all materials** (both consumable and non-consumable) must be returned to the school.

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone, by email, or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections Academy and provided with instructions. Families who arrange return shipping on their own prior to being contacted by Connections Academy will not be reimbursed for shipping costs.

Except in the case of repossession, Connections Academy is responsible for the cost of return shipping as long as the Caretaker follows the return instructions and coordinates the return with Connections Academy. The Caretaker is responsible for being at home during the required period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker will be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- UPS (https://www.ups.com/dropoff?loc=en_US)
- FedEx (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the *School-Specific Handbook Supplement*.

Important: Any computer files that need to be kept by the family should be extracted and any CD/DVD materials must be removed from computers before they are returned.. Neither the school nor the school's vendor partners have any responsibility for returning any CD/DVD materials returned in the computer, nor to maintain or restore any files.

Connections Academy equipment is ***not*** available for purchase.

Technology

A virtual school requires the use of technology to promote and support student learning. All school participants, including Caretakers, students, and staff, will use Connexus and the Internet to communicate and share information. In addition, the student, Caretaker and Learning Coach(es) must all be reachable by phone for required communications with teachers and other school staff.

The school's hardware and software requirements for accessing Connexus can be met by using the equipment provided by the school according to your school's specific agreement. If the school does not provide this equipment, families may use a personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Connections Academy specifications (see the Use of Personal Equipment section) and permits the student and/or Learning Coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Connections Academy may contact Technical Support if they have specific questions about the computer's software or hardware.

10.2.1 Use of Connexus

Regular use of Connexus is required in order to participate in the school. The school provides training on using Connexus, and users are required to complete this training. Anyone using Connexus must also comply with the Terms of Use Policy (Appendix 3). By using Connexus, users agree that they have read, understood, and will comply with these terms.

Connexus is generally available 24 hours a day, except for a regularly scheduled weekly maintenance window from 4:00–7:00 a.m. Eastern Time on Sunday. There may be other scheduled maintenance times when Connexus will not be available; these scheduled maintenance times will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period of time.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping his or her user name and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure that students never obtain or use their Learning Coach's passwords. Everyone using Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the log in page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Connexus should be sure they have completed all available trainings and accessed the help resources available from their home pages. If, after completing the training and accessing the help resources, Caretakers and/or students are still unable to resolve their problems, they should consult their teachers for questions relating to the educational program or contact Support Services for any technical questions.

10.2.2 Technology Provided by Connections Academy*

Please see the Technology section of your school's website or *your School-Specific Handbook Supplement*.

10.2.3 Use of Connections Academy Equipment and Installed Software

At some schools, households are provided with temporary use (during administration of state assessments, etc.) and possession of equipment and software provided by Connections Academy. All equipment and software provided to households shall at all times remain the property of Connections Academy.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Connections Academy matches the Packing List. They must notify Connections Academy Support Services within seven (7) school days of receipt of equipment of any discrepancies between the Packing List and what was actually received, or if any equipment does not arrive in good working condition.

Though Connections Academy may provide used equipment for student use, any equipment provided will be in good working condition and should function in accordance with the requirements of the school's educational program. Used equipment is supplied with only Connections Academy-authorized software installed. All computer hard drives are reimaged and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address to which the materials were shipped by Connections Academy. Any movement of materials to any other location within the state must be specifically authorized by Connections Academy, and stationary computer equipment (desktop computer and monitor) can never be taken out of the state. Laptops, where provided, may move temporarily with the student ***as long as the student has completed the Location Change Request Form, has been approved for the Location Change by the school leader, and the student remains actively enrolled in the school***. Please contact your school leader to obtain a Location Transfer Request form if you expect to move (see section 2.5.7, Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus.

Any equipment provided by Connections Academy is to be used only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other email program that is installed directly onto the computer ("unauthorized email") is not permitted.

The use of unauthorized email programs risks contaminating the Connections Academy computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using any unauthorized email programs risks permanently losing any email if the Connections Academy computer has to be restored, reimaged, or returned for repair. Connections Academy will not be responsible for loss of any such emails.

Software

All software settings, default configurations, and administrative privileges will be maintained at the original settings unless a change is authorized by Technical Support.

Connections Academy equipment may contain software that permits remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections Academy, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

Each software application provided by Connections Academy must be used in accordance with the license and/or use agreement that accompanies that software application. Breaking a license agreement is an illegal act and is punishable by law. Under no circumstances can Caretakers or students redistribute any software provided to them by Connections Academy.

Modification of any equipment or software without Connections Academy's consent is strictly prohibited and may result in financial charges to the household for any required repairs.

The Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections Academy provide administrator rights over the system configuration. Users who tamper with the administrative account access will forfeit their rights to the assistance provided by Support Services and may be required to return all Connections Academy computer equipment.

Software installation may also be required when adding approved external hardware. Approved external hardware includes, but is not limited to, printers, keyboards, mice, and USB devices. When purchasing these external hardware devices, families may contact Technical Support representatives, who may assist with installation if staff resources are available. The maintenance of such additional devices is solely the responsibility of the purchaser. In no case may any hardware be installed that requires the computer to be opened.

Educational software not provided by Connections Academy may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Caretakers will be responsible for the costs of any repairs required as a result of unauthorized software installation.

10.2.4 Use of Personal Equipment and Software*

Caretakers may use their own equipment and software as long as they meet the requirements detailed in this section. Connections Academy has no responsibility for providing any support for equipment or software that is not provided by Connections Academy.

If Caretakers do not have access to equipment and software necessary and the school does not provide it, their student(s) may be eligible to apply for a hardship scholarship.

Users can log into Connexus from different devices, such as a mobile phone, tablet, or desktop computer. Most devices are regularly tested to ensure accessibility and functionality.

For the best experience, Connections recommends that users update software and Internet browsers regularly on each device. The following browsers are recommended to access Connexus:

- Google Chrome
- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge
- Apple Safari (Mac only)

Headsets with microphones may be provided where two-way audio use is required by Connections Academy.

Many of the courses available in Connexus require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above; these requirements can be found in each course's Course Directions and Tips.

10.2.5 Use of the Internet*

Refer to your *School-Specific Handbook Supplement* for your school's internet policy.

Internet Safety

All Connections Academy schools comply with the Children's Internet Protection Act (CIPA). Your school handbook supplement provides specific information regarding requirements and your school's obligations under CIPA.

Users should be aware that **some material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors.** In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which a student's Caretaker would be liable. Connections Academy believes that the benefits to Users from access to the internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical use.

To help all users understand acceptable and ethical use, Connections Academy offers an *Internet Safety* course, which all Connections staff members are required to take. Connections strongly recommends that all Caretakers and Learning Coaches also take this course, which is available in the To Do section of the Caretaker and Learning Coach's Home Page. Caretakers and Learning Coaches may also review all internet sites that their student(s) may visit in each course by selecting the "backpack" icon in each course. While Connections Academy has carefully screened these sites and believes they are appropriate for students, this tool makes it easy to review all links. Caretakers and/or Learning Coaches who are uncomfortable with any of the linked sites should contact their child's teacher to discuss alternatives.

Connections Academy also strongly recommends that Caretakers and Learning Coaches monitor their minor student's internet time. To that end, Connections Academy will support and respect each family's right to decide how to manage access. To assist Caretakers in ensuring safe and appropriate use of the internet, Connections Academy provides the following:

- An Internet Safety Course, which all Learning Coaches are urged to complete. A link to the course is provided on the Learning Coach Home Page at the beginning of the school year (or when the student first enrolls) and is always available to Learning Coaches through the Virtual Library.
- All computers provided by Connections Academy are configured with default security settings for their internet browser. There are additional levels of security that can be added which will further help block offensive content. For more information please call Technical Support at 800-382-6010.

- All computers provided by Connections Academy have internet filtering software installed. This software can be activated (or deactivated, once activated) upon request. **If you wish to activate the filtering software, call Technical Support at 800-382 6010.** Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.

Internet Requirements

Use of the internet is a requirement for the Connections Academy program. Caretakers are responsible for arranging for broadband internet service to be available during the school year. Broadband internet service must meet minimum standards for speed, availability, and compatibility to meet Connexus requirements. These minimum standards include the following:

- Broadband internet service with a Minimum download speed of 12-25 Mbps as per the FCC Household Broadband Guide - https://www.fcc.gov/research-reports/guides/household-broadband-guide
- the use of a firewall that will permit access to Connexus

Internet Service Providers (ISPs)

Contact Support Services for any questions concerning the selection of ISPs. Connections Academy is not responsible for problems with or maintenance of internet service accounts. The ISP should be contacted directly for help with these issues.

Use of the internet may also result in the installation of malware if proper procedures are not followed. Caretakers may contact Support Services for assistance with configuring a computer to limit malware, which can include pop-up ads, spyware, and other inappropriate material. (See Appendix 5 for additional information concerning malware.)

*Internet Subsidy**

In some schools, Connections Academy provides payment of an internet subsidy, but there must be at least one student enrolled in the school at the time of the payment. The internet subsidy will be paid according to a payment schedule determined by Connections Academy. If a student enrolls after the start of the school year, the internet subsidy will be prorated; however, due to the high cost of processing small payments, no prorated payments will be made for amounts less than $5.00. Some students may be allowed a higher reimbursement for high-amounts speed service if it is required by their Individualized Education Plan (IEP) or if they are receiving additional remediation services that require high-speed service. The school will notify any Caretakers who are eligible for additional reimbursement

The internet subsidy may be terminated by Connections Academy if the Caretaker(s) are in breach of the provisions of the Parent/Legal Guardian (Caretaker) Acknowledgment and/or the School Handbooks. As permitted by State law and/or regulation, if Connections Academy has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Connections Academy may withhold payment of the Internet subsidy until the invoice is fully satisfied, and/or may apply the Internet subsidy towards payment of the outstanding invoice.

10.2.6 Compliance with Connexus Terms of Use

Any use of Connexus, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Connexus Terms of Use, which is included in Appendix 3. Any violation of the Connexus Terms of Use while using Connections Academy computer equipment may result in warnings, usage restrictions, the loss of a computer or internet subsidy (where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the school and are subject to the guidelines of the Caretaker Due Process section of the *School-Specific* Handbook *Supplement*.

10.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software

As permitted by State law and/or regulation, Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided by Connections Academy while in their possession or the possession of students or Learning Coaches.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation. The school will limit Caretaker liability for repairs for the first instance to a maximum of $250 plus the cost of shipping. The school will cover the portion of the cost over $250 for the first incident.

For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the Caretakers for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes *but is not limited* to damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to, vandalism or malicious destruction, opening the computer casing, installation/removal of internal hardware components, installation/removal of software without the school's permission, and/or manipulation of system BIOS settings. Caretakers may appeal a determination of damage as not being accidental by following the procedures in the Caretaker Grievance section.

Loss or Theft of Equipment

On the first occurrence, where there has been a loss or theft of Connections Academy equipment, Caretakers may be responsible for a maximum replacement charge of $400, plus the cost of shipping a replacement, provided that the following information is submitted to the school:

- a copy of a filed police report or insurance loss report; and

- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the Caretaker indicating that they are not insured

If this documentation is not provided—or if there are any subsequent incidents of loss or, theft—Caretakers may be responsible for the full replacement cost of any equipment and software.

Notice to School

Caretakers must notify Connections Academy (via WebMail message or by calling Support Services) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the loss or occurrence of the damage. Caretakers must contact Technical Support for any and all repairs and must follow all instructions for repair as directed by the Technical Support representatives. Caretakers must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a

Technical Support representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third party involvement, the school may void the damage limitation it offers for accidents and may invoice the Caretakers for the full cost of repair or replacement.

Payment of School Invoices

In the event Caretakers are invoiced for any repair by the school or Connections Academy, payment will be due within five (5) days from the date of receipt of an invoice from Connections Academy. All outstanding invoices must be paid before additional repair services or a replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of the School-Specific Handbook Supplement.

10.2.8 Contacting Support Services

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@connexus.com, or by using the WebMail message feature in Connexus and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

The Support Services Team is available during the school's calendar year from 9:00 a.m. – 9:00 p.m. Eastern Time, Monday through Friday. Voicemail messages can be left for Support Services at any time.

The Support Services Team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the Packing List.
- A user cannot log in to Connexus.
- Equipment, software, or materials supplied by Connections Academy do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Connexus first).
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.
- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting Support Services via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Support Services representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretaker and student name
- Phone number (including extension), email address, and state or school
- Brief description of the problem (If contacting Support Services via email, include this information in the email subject line.)
- IssueAware tracking ticket number if the issue is a continuation of an existing request (If contacting Support Services via email, include this information in the email subject line, in the voicemail message, or to the Support Services representative.)
- Level of severity
- Detailed description of the problem, including any steps required to reproduce the problem

The Support Services representatives' response times depend on the severity of the issue. Support Services strives to respond to all issues within 24 hours, though the response could be that more time is needed, depending on the complexity of the issue identified.

APPENDIX 1 – HONOR CODE

Connections Academy, a virtual school dedicated to student achievement at the highest level, expects academic honesty to be a core value for all its students, Caretakers, and staff. By making the choice to enroll in an alternative, study-at-home program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. Our Honor Code serves to reinforce our students' commitment to academic excellence, and all students in grades six and above must sign this Honor Code as part of the Connections Academy enrollment process.

As a Connections Academy student, I know that academic honesty is critical to my own success, as well as to the mission of my School. I also understand that an Honor Code is, by its nature, limited not only to those situations spelled out in the code, but includes the spirit of honesty and ethics implied by the written code. I agree that I will uphold not only the letter of this code but also its implied intent of ongoing commitment to full academic honesty.

I agree that I will …

- never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own
- never post exam or quiz answers on the Internet or in other public places, nor use answers from posted exams or quizzes
- never provide a forged document or signature to the School
- never plagiarize in written, oral, or creative work
- be well-informed about plagiarism and not use "lack of knowledge" as a reason for engaging in plagiarism

- take assessments only after I have completed the lessons leading up to that test or quiz
- never give or receive unauthorized assistance on assessments. I understand that all assessments are “closed-book” and that my Learning Coach shall not provide assistance in determining answers on assessments.
- read and understand the contents of both the *Student Handbook: General Portion* and my school’s *School-Specific Handbook Supplement*
- adhere to all Connections Academy Student Conduct guidelines for proper use of the internet and of all Connections Academy’s equipment or materials provided to me
- accept the consequences, including disciplinary action, of breaking this Honor Code (More information on Discipline and Due Process for Students can be found in the *School-Specific Handbook Supplement)*.

My signature below confirms that I have read, and agree to abide by, the Connections Academy Honor Code.

_____

Student Signature & Date

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed **and** *Updated: November 21, 2017*

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, its managed schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

Overview

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. section 1232g; CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records, unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. Otherwise, both custodial and noncustodial parents have the right to:

1. Access and inspect their children's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "Eligible Student", at which point FERPA rights transfer from the parent to the student.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Right to Inspect and Amend Educational Records

Under FERPA, the school must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review his or her student's education records within 45 days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records.

Parents, legal guardians, and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student's education records; (2) a copy of all or part of the student's education record; and (3) a list of the types and locations of the student's education records collected, maintained, or utilized by the School.

A written request identifying the records to be inspected must be provided to the School. The school official will arrange for access and will notify the parent or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs.

A parent, legal guardian or Eligible Student has the right to request an amendment to an education record but must do so in writing. The request must clearly identify the part of the record in question, and specify why it is inaccurate or misleading for submission to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student then has the right to request and receive a records hearing review. The request must be made in writing. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary ruling, or placement determinations. Thus, while FERPA affords parent the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent, legal guardian or Eligible Student's request for amendment of education records, the school is not required under FERPA to hold a hearing in the matter.

Disclosure Without Consent

Parents, legal guardians or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent. The school may release education records to/for:

- School officials with legitimate educational interests. School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or school Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the school, such as an attorney, auditor, consultant, etc.; or a parent, student or volunteer serving in an official school capacity. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.
- Other schools when a student graduates or transfers. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Upon receipt of the request, the school will make reasonable attempts to notify the parent or the Eligible Student of the request and the date the records were forwarded.
- Accrediting institutions.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of a health or safety emergency.
- State and local authorities within a juvenile system pursuant to applicable state law.
- Parents if an Eligible Student is a dependent for IRS tax purposes.
- Appropriate parties in connection with financial aid.

Directory Information

FERPA permits the School to designate certain information contained in student educational records as Directory Information. Directory Information is generally defined as information not considered harmful or an invasion of privacy if released.

FERPA permits a School to disclose Directory Information for any purpose to third parties, unless the parent, legal guardian, or Eligible Student has exercised the right to opt–out of the release of their Directory Information. A parent, legal guardian or Eligible Student may opt-out of having his/her Directory Information released by completing the Authorization to Withhold Directory Information Form found in the Permissions Manager section of the Student Information Form (SIF). If refusal is requested, the Directory Information will not be disclosed except with the consent of the parent, legal guardian, or Eligible Student or as otherwise allowed by FERPA. This is an annual election which occurs during the enrollment or returning student process.

The following information regarding students is considered Directory Information by Connections Education LLC and its affiliated schools:

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

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the Disclosure without consent list or not categorized as Directory Information.

Custody, Dependency and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents, legal guardians, or Eligible Students who have concerns or questions should e-mail to privacy@connectionseducation.com. Additionally, parents, legal guardians, or Eligible Students may file a complaint with the Department:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 3 – CONNEXUS TERMS OF USE

These Terms of Use may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Last **Reviewed and** Updated: October 23, 2017

Applicable To All Users

Acceptance of Terms

By using this Education Management System (“Connexus®”), you (hereinafter referred to as the “User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“Terms”). These Terms apply to your use of Connexus® and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (“Connections”) and included in, or available through, Connexus®, (“Connections Content”) as well as any content owned or licensed by a 3rd party content provider that is included in, or available through Connexus with that 3rd party’s permission (“3rd Party Content”) (Connections Content and 3rd Party Content collectively, “the Content”). If the User is a minor, he or she shall be the responsibility of his or her parent/guardian, who shall ensure that the User adheres to the Terms.

Any 3rd Party Content uploaded or otherwise made available by a 3rd Party is and remains the sole property of the 3rd Party or the 3rd Party licensors. By uploading or otherwise making available any 3rd Party Content, you automatically grant and/or warrant that the owner has granted Connections, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the 3rd Party Content through the channel into which you have uploaded or authorized Connections to upload the 3rd Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the 3rd Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and 3rd Party, 3rd Party Content may be removed, obscured, altered or modified by the 3rd Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus® log-in page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Connexus.

Permitted Use

Connexus® is to be used for the purpose of accessing the education program licensed by or for the benefit of the User(s). Connections grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User’s own

personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Connections, (2) use Connexus® in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of Connexus®, 3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or 4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus®.

Any use of Connexus for the following purposes is strictly prohibited. By using Connexus®, you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
- copy or distribute content included in Connexus® (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner’s permission
- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another’s computer or property

- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- display racist, prejudiced, or discriminatory messages or pictures
- violate any state or federal law
- reveal another User’s or a minor’s personal address, phone number, or similar information to others without their consent or verified parental consent
- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner’s permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Connexus® (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner’s permission
- trespass in another's folders, work, or files
- promote commercial activities except as agreed to in writing by Connections
- advertise products or services or engage in political lobbying
- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail
- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to Section 219 of the Immigration and Nationality Act

Each User will have a user name and password (the “Log-in Information”) for the purpose of accessing Connexus® and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus® and/or the Content by unauthorized persons using a User's Log-in Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain employees of Connections will be permitted to “log in as” someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain of the information available in Connexus® is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Connexus® in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third-party intellectual property may result in one or more of the following: termination of access to Connexus®, school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

Content is owned or controlled by Connections or the third party credited as the provider of the Content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Connections. If you have any copyright concerns about any materials posted on Connexus® by others, please let us know. We comply with the provisions of the Digital Millennium Copyright Act applicable to Internet service providers (17 U.S.C. 512). Unless otherwise stated in any specific DMCA designation provided by Connections, please provide us with written notice ("Notice") by contacting our Designated Agent at privacy@connectionseducation.com.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Connexus® ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus®;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Connexus® are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

Connexus® contains trademarks and service marks of Connections and of third parties. These marks may only be used in accordance with Connections' Trademark Usage Guidelines within the Website Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks outside of the Trademark Usage Guidelines, contact privacy@connectionseducation.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

Connexus® may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third-party-linked sites. Connections makes no representation, warranties, or other commitments whatsoever about any third-party websites or third-party resources that may be referenced, accessible from, or linked to Connexus®. A link to a website does not mean that Connections endorses the content, the website owner or use of such website. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Connexus®. Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of Connexus is also subject to the Privacy Policy, which is part of these Terms.

Export Control

Connections controls and operates Connexus® from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use Connexus® from other locations, you are responsible for compliance with applicable state and federal laws, including, but not limited to, export and import control laws and regulations of the United States.

No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Connexus®, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in Connexus®, subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Connexus®. However, materials available through Connexus® are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.
- The User acknowledges that Connections is not liable for the conduct of any party using Connexus® or for any defamatory, offensive, infringing, or illegal materials contained on Connexus® or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus® at its sole discretion and without liability of any kind.

Disclaimer of Warranty

USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE IS AT THE USER'S SOLE RISK. ALL MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, AND SERVICES ARE PROVIDED "AS IS," WITH NO WARRANTIES OR GUARANTEES WHATSOEVER.

CONNECTIONS EXPRESSLY DISCLAIMS TO THE FULLEST EXTENT PERMITTED BY LAW ALL EXPRESS, IMPLIED, STATUTORY, AND OTHER WARRANTIES, GUARANTEES, OR REPRESENTATIONS, INCLUDING, WITHOUT LIMITATION, THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF PROPRIETARY AND INTELLECTUAL PROPERTY RIGHTS. WITHOUT LIMITATION, CONNECTIONS MAKES NO WARRANTIES OR GUARANTEES THAT CONNEXUS® WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE. THE USER UNDERSTANDS AND AGREES THAT IF THE USER DOWNLOADS OR OTHERWISE OBTAINS MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, OR SERVICES, THE USER DOES SO AT THE USER'S OWN DISCRETION AND RISK AND THAT USER WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGES THAT MAY RESULT, INCLUDING LOSS OF DATA OR DAMAGE TO THE USER'S COMPUTER SYSTEM. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF WARRANTIES, SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO THE USER.

Limitation of Liability

UNDER NO CIRCUMSTANCES WILL CONNECTIONS BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES THAT RESULT FROM THE USE OF OR INABILITY TO USE CONNEXUS® OR ANY COMMUNICATION SERVICE. THIS LIMITATION APPLIES WHETHER THE ALLEGED LIABILITY IS BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER BASIS, EVEN IF CONNECTIONS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, CONNECTIONS' LIABILITY IN SUCH JURISDICTIONS SHALL BE LIMITED TO THE EXTENT PERMITTED BY LAW.

Release

THE USER HEREBY RELEASES AND FOREVER DISCHARGES CONNECTIONS, ITS AFFILIATES, EMPLOYEES, CONTRACTORS, OFFICERS AND DIRECTORS, AGENTS, SUCCESSORS, AND ASSIGNS ("RELEASED PARTIES"), FROM ALL ACTIONS, CAUSES OF ACTION, INJURIES, CLAIMS, DAMAGES, COSTS, OR EXPENSES OF ANY KIND GROWING OUT OF OR RELATED TO THE USER OR USER'S MINOR CHILD(REN)'S USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE. THE USER UNDERSTANDS THAT THIS IS A FULL AND COMPLETE RELEASE TO THE MAXIMUM EXTENT ALLOWED BY LAW OF ALL CLAIMS AND DAMAGES TO WHICH YOU OR YOUR MINOR CHILD(REN) MAY HAVE AS A RESULT OF HIS OR HER USE OF CONNEXUS® REGARDLESS OF THE SPECIFIC CAUSE THEREOF.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, employees, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Connexus®, Content, or any Communication Services. Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Connexus® shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Connexus® shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of Connexus®. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of Connexus® and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Connexus (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Connexus®, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Connexus®. Further, you agree that all terminations for cause shall be made in Connection's sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Connexus®.

Additional Terms Applicable to the Connections Community of Schools

WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms. WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

Connections also operates academic Message Boards located within Connexus® to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections. Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below).

In addition to the WebMail system and the Message Boards, Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability with regard to the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Connections has no obligation to do so, Connections reserves the right (i) to monitor anything posted to a Message Board or other Communication Services or anything sent via Connections WebMail, and (ii) to remove anything which Connections considers offensive or otherwise in breach of these Terms or for any other reason as Connections deems necessary in its sole and absolute discretion. Connections also reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Connexus®. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party.

For Users enrolled in schools that are managed by Connections, only, by providing this information, Users within the Connections community of schools grant to Connections and to their school, a license to edit, use, reproduce, publish, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.

Users may also have the opportunity to participate in a LiveLesson® session or view a previously recorded lesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson® session. Any information that a User submits or is captured in a LiveLesson® session may be disclosed and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children. Each recorded LiveLesson® session is either the property of Connections or Connections has been provided permission for its use. Users agree that in exchange for being permitted to participate in a LiveLesson® session, the Users have assigned all rights that the Users have in the Users' and the Users' minor child(ren)'s performance in the LiveLesson® session to Connections. Some LiveLesson® sessions may be recorded, and the

User hereby agrees to the recording of LiveLesson® sessions in which the User participates and the inclusion of any information, including personally identifiable information (written or verbal), provided by the User during the LiveLesson® session.

APPENDIX 4 – PRIVACY POLICY

This Privacy Policy may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Last updated: November 21, 2017

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the global learning company, Pearson, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our Education Management Systems, Connexus® or ROADS® (collectively, the "Websites"), or contact us by phone or other means. This Privacy Policy applies to the Websites where this Privacy Policy is posted and to information we gather from you over the phone, via conventional mail or in person.

Connections reserves the right to change this Privacy Policy at any time. If we make any material changes to this policy, we will post any revised Privacy Policy on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. **By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.**

Information We Collect

We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.

Non-U.S. Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide to us is being provided to us in the United States and will be hosted on United States servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

Non-Personally Identifiable Information

Each time you visit a Website, information is automatically gathered such as your IP address, domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline cookies, you may not be able to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

We may use third-party cookies as part of remarketing activities we conduct with Google and/or other third-party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third-party cookies may record your visits to our Websites and web sites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. You may choose to be exempt from the use of Google remarketing cookies at the Google advertising privacy page. Alternatively, you may opt-out of remarketing on the Google network and similar networks at the Network Advertising Initiative opt out page. Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Personally Identifiable Information

We may collect personally identifiable information you provide voluntarily when requesting information, catalogs, enrollment, or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Connections uses personally identifiable information voluntarily supplied by you to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested. For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in Connexus®. Enrollment information that is collected in this manner may be provided to school districts or other third parties as required by state law, federal law, and/or school operating procedures.

Similarly, if you participate in a virtual learning program through your school and the school has contracted with Connections to utilize ROADS® in connection with the school's virtual learning program, personally identifiable information about you will be input into ROADS® by you and/or your school to facilitate the provision of virtual learning services to you.

Connections may also use personally identifiable information to communicate special messaging, new services, or upcoming events, to provide educational services to students and to otherwise support students, parents, legal guardians, and staff and/or your school with regard to matters such as academic progress, testing, attendance, customer service, or to share information with you related to legislative or regulatory initiatives that could potentially benefit or threaten virtual education in your state, to invite you to share your experience with virtual education, or in the event of an emergency. By providing your mobile number you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

We may share personally identifiable information within our affiliated companies and certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted by law.

Connexus® and ROADS® contain personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform the tasks for which they have been engaged. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law. Additionally, Connexus® and ROADS® contain "student educational records" that will be protected by Connections in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws, and we will only retain and disclose educational records or provide access to them in compliance with applicable law.

If you do not want to receive information unrelated to your enrollment in the school via email from Connections, you can email us at unsubscribe@connectionseducation.com to be excluded from receiving emails from Connections. If you do not want to receive any further information from Connections you can also call us at 877-550-1115 and ask to be removed from all of Connections' contact lists.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use; to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our employees, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally-identifying information with third-parties, except with your prior approval and in compliance with federal and state law.

Message Boards/Discussion Threads

We may offer message boards, or discussion threads through Connexus® or other education management platform. We may also offer LiveLesson sessions; the Connections virtual classroom environment. Please remember that anyone may read your postings on a message board or discussion thread, or view LiveLesson session content. Furthermore, any information that you submit to a message board, or discussion thread, or comments (verbal or in chat pod) included in a LiveLesson session, will then be disclosed and available to all users of that message board, discussion thread or LiveLesson session and is therefore no longer private or protected. We do not guarantee the security of such information that you disclose or communicate online in public areas such as message boards, discussion threads and in LiveLesson sessions. Therefore, all postings or discussions threads made by you are with which you participate are at your own risk.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA).

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com. Please note that if you make a request to prohibit personally identifiable information being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections, your child may no longer continue to be enrolled in Connections and this may terminate his or her participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

Email: privacy@connectionseducation.com

Security

Connections takes reasonable steps to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

California Privacy Policy

California's "Shine the Light" Law

California residents have the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may send an email to privacy@connectionseducation.com with “Request for California Privacy” in the subject line write to Connections Education LLC 10960 Grantchester Way, Columbia, MD 21044 Attn: Legal.

California Do Not Track Disclosures

1. **Online Tracking and Advertising**

We and certain service providers operating on our behalf collect information about your activity on our websites and applications using tracking technologies such as cookies, Flash cookies and Web beacons. Definitions for these tracking technologies, as well as information regarding how to disable them, are available below. This tracking data is used for many purposes including, for example, to:

- Provide useful features to simplify your experience when you return to our sites and applications
- Deliver relevant content based on your preferences, usage patterns and location
- Monitor and evaluate the use and operation of our sites and applications, including technical information about the device or browser you use to access our sites such as your device's IP address, cookie string data and (in the case of mobile devices) your device type and mobile device's unique identifier such as the Apple IDFA or Android Advertising ID
- Analyze traffic on our websites, including your browsing activity on our sites, which pages you visited and when
- Track the online ads we have served (or attempted to serve) to you, including how many times an ad has been served to you, what page the ad appeared on, and whether you clicked on or otherwise interacted with the ad

Tracking data collected by us and our service providers generally does not identify you personally and is not associated with your registration account. Should we associate this tracking data with your registration account, we will treat it as personal information.

2. Online Tracking Technologies

Examples of online tracking technologies include:

- Cookies. Cookies are pieces of information that a website places on the hard drive of your computer when you visit the website. Cookies may involve the transmission of information from us to you and from you directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use cookies to bring together information we collect about you. You can choose to have your computer warn you each time a cookie is being sent, or you can choose to turn off all cookies. You do this through your browser settings. Each browser is a little different, so look at your browser Help menu to learn the correct way to modify your cookies. If you turn cookies off, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Flash cookies. We may use local shared objects, sometimes known as Flash cookies, to store your preferences or display content based upon what you view on our site to personalize your visit. Our third-party service providers also may use Flash cookies to collect and store information. Flash cookies are different from browser cookies because of the amount of, type of, and how data is stored. Cookie management tools provided by your browser will not remove Flash cookies. Learn how to manage privacy and storage settings for Flash cookies. If you disable Flash cookies, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Web beacons. Web beacons are small pieces of data that are embedded in images on the pages of sites. Web beacons may involve the transmission of information directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use web beacons to bring together information we collect about your browsing behavior.

3. Do Not Track

You can opt-out of our tracking your online activity for targeted advertising purposes (Do Not Track): We respond to "do not track" or "DNT" signals sent from your browser. If our websites receive a DNT signal during a visit, we will not link data we collect to your browser identifier so that new data collected about you will not be used by us for targeted advertising purposes, but older data collected about you may still be used. You may choose not to receive targeted advertising from us and our service providers. To opt-out of tracking by us you should select "AdRoll" and follow the directions on this site. If you opt-out we may still collect some data about your online activity for operational purposes.

Currently, there are various browsers (such as Internet Explorer, Firefox and Safari) that offer a DNT option that allows you to set the DNT signal on your browser so that third-party sites know you do not want to be tracked. For more information on DNT or information on how to set the DNT setting in your browser, go to the Do Not Track website: http://donottrack.us/.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com. Please note that email communications will not necessarily be secure. Accordingly, you should not include sensitive information in your email correspondence with us.

APPENDIX 5 – INFORMATION ABOUT MALWARE AND NUISANCE SOFTWARE

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the Internet. This software exists as adware, spyware, and freeware—generally classified as "malware"—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the Internet today, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

- **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- **Inappropriate sites:** Most of the malicious applications that get installed on the computer without the knowledge of the end user generally come from sites that are inappropriate in nature, such as pornographic sites.
- **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click "yes" instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or “tools” that can be a significant source of problems later on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

- **Example 1:** “[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below.”

  Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- **Example 2:** “By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance.”

  Comment: This also indicates that they can install additional software without your permission.

- **Example 3:** “The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer.”

  Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat-offenders takes time away from responsible users and results in longer delays in helping them.

Please remember that it is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the Internet, including the fact that they should never accept any software download from the Internet without specific authorization from the Connections Academy Support Services team. The Support Services team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. Note that the hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a family.

APPENDIX 6 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION

Last Reviewed and Updated: May 19, 2013.

This Protection of Pupil Rights Amendment (PPRA) Notification (“PPRA Notice”) may be updated periodically. The most current version is always available from the *login page of Connexus*®. Any changes will be effective as soon as they are posted in Connexus.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School's programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Learning Coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories ("Protected Information Survey"):
    1. Political affiliations or beliefs of the student or student's parent
    2. Mental or psychological problems of the student or student's family
    3. Sex behavior or attitudes
    4. Illegal, antisocial, self-incriminating, or demeaning behavior
    5. Critical appraisals of others with whom respondents have close family relationships
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy
    7. Religious practices, affiliations, or beliefs of the student or parents
    8. Income, other than as required by law to determine program eligibility.
- The right to receive notice and an opportunity to opt a student out of the following:
    1. Any other Protected Information Survey, regardless of funding

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

- The right to inspect, upon request and before administration or use, of the following:
    1. Protected Information Surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents or legal guardians or students eighteen (18) years or older or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 7 - CENTRALIZED SUPPORT SERVICES

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. Connections Help, within Connexus, also provides families with support and guidance outside of the Support Services business hours for live assistance.

Enrollment Services

Call 800-382-6010 or send a WebMail message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific “Academic Placement Advisor” option (located under “Placement” in the WebMail address book) for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through his or her courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a WebMail message to “Technical Support” for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3, or send a WebMail message to “General Information” (located under Parent and Student Services in the WebMail address book). General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.

Parent and Student Services

The WebMail message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information.

All other types of questions should be directed to the school staff.

California Connections Academy School Handbook Supplement

2018-2019

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

Table of Contents

2.1 Mission Statement 3

3 School Organization and Roles 3

3.1 Roles and Responsibilities 3

3.3 School Information 4

3.4 School Schedule 8

3.4.1 The 2018-2019 School Year Calendar 8

3.4.2 Required Instructional Hours 9

3.5 Enrollment, Withdrawal, and Transfers 9

3.5.2 Kindergarten and First Grade Admission Policies 10

3.5.3 Enrollment after the Start of the School Year 11

3.5.4 Dual Enrollment in another K-12 Program 11

3.5.5 Dual Enrollment in a College or University 12

3.5.7 Location Change 13

3.6.3 Mandatory Testing 14

4 Attendance 14

4.2 Marking and Verifying Attendance 14

4.3 Attendance Status and Escalation Systems 16

4.4 Truancy 17

5 Grading and Student Evaluation 19

6 High School Programs and Policies 20

7 Services for Special Populations 43

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students 43

7.3 English Language Learners 45

8 Community Events, Trips, and Activities 46

9 Conduct, Grievance, Due Process, and Communication 47

9.2 Bullying and Prohibited Behaviors 49

9.3 Discipline and Due Process for Students 54

9.4 Academic Honesty 60

9.5 Grievance Policy for Caretakers 61

10 Educational Materials Provided by the School 63

10.2.2 Technology Provided by Connections Academy 63

10.2.4 Access to Equipment and Software 64

10.2.5 Use of the Internet 64

Debit Card Issuing Schedule 65

2.1 Mission Statement

The mission of California Connections Academy is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

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

3 SCHOOL ORGANIZATION AND ROLES

3.1 Roles and Responsibilities

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

- Capistrano Connections Academy (CapoCA) Title I Parent and Family Engagement Policy and Compact
- California Connections Academy @ Central Title I Parent and Family Engagement Policy and Compact
- California Connections Academy @ North Bay (CalCAN) Title I Parent and Family Engagement Policy and Compact
- California Connections Academy @ Ripon (CalCAR) Title I Parent and Family Engagement Policy and Compact

3.3 School Information

School Information	School Contact
CapoCA (Capistrano) Phone	(949) 461 - 1667
Fax	(949) 240 - 7895
Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CenCA (Central) Phone	(559) 713 - 1324
Fax	(559) 746 - 0497
Mailing Address	Mailing Address Only: 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCAN (North Bay) Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	Mailing Address Only: 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCAR (Ripon) Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	580 N Wilma Ave Suite G Ripon CA 95366
School Leadership	Richard Savage, Executive Director Kara Mannix, High School Principal Amy Hunt, High School Assistant Principal and Ripon Site Administrator Heather Tamayo, Middle School Principal and Capistrano Site Administrator Marcus White, Elementary School Principal and Central Site Administrator Leslie Dombek, High School Assistant Principal and North Bay Site Administrator Scott Ervin, High School Assistant Principal Tracy Pinckney, Middle School Assistant Principal Marissa Carter, Elementary Assistant Principal Mia Hardy, Director of Counseling Services Franci Sassin, Director of Business Services Tanya Gustin, Director of Student Services

Board of Directors	CapoCA (Capistrano) board website CalCAN (North Bay) board website CalCAR (Ripon) board website CenCA (Central) board website
WebMail	All staff and support services are located in the Education Management System's (Connexus®) WebMail address book.
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010

California Connections Academy School Names

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

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy @ Ripon	CalCA @Ripon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Santa Clara, Stanislaus
California Connections Academy @ North Bay	California Connections Academy @ North Bay	CalCA @North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
Capistrano Connections Academy	California Connections Academy @ Capistrano	CalCA @Capistrano	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy @ Central (formerly Central California Connections Academy)	California Connections Academy @ Central	CalCA @Central	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare

School Accountability Report Cards

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

CapoCA – Capistrano Connections Academy
CalCAN – Connections Academy @ North Bay
CalCAR – Connections Academy @ Ripon
CenCA – Connections Academy @ Central

Printed copies are available upon request from the school principal.

Local Control Accountability Plan

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

CapoCA – Capistrano Connections Academy
CalCAN – Connections Academy @ North Bay
CalCAR – Connections Academy @ Ripon
CenCA – Connections Academy @ Central

Accreditation

All four (4) CalCA schools are accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC).

3.4 School Schedule

3.4.1 The 2018-2019 School Year Calendar

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

Event	School Status	Date
Labor Day	School Closed	September 3, 2018
First Day of School	School in Session	September 4, 2018
Veterans' Day	No School in Session	November 12, 2018
Thanksgiving Break	No School in Session	November 19-21, 2018
	School Closed	November 22-23, 2018
Winter Break	School Closed	December 24, 2018-January 1, 2019
	No School in Session	January 2-4, 2019
Martin Luther King, Jr. Day	School Closed	January 21, 2019
First Semester End Date	NA	January 30, 2019
Teacher work day	Staff Work Day	January 31, 2019
Teacher Holiday	No School in Session	February 1, 2019
Second Semester Start Date	NA	February 4, 2019
Presidents' Day	No School in Session	February 18, 2019
Spring Break	No School in Session	April 15-19, 2019
Memorial Day	School Closed	May 27, 2019
Last Day of School	School in Session	June 18, 2019
School Closed - Additional Administrator/12 Month Employee Days: July 9-13, 2018		

School Status Legend:
No School in Session = Students and Teachers are NOT in school but Administrators ARE
School Closed = Students, Teachers, and Administrators are NOT in school
School In Session = Students, Teachers, and Administrators ARE in school
Staff Professional Development Day = Students are NOT in school but Teachers and Administrators ARE
Staff Work Day = Students are NOT in school but Teachers and Administrators ARE

3.4.2 Required Instructional Hours

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

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

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time.

3.5 Enrollment, Withdrawal, and Transfers

*No student will be involuntarily removed[1] from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's withdrawal has been issued**.**

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

[1] Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

California Connections Academy schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools. While we are required to collect documents that show that the age and residency requirements have been met, we do welcome students who have unusual circumstances, such as homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless will be enrolled promptly and may be awarded partial credits based on their educational history Contact the respective school office for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a California Connections Academy school.

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

Immunization Status

California laws regarding student immunization status apply to students enrolled in a California Connections Academy school. Students may not be eligible to participate in certain classroom instruction (e.g., science labs), as defined by school policy, if they do not have all required vaccinations. Caretakers should contact the School with any questions.

3.5.2 Kindergarten and First Grade Admission Policies

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

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

Please note that the transitional kindergarten program is subject to annual approval by the

Board of Directors. Therefore, updates or changes to the implementation of the transitional kindergarten program may be added to this Supplement as needed.

3.5.3 Enrollment after the Start of the School Year

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

Additional Information for High School

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

3.5.4 Dual Enrollment in another K-12 Program

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

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

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

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

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

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

3.5.5 Dual Enrollment in a College or University

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in California Connections Academy. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take and students must be in good standing at Connections Academy to be permitted to enroll in college courses.

Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will take into account prior to approval of concurrent enrollment in college classes include the following:

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

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

3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. Prior to any relocation, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled.

Enrollment Following a Change of Residence

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

Families must follow all procedures for the location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family

may need to enroll in a different school. For questions concerning enrollment changes or eligibility, please contact the school.

3.6.3 Mandatory Testing

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

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

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Education Management System (Connexus) and the school verifies that the attendance records are accurate. The day after each attendance month ends, attendance can only be changed in Connexus by the school. The cut off dates for each "attendance month" are determined by the school annually and Caretakers are notified by their homeroom or advisory teacher of these dates.

Connexus Attendance Codes

The following attendance codes are available in Connexus

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

Hours of Schooling

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

Grade Level	Recommended Average Hours per Week
Kindergarten	17 hours
Grade 1-3	24 hours
Grade 4-8	25 hours
Grade 9-12	30 hours

Learning Coach Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in Connexus to indicate whether the student engaged in any educational activities for that school day. They should aim to meet the weekly totals listed above to ensure compliance with state regulations. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student's homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday).
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year.

School Responsibilities

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

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

4.3 Attendance Status and Escalation Systems

Enrolled students are in one of three attendance statuses:

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

The assigned status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and attendance in the program. This not only includes the actual attendance days recorded by the Learning Coach, but also lesson and assignment completion rates, compliance with the requirements of the Master Agreement, Student Performance, and/or amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of days "present" in the attendance records, if a student's work completion rates are not on track or he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Alarm status. It is important to recognize that just marking proper attendance will not keep a student's attendance status On-Track.

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

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

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. The CalCA Schools offer a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work.

Due to this flexibility, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the

truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

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

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in *Section 3.4.2 Required Instructional Hours* of this Supplement. The student is available for regularly scheduled telephone calls with teachers.
- The student attends all mandatory LiveLesson® sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends all required state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

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

According to Education Code 48260, a student is considered truant if he or she has three or more unexcused absences from school in one school year. State law (as per Education Code

48263.6) defines a “chronic truant” as a student who has eighteen or more unexcused absences (10% of the school year) within a single school year.

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

No- Show Policy

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

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

5 GRADING AND STUDENT EVALUATION

CalCA Grading Policy

California Connections Academy follows the Grading Policy as described below:

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

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

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

National Honor Society

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

6 HIGH SCHOOL PROGRAMS AND POLICIES

Promotion

Student grade levels will be determined at the time of enrollment based on prior school history. At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about such things as past enrollment history, previously earned credits, state testing results, and the school counselor's professional judgment. **Typically, students are placed in cohort grade level classifications regardless of credits previously earned.** The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

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

Connections Academy uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in order to be able to complete their coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will insure that the student will still be considered a full time student.

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

Mathematics Placement

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

The policy for each school is listed below.

Mathematics Placement Policy - Capistrano Connections Academy
Mathematics Placement Policy - Connections Academy @ Central

Mathematics Placement Policy - Connections Academy @ Ripon
Mathematics Placement Policy - Connections Academy @ North Bay

Maximum Age

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

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of 19, remain continuously enrolled, and are making adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

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

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

Graduation and Diploma Requirements

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

- Be enrolled at a CalCA school during the semester immediately prior to graduation, and **not** be enrolled full-time in any other school.
- Earn a minimum of 5 of the credits (or 10 courses) required for graduation at California
- Connections Academy, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation. *
- Earn a total of 22 credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

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

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

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

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

Graduation Requirements

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

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

Visual/Performing Art 0 credits **(see above)**	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art
Additional Electives 5.5 credits	**Additional Electives** 1 year *Additional year chosen from UC a-g list	**Additional Electives** 1 year *Additional year chosen from UC a-g list
Total Credits: 22	**Total Courses: 15 Year Long Classes**	**Total Courses: 15 Year Long Classes**
TESTING **State Testing Graduation Requirements**: The California High School Exit Exam has been temporarily suspended, and students graduating in 2017 will not be required to pass this.	**TESTING*** ACT Assessment + writing **or** SAT Reasoning Test Two SAT Subject Tests* ***Subject tests are recommended, though not required***	**TESTING** ACT Assessment **or** SAT Reasoning Test *CSU does not require writing scores for ACT or SAT

Note: *Due to the online environment, not all of Connections Academy's lab sciences and visual and performing arts are currently "a-g" approved. Please refer to the options for satisfying "a-g" requirements on the UC website at http://www.ucop.edu/agguide/get-help/options/.*

UC "a-g" Course Approval

The UC "a-g" subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple AP courses and most core English, Math and Social Studies courses have been approved by the University of California.

Some lab science and visual/performing arts courses have also been approved. Additional courses may be submitted annually. "a-g" approved courses for Connections Academy appear on the University of California Doorways Home website. (Go to www.ucop.edu/doorways or to https://doorways.ucop.edu/list/app/home?execution=e2s1). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information.

Alternatives to meet the UC "a-g" requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a 3 or more semester unit (or 4 or more quarter unit) UC-transferable California college course in the UC "a-g" subject(s). Students may also complete "a-g" course requirements prior to coming to, or after leaving a California Connections Academy school.

The UC and CSU "a-g" requirements are detailed below, and can be researched in more detail at the University of California website (www.universityofcalifornia.edu/admissions).

a-g	Content Area	Requirements
"a"	History/Social Science	2 years required
"b"	English	4 years required
"c"	Mathematics	3 years required, 4 years recommended
"d"	Laboratory Science	2 years required, 3 years recommended
"e"	Language other than English	2 years required, 3 years recommended
"f"	Visual and Performing Arts	1 year required
"g"	College Preparatory Electives	1 year required

Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student's unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from California Connections Academy Schools based on satisfactory completion of his/her IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student's transcript will reflect the earning of a Certificate of Completion.

Foster and Homeless Youth Graduation Requirements

A student identified as foster or homeless who enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. If the Executive Director or designee determines that the student is not likely, or not on track, to meet all school graduation requirements but will be able to meet the minimum state requirements, a diploma may be granted upon completion of the state requirements. To be granted a diploma, the student must make a request to the School Counselor in advance.

See the California Department of Education website at http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp for more information. The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, are available upon request. Please contact the School Counselor for more information.

Advancement via Individual Determination (AVID)

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

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Accreditation and Transferability of High School Credits

All four (4) California Connections Academy Schools are accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because these schools are WASC-accredited, all of their high school courses are considered transferable to other high schools.

Early Graduation

At the close of the second semester, the grade level School Principal, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The Principal with then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements.

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the School Principal. The Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the Principal grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes

marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in a CalCA School,* and official transcripts will be available at any time by request through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by their CalCA School, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the advisory teacher or the school records department with any questions regarding transcript requests.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a California Connections Academy transcript. The School's grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: Credit for College Courses).

Semester and year-end GPA calculations will follow a four point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	98 – 100	Yes	4.00	4.50	5.00
A	92 – 97	Yes	4.00	4.50	5.00
A-	90 – 91	Yes	3.67	4.17	4.67
B+	88 – 89	Yes	3.33	3.83	4.33
B	82 – 87	Yes	3.00	3.50	4.00
B-	80 – 81	Yes	2.67	3.17	3.67
C+	78 – 79	Yes	2.33	2.83	3.33
C	72 – 77	Yes	2.00	2.50	3.00
C-	70 – 71	Yes	1.67	2.17	2.67
D+	68 – 69	Yes	1.33	1.83	2.33
D	62 – 67	Yes	1.00	1.50	2.00
D-	60 – 61	Yes	0.67	1.17	1.67
F	0 – 59	No	0.00	0.00	0.00

Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript, but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course in order to improve their grade; however repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will show on the transcript.

Schedule Changes and Adding/Dropping Courses

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a Caretaker (or the student, if 18 or older) must submit a written request to the School Counselor.

Courses may not be dropped within the last 30 calendar days of each semester, the withdrawal deadline. If the School Counselor receives a request to drop a course, the process must be completed no later than 30 calendar days prior to the last day of the semester. If a course has not been dropped by the course withdraw deadline, prior to 30 calendar days before the last day of the semester, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to 30 calendar days before the last day of the semester, it will appear on the student's transcript as a "withdraw pass" or "withdraw fail" depending on the grade earned at the time of withdraw. Courses shown in this manner do not count in the student's GPA calculation.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within the Connexus. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request, or may go directly to www.parchment.com to set up an account and request a transcript. Both official and unofficial transcripts can be generated via the online Parchment system, which can be reached via a link from the School website, on the "Request a Transcript" page. Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through Connexus if the student is currently enrolled, and are able to request a transcript through Parchment if the student is not currently enrolled. Please contact the School with any questions regarding transcript requests.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over 18 years old.)

For students in grades K-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each California Connections Academy school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

In order to ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require 30 days' notice for letters of recommendation**. Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the Virtual Library.

Parents (or students over the age of 18) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of 18 and has graduated, he or she must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time, but may complete that course and start the next course at their own pace. Teacher support will be provided and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

Credit from other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at Connections Academy as well as any transfer credits. Transfer credits shown are based on official transcripts only. An official transcript must be received from the student's previous school(s) in order to issue a diploma to graduating students.

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. .Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher he or she will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.
2. **Portfolio**: The student submits a portfolio documenting coursework, which may include:
    - Samples of prior work
    - List of texts used in prior courses
    - Artwork
    - Writing samples
    - Report card from prior school/home school

- Student Interview
- Other materials as requested by the school counselor

The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

The School Counselor and/or Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Validation**: If the student earns a "C" grade or better in the Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

   For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized in order to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass,"

which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester at California Connections Academy.

High School Courses Taken in Middle School

Students ***may*** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript in order to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student's IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor/Advisory Teacher for permission prior to earning high school credit for college courses taken while the student is still enrolled in Connections Academy. Students wishing to earn high school credit for college courses must have written approval of the School counselor/Advisory Teacher in advance. The number of college courses taken in any semester will be limited by the School based on the student's individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice an processing time will be needed through the end of September. Contact the student's Counselor for more information on the process and timeline. Students must be in good standing at California Connections Academy to be permitted to enroll in college courses. See also Section *3.5.5 Dual Enrollment in a College or University* above for more information. The School Counselor/Advisory Teacher will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of

the student's high school GPA. College credits and letter grades from dual enrollment courses will appear on the California Connections Academy high school transcript. The student is responsible for providing a copy of the college transcript to California Connections Academy at the conclusion of the course. If a student has replaced a core course in his or her schedule (defined here as one needed for high school graduation) with a college course, and has reduced his/her course load of Connections courses, the grade in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances.

Students should provide the following to the School Counselor/Advisory Teacher in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Regional Occupational Centers and Programs (ROCP)

California's 74 Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over 35 years. ROCPs provide high school students 16 years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months.

ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit. Contact your high school Counselor to discuss exceptions.

Work Permits Requests

Students under the age of 18 who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a “Permit to Employ and Work form (CDE Form B1-4)”, otherwise known as a work permit. The School may issue the work permit upon written request, but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school, and are able to issue work permits. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a California Connections Academy designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School's legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who are fully enrolled for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student's prior academic record when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work will be temporary and will expire once school begins.

See the Frequently Asked Questions on the state website (http://www.cde.ca.gov/ci/ct/we/wpfaq.asp#Q30) for more information about work permits and the state requirements.

Course Credit for Independent Project

The CalCA course titled "Independent Study" is a School-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an independent project must complete an application and have the approval of both the teacher and School Counselor in advance.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students ***not*** be permitted to drive unaccompanied to any CalCA school sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a CalCA sanctioned event students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.
- Must possess a valid driver's license and follow all rules regarding licensing.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.
- *Exceptions may be made for science lab courses and for state testing. Contact the School more information about these limited exceptions.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the Virtual Library or the school).
- Document school permission to drive to Events by obtaining the Principal's (or designee) signature on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Adhere to all state and local laws at all times.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of

unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, Connections Academy shall not be liable for any injuries or damage; all liability rests with the student, his/her Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above*. If a student nevertheless permits another student or students to ride with him/her, Connections Academy shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

Suicide Prevention Policies

The Governing Boards of each California Connections Academy school have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found on the Virtual Library. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and also includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for California Connections Academy Schools. Additional resources for staff, students, and family members

can be found on the Youth Suicide Prevention webpage of the California Department of Education: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

LGBTQ Youth

California Connections Academy is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identify or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at http://www.cde.ca.gov/ls/he/se/resources.asp.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students

Enrollment Requirements

At the time of enrollment, all Caretakers who indicate their students have special needs are required to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. In order to serve each student promptly upon enrollment, it is important that any educational assessments and evaluation reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services, and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), California Connections Academy will proceed with admission of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the California Connections Academy school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless his or her IEP specifically provides for participation in independent study. (Education Code § 51745(c)).

Applicants whose IEPs are silent as to participation in independent study are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented and comparable services provided while a 30-day administrative review is conducted.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches.

Conducting IEP Meetings

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually and all IEP meetings occur in compliance with all state and federal laws.

Related Services

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General Portion regarding Location Transfers.

Child Find

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he or she will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along with

the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form in order for the team to proceed with a 504 Evaluation

Due Process for Special Education

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Agency) is responsible for special education oversight and assisting Caretakers if disagreements should arise.

Procedural Safeguards are available in the Virtual Library under "My School: California Connections Academy-Resources Special Education." Any questions or concerns with regard to Procedural Safeguards can be answered by the Special Education Director.

7.3 English Language Learners

All families must complete the California Home Language Survey during the enrollment process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using California's language proficiency assessment screener to determine English fluency within 30 days of enrollment. If the student has taken this test (currently the state is using the California English Language Development Test or CELDT) at a previous school, test results should be provided to the School during the enrollment process. If the student has not previously been tested, California Connections Academy staff will contact the family to arrange testing within 30 days of enrollment. If the student has been designated as an English Language Learner (ELL) at any time, and has NOT yet been re-designated as fluent in English, California Connections Academy is required to administer an annual CELDT test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services.

Re-designating English Language Learners as Fluent in English

California Connections Academy is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. In order to determine if a student may be re-designated as fluent, four factors must be taken into account as follows:

1. Scores on the state assessment of English proficiency (currently the CELDT or ELPAC)
2. Scores on state standardized assessments (currently under the CAASSP system)
3. Student progress and performance in the curriculum
4. Caretaker and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their school work as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES

The CalCA Schools are public charter schools that provide a free virtual public school education to all enrolled students. As part of this free public education, the CalCA Schools offer enrolled students educational field trips, for which no fees are charged to enrolled students. Transportation to and from field trips is *not* provided by the School; however, in order to ensure that students are able to attend as many field trips as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for enrolled students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for enrolled students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because his/her family does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION

Freedom of Speech

The CalCA Schools respect students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, "school premises" includes Connexus as well as the School's physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts school work or involves substantial disorder or invasion of the rights of others.

- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

Written Publications Code

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) still remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

Clothing/Buttons and Badges

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are considered to be constitutionally protected speech or communication.

9.2 Bullying and Prohibited Behaviors

California Connections Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community. Please review the school's non-discrimination statement on the Virtual Library and on the school's website.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, race, color, national origin, marital status, disability or any other category protected by state or federal law.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Prohibited behaviors include all of the above.

The School Administration and School Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation by using the Uniform Complaint Procedure found here:

CapoCA – Capistrano Connections Academy Uniform Complaint Procedure
CalCAN – Connections Academy @ North Bay Uniform Complaint Procedure
CalCAR – Connections Academy @ Ripon Uniform Complaint Procedure
CenCA – Connections Academy @ Central Uniform Complaint Procedure

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s') Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Principal or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the Uniform Complaint Procedures available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the My School section of the Virtual Library.

This written report shall be promptly forwarded by the school staff member and/or administrator to the school principal for review, investigation, and appropriate action.

Title IX complaints

Complaints regarding suspected discrimination in any school program based on the protected categories may be directed to the School's Title IX Coordinator. Contact information may be found on the school website. Complaints are filed using the Uniform Complaint Procedures available on the school website.

The Non-Discrimination Policy for the California Connections Academy Schools can be found here.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

9.3 Discipline and Due Process for Students

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

Discipline Measures

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

No student will be involuntarily removed[2] from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., Connexus).

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

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

[2] Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

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

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

- *Cheating on tests or daily work*: A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism*: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence*: An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Abusive conduct*: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying*: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.

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

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

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

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

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

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

Expulsion Committee

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

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

Due Process for Students

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

Suspension (no more than ten (10) days)

An informal hearing will be convened with the student, Caretaker, grade level Principal or Assistant Principal, and other staff members as appropriate. The grade level Principal (or Assistant Principal if designated) will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his 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 Caretaker. The student will be provided all due process as

required by law. The Principal (or Assistant Principal if designated) has the authority to make a decision to suspend a student for up to 10 days.

Suspension of more than 10 days (Expulsion)

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the Principal will refer the case to the Executive Director, who may then request a hearing by the Board of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide written notice to the Caretaker of the student of its determination and the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his or her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

California Connections Academy requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Principal.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions, but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides school work for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the Principal or Assistant Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of “F” where applicable, and/or suspension.

9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Master Agreement, the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or disputing the materials and equipment policy such as invoices for computer damage.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, he or she has the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate California Connections Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with his or her supervisor and respond to the Caretaker within three (3) school days.

3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter school or the state Department of Education as a last recourse.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

The CalCA Schools are publicly-funded charter schools, and provide a complete course of study upon enrollment. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. For example, in addition to textbooks and course guides, students may receive such items as yoga DVDs, art supplies, a science kit, or a jump rope, depending on grade level and course enrollments. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you are enrolled in the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested or the missing materials may be provided to you.

10.2.2 Technology Provided by Connections Academy

Consult the Hardware and Connectivity section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below.

The School typically provides one computer per household upon request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may take action against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

If the family indicates to the School that they need access to the Internet to participate in the Program, the School will provide the family with an Internet subsidy. The subsidy is awarded on a per family basis, not a per student basis, and is paid via debit card. The subsidy will be equal to $16.95 a month, but will be paid out three times during the year through a third party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be $50.85. In order for the household to receive the internet subsidy, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Debit Card Issuing Schedule

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families are not given a subsidy for the summer months.

Internet Safety Policy

It is the policy of each CalCA school (the "school") to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children's Internet Protection Act ("CIPA') (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or "Internet filters") shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by each Board for each of the CalCA schools at a public meeting, following normal public notice, in April of 2013.

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT C

Master Agreement

In this exhibit, we provide the following:

- 2018-19 Sample Master Agreement for California Connections Academy Schools

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her grade-specific studies.
2. Enable the student to successfully complete his/her assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Connexus), and the Personalized Learning Plan (PLP).

The student's work will be evaluated regularly by his/her teacher using the methods specified in this Master Agreement, Connexus, and the PLP. All parties agree to report to the teacher regularly, in accordance with the frequency, time, date, method, and location specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is attached to this Master Agreement and is included as part of each Monthly Assignment and Work Record.

II. Studies

Areas of grade-specific study provided include, but are not limited to: English/Language Arts, Mathematics, Science, History/Social Studies, Social Science, Physical Education, and other electives (electives to be confirmed on consultation with Supervising teacher). Any modifications to this full course of study will be documented in the Monthly Assignment and Work Record. The course of study and possible course credits for students in grades 9–12 will be attached to this Master Agreement within two (2) weeks of the student's enrollment date.

III. Regular Reports

Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveLesson® real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in Connexus Log Entries. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in the Connexus. The student and Learning Coach agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted via U.S. Mail, in person, and/or through Connexus, via an online "drop box" or via email submission. Parents/guardians/caretakers will ensure their student participates in all assessments as required by the school program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program.

IV. Methods of Evaluation

Student evaluation will incorporate a variety of methods that may include, but are not limited to: portfolio items, review of assignments by teachers and the Learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original portfolio and original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in the PLP, Connexus, and lesson manuals.)

VI. Resources

Resources include, but are not limited to: a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, Connexus, lesson manuals, supplementary course material, and special education resources.

VII. Conditions of Independent Study

1. Independent study is an optional, educational alternative that the student voluntarily selects. Students who choose independent study must be offered the alternative of classroom instruction and must have the option of returning to the classroom at any time. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
2. This independent study program is substantially equivalent in quantity and quality to classroom instruction. Students in the school have equality of rights and privileges with students in other public school programs. Students are entitled to school services and resources including, but not limited to: school staff, credentialed teachers, textbooks, supplementary materials, and the services and resources received by other students enrolled in our public school, as specified in the School Charter.
3. For students in grades K–12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which the student must complete the assigned work (i.e., "Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code 51747 (a))
4. As per Education Code 51747, the Board has determined that the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:
   - Missing two (2) consecutive contact appointments between the student and teacher
   - A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Connexus) over a period of four (4) weeks
   - Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month

   The evaluation triggered by the missed assignments will be delivered to the parents and to the student, if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. (Education Code 51747 (b)). The evaluation and written findings may be in electronic format. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, the school may withdraw the student for non-compliance with the Master Agreement.
5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code 51745(c)) Questions about a student's IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance.
7. Parents/guardians of all high school students under the age of 18 have reviewed, understand, and agree to the course of study and possible course credits attached to this document and found in Connexus.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
   a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
   b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
   c. English language testing (currently the ELPAC or CELDT) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
   d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Learning Coach Agreement and the School Handbook in order to be enrolled in this Independent Study School. Any breach may result in a review of this Master Agreement and the student's placement in this Independent Study School. The signature below of the parent/guardian grants permission for the specified student to participate in Independent Study as outlined in this Master Agreement.

2018-19 INDEPENDENT STUDY MASTER AGREEMENT

Student Information

Legal Last Name | Legal First Name | Legal Middle Name

Male Female / / 2018–19

Gender (Optional) | Date of Birth | Grade for 2018–19 School Year | School Year

Street Address | County

City | State | ZIP Code

Home Phone | Work Phone | Mobile Phone

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from this Independent Study Program. (NOTE: All signatures must be in original handwriting, including the student signature, regardless of the student's age. Typed or electronic signatures are not acceptable. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

Student Name (Last, First Middle) | Signature | Date

Parent/Guardian Name (Last, First Middle) | Signature | Date

Parent/Guardian Name (Last, First Middle) | Signature | Date

Designated Learning Coach Name (Last, First Middle) | Signature | Date
(if someone other than a parent/guardian has been designated)

Other Name (Last, First Middle) | Signature | Date
(directly responsible for providing assistance to the student)

Internal Use Only:	Date Agreement Begins:		Date Agreement Ends:	
California Connections Academy School (check one):	☐ Capistrano	☐ Central	☐ Ripon	☐ North Bay ☒
Supervising Teacher Name (Last, First Middle)	Signature		Date	

TEACHER SIGNATURE PAGE (for school use only)

Student Information

Legal Last Name	Legal First Name	Legal Middle Name

User ID	Date of Birth	Grade for 2018-19 School Year	School Year	Gender
	/ /		2018-2019	

Agreement to Terms

I agree to the use of an electronic method of signature and I acknowledge by entering my name digitally or by signing below that I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement, and I acknowledge that any violation may result in removal of the student from this Independent Study Program.

Internal Use Only: Date Agreement Begins: Date Agreement Ends:

California Connections Academy School (check one): Capistrano Central Ripon North Bay

Supervising Teacher Name (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT D

Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) Sample

In this exhibit, we provide the following:

- 2018-19 Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) Sample, both online and hard copy versions

2018–19 Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA)

Form Facts

This document lists the responsibilities of being a Caretaker and Learning Coach for a student. Before you complete this form, please review the Regulatory Program Description to learn about state regulations that apply to your school.
Each parent or legal guardian* or authorized student (emancipated) must complete this document before you can access Connexus® (www.connexus.com), our education management system (EMS), which you will need during the enrollment process.
Where: Submit enrollment documents to **Connections Academy** by: Fax: 800-887-6590
Mail: 10960 Grantchester Way 3rd Floor, Columbia, MD 21044

* If you are not the biological parent or legal guardian of the student you are registering, do not complete this form; contact us at 800-382-6010 to discuss your situation.

NOTE: Parents/legal guardians will be required to provide the proof of age for each student they are enrolling and, if applicable, custodial documentation to validate their relationship to the student(s). Parents/legal guardians may designate another adult to serve as the Learning Coach by completing the Designated Learning Coach Agreement (DLCA). An eligible student can also designate another adult to serve as his or her Learning Coach by completing the DLCA.

Instructions:
Check the box next to each responsibility. Sign this document to acknowledge your understanding of the responsibilities associated with being the Caretaker and Learning Coach.

Educational Decisions

The following items relate to your ability to make the necessary educational decisions for the student(s) you are registering.

- ☐ I confirm that I have the legal authority to make educational decisions for the student(s) I am registering.
- ☐ I understand that, except for approved part-time programs, I am registering my student(s) in a full-time public program that has a defined school calendar, required assessments, and other requirements.
- ☐ As a Caretaker, I acknowledge that I am responsible for arranging the transport for and appropriate supervision of my student(s) during participation in any school activities.
- ☐ I consent to my student(s) attending all mandatory meetings and standardized tests required by the school.
- ☐ I acknowledge that my role as Learning Coach does not make me an employee, contractor, agent, official, teacher, representative, or affiliate of my student's school.
- ☐ I acknowledge that I am not entitled to receive benefits or compensation from Connections Academy in my capacity as a Learning Coach.
- ☐ I acknowledge that the school has no responsibility for my activities or actions.
- ☐ I understand that I am responsible for reviewing family and enrollment information, and I will notify the school immediately of any errors or changes.

Connexus

Connexus contains nearly all of the tools and resources that you and your student(s) will use for school. You will also need access to Connexus to complete enrollment tasks. The following items are related to the guidelines for Connexus use.

- ☐ I agree to comply with all federal and state laws and applicable Connections Academy policies, terms, and conditions with regard to my access to Connexus.
- ☐ I agree to use Connexus in compliance with the Connexus terms of use and all applicable school policies.
- ☐ I will not use Connexus in a manner that creates a hostile environment by harassing, threatening, intimidating, degrading or abusing any Connexus user(s).
- ☐ I understand that I am being provided access to Connexus with respect to the student(s) I am registering.
- ☐ I agree to access Connexus solely for the purpose for which it is intended.
- ☐ I acknowledge that failure to comply with the obligations set forth in this form, the Connexus terms of use, or any school policies is grounds for immediate termination of my Connexus account without further notice.

Hardware

You and your student will need regular computer and Internet access for school. Refer to the Hardware and Connectivity area of the Connections Academy website (www.connectionsacademy.com) to determine if your school provides any equipment or Internet subsidy. The following items are related to the equipment you and your student(s) use.

- ☐ If I use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the School Handbook and the school's Technology web page.
- ☐ I understand that I will be financially responsible for any school property that is provided to me, including property that becomes damaged, excluding normal wear and tear, is moved to another location, or is not returned when requested by the school.

Documentation and Records

The following items are related to documentation and records that you will complete and submit during the enrollment process.

- ☐ I understand that students are bound by the rules and other provisions set out in the School Handbook: General Portion and the State-Specific Supplement (available in the Virtual Library within Connexus).
- ☐ I have read and understand the Regulatory Program Description, including information about the need for adult supervision for students.
- ☐ All of the information that I will provide in the Student Information Form, Family Information Form, and subsequent enrollment documents will be accurate.
- ☐ I confirm that there is no current court order that restricts my access to the student's educational records or my decision-making authority with regard to my student(s).
- ☐ I understand that it is my responsibility to provide any court order that affects the status of the rights of any parent or legal guardian of my student in any way. Neither the school nor Connections Academy is responsible to make any changes related to any parent's or legal guardian's access to my student(s) educational records or Connexus account until such information is provided and verified.
- ☐ I understand that the terms herein remain enforceable against me, the parent and/or Learning Coach, through the entirety of my student(s) enrollment with the school.
- ☐ I understand that it is my responsibility to immediately complete a new Parent Learning Coach Agreement (PLCA) should any information contained herein change and that the current PLCA on file remains enforceable against me and my student(s) throughout the duration of my student(s) enrollment (including reenrollments) until such time as a new PLCA is submitted and accepted.
- ☐ I understand that Connexus contains personally identifiable information, including "student educational records". Connections protects this information in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws. These records may be accessible by third parties such as service providers, content partners or vendors as necessary to perform tasks for which they have been engaged. These third parties are required to maintain the confidentiality of such information and to use and disclose it only for the work they are performing for us, or as permitted by law.
- ☐ I understand that, to the extent the PLCA form is modified in the future, I agree to be subject to the most current modified version of the form.
- ☐ By signing this form, I am confirming that this student meets any eligibility requirements as listed on the school's Eligibility Requirements web page.

Before signing, please be sure that you have checked all of the boxes on both pages.

Signature of Parent/Legal Guardian or Emancipated Minor

By signing below, I certify that I have the legal right to make educational decisions for the student(s) I wish to enroll, and that I have read, understand, and agree to the terms of this Parent/Legal Guardian (Caretaker) Acknowledgment.

Last Name First Name Middle Name

Signature Date Phone Number

Parent/Legal Guardian (Caretaker) Acknowledgement - Parent Test

Please follow the links below to review the terms of enrollment.

- Regulatory Program Description
- 2018-19 School Handbook
- Technology Information

Confirmation of Conditions of Enrollment

Once you have reviewed the information below and confirmed your agreement, you will have access to Connexus and can continue the enrollment process.

Caretaker/Learning Coach Responsibilities

Please read the following list of responsibilities associated with being the Caretaker (legal decision maker) and Learning Coach.

- I confirm that I have the legal authority to make educational decisions for the student(s) I am registering.
- I understand that, except for approved part-time programs, I am registering my student(s) in a full-time public program that has a defined school calendar, required assessments, and other requirements.
- As a Caretaker, I acknowledge that I am responsible for arranging the transport for and appropriate supervision of my student(s) during participation in any school activities.
- I consent to my student(s) attending all mandatory meetings and standardized tests required by the school.
- I acknowledge that my role as a Learning Coach does not make me an employee, contractor, agent, official, teacher, representative, or affiliate of my student's school.
- I acknowledge that I am not entitled to receive benefits or compensation from Connections Academy in my capacity as a Learning Coach.
- I acknowledge that the school has no responsibility for my activities or actions.
- I understand that I am responsible for reviewing family and enrollment information, and I will notify the school immediately of any errors or changes.

Connexus Access

Connexus, our education management system (EMS), contains nearly all of the tools and resources that you and your student(s) will use for school. You will also need access to Connexus to complete enrollment tasks. The following items are related to the guidelines for Connexus use.

- I agree to comply with all federal and state laws and applicable Connections Academy policies, terms, and conditions with regard to my access to Connexus.
- I agree to use Connexus in compliance with the Connexus terms and all applicable school policies.

- I will not use Connexus in a manner that creates a hostile environment by harassing, threatening, intimidating, degrading, or abusing any Connexus user.
- I understand that I am being provided access to Connexus with respect to the student(s) I am registering.
- I agree to access Connexus solely for the purpose for which it is intended.

Hardware

You and your student(s) will need regular computer and Internet access for school. Refer to the hardware and connectivity area of the Connections Academy website to determine if your school provides any equipment or Internet subsidy. The following items are related to the equipment you and your student(s) use.

- If I use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the School Handbook and on the school's technology web page.
- I understand that I will be financially responsible for any school property that is provided to me, including property that becomes damaged (excluding normal wear and tear), is moved to another location, or is not returned when requested by the school.

Documentation and Records

The following items are related to documentation and records that you will complete and submit during the enrollment process.

- I understand that students are bound by the rules and other provisions set out in the School Handbook: General Portion, and the school-specific Handbook Supplement (available in the Virtual Library on Connexus).
- I have read and understand the Regulatory Program Description including information about the need for adult supervision for students.
- All of the information that I will provide in the Student Information and Family Information Forms and subsequent enrollment documentation will be accurate.
- I confirm that there is no current court order that restricts my access to the student's educational records or my decision-making authority with regard to my student(s).
- I understand that it is my responsibility to provide any court order that affects the status of the rights of any parent or legal guardian in any way. Neither the school nor Connections Academy is responsible to make any changes related to any parent's or legal guardian's access to my student's educational records or Connexus account until such information is provided and verified.
- I have read, understand, and agree to the terms of this Parent/Legal Guardian (Caretaker) Acknowledgment.
- I understand that the terms herein remain enforceable against me, the parent and/or Learning Coach, through the entirety of my student's (students') enrollment with the school.
- I understand that it is my responsibility to immediately complete a new Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) should any information contained herein change. I also understand that the current PLCA on file remains enforceable against me and my student(s) throughout the duration of my student's (students') enrollment (including reenrollments) until such time as a new PLCA is submitted and accepted.

- I understand that Connexus contains personally identifiable information, including “student educational records”. Connections protects this information in accordance with the Family Educational Rights and Privacy Act (“FERPA”) and applicable state laws. These records may be accessible by third parties such as service providers, content partners or vendors as necessary to perform tasks for which they have been engaged. These third parties are required to maintain the confidentiality of such information and to use and disclose it only for the work they are performing for us, or as permitted by law.
- I understand that, to the extent that the PLCA form is modified in the future, I agree to be subject to the most current modified version of the form.
- By signing this form, I am confirming that this student meets any eligibility requirements as listed on the school's eligibility requirements web page.

By entering your name below, you are stating that you have the legal authority to make educational decisions on behalf of the student(s) you are registering and agree to the conditions of enrollment listed above.

Please type your name:

Please enter **today's** date:

NOTE: If you are not the biological parent or legal guardian of the student(s) you are registering, do not complete this form; contact us at 800-382-6010 to discuss your situation.

Parents/legal guardians may designate another adult to serve as the Learning Coach by completing the Designated Learning Coach Agreement form (DLCA). You will be given the opportunity to do this later in the process. An eligible student can also designate another adult to serve as his or her Learning Coach by completing the DLCA.

Continue

EXHIBIT E

ARTICLES OF INCORPORATION, BYLAWS, 501(C)(3) STATUS/TAX EXEMPT LETTER

In this exhibit, we provide the following:

- Revised Amended and Restated Articles of Incorporation
- Final CalOPS Bylaws
- Affirmation Letter from IRS for 501(c)(3) Status

A0817686

NCTO

2595016

FILED
Secretary of State
State of California
AUG 28 2018

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF ALPAUGH ACADEMIES
A California Nonprofit Public Benefit Corporation

The undersigned hereby certify that:

1. They are the president and the secretary, respectively, of Alpaugh Academies, a California nonprofit public benefit corporation.

2. The articles of incorporation of the corporation are amended and restated to read as follows:

I. CORPORATE NAME

The name of the corporation is California Online Public Schools.

II. CORPORATE PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are:

(1) to operate, support, benefit, and promote one or more California public charter schools ("CalCA Public Charter Schools");

(2) to manage, enhance, improve, disseminate, administer, guide and direct the CalCA Model and its use by the CalCA Public Charter Schools;

(3) to establish, manage, administer, guide and direct CalCA Public Charter Schools that provide education based on the CalCA Model; and

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law); or (ii) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

IV. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and under Section 23701d of the California Revenue and Taxation Code.

3. The foregoing amended and restated articles of incorporation have been duly approved by the corporation's board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: May 30, 2018

David Souza, President

Jon Salinger, Secretary

I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

AUG 2 9 2018

Date:

ALEX PADILLA, Secretary of State

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

REVISED AND RESTATED BYLAWS

OF

CALIFORNIA ONLINE PUBLIC SCHOOLS

(formerly known as ALPAUGH ACADEMIES)

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

TABLE OF CONTENTS

Page

ARTICLE 1 OFFICES 1

ARTICLE 2 PURPOSES 1

ARTICLE 3 MEMBERSHIP 1

ARTICLE 4 DIRECTORS 2

ARTICLE 5 OFFICERS 9

ARTICLE 6 COMMITTEES 10

ARTICLE 7 SELF-DEALING TRANSACTIONS 12

ARTICLE 8 OTHER PROVISIONS 15

ARTICLE 9 INDEMNIFICATION AND INSURANCE 16

ARTICLE 10 AMENDMENTS 19

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

BYLAWS
OF
CALIFORNIA ONLINE PUBLIC SCHOOLS

ARTICLE 1
OFFICES

Section.1 1 Principal Office. The corporation's principal office shall be located at 33272 Valle Rd, San Juan Capistrano, CA 92675. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section.1 2 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where the corporation is qualified to conduct its activities.

ARTICLE 2
PURPOSES

Section.2 1 Description In Articles. The corporation's specific and general purposes are described in its Articles of Incorporation.

ARTICLE 3
MEMBERSHIP

Section.3 1 No Members. Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

Section.3 2 Associates. Nothing in this Article 3 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

ARTICLE 4
DIRECTORS

Section.4 1 Powers. Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, and such local public agency laws as may be applicable to the corporation, the corporation's activities and affairs shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to its general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor as are consistent with law, the corporation's Articles of Incorporation or these Bylaws, as they may deem best;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time as they may deem best;

d. To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

e. To carry on a business and apply any profit that results from such business activity to any activity that it may lawfully engage in;

f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

i. To carry out such duties as are described in any charter or charters authorizing the corporation's operation of one or more charter schools pursuant to the Charter Schools Act of 1992, Education Code Section 47600 *et seq*.

No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section.4 2 Number of Directors. The authorized number of directors shall be not less than five (5) or more than fifteen (15), unless changed by a duly adopted amendment to this provision. The exact number of directors shall be fixed within these limits by a resolution of the Board.

Section.4 3 Qualifications of Directors.

a. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the corporation and its multi-site charter schools, and a dedication to its educational endeavors; provided that any school authorizers who authorize a school operated by the corporation, may, but are not obligated to, appoint a member to the Board.

b. The Board of Directors shall endeavor to appoint at least one (1) Director in the following categories, where one (1) Director may satisfy multiple categories:

1. A parent or guardian of one or more current or former student(s) who is/are/were enrolled in a charter school operated by the corporation.

2. An individual currently employed in the area of education, such as either a teacher, administrator, a college instructor, etc., or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board of Directors.

3. A generally recognized community leader in the area served by the school(s) operated by the corporation, as determined in the discretion of the Board of Directors.

4. 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.

c. Any School District sponsoring a charter school operated by the corporation shall be entitled to elect or appoint a single member of the Board of Directors.

Section.4 4 Appointment and Term of Office.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. Directors shall be selected at an annual meeting of the Board by a majority of the directors holding office as of the date of such meeting and shall take office at the end of the annual meeting at which he or she is elected.

Directors shall hold office for a term of three (3) years, or until a successor has been appointed. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, and the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each Annual Meeting of this corporation, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

Section.4 5 Director Approval of Certain Corporate Actions.

The Board must approve the following actions:

a. the annual budget of the corporation;

b. any non-budgeted expenditures of the corporation over $25,000;

c. any initial contract for the establishment or operation of, or licensing of rights to, a charter school;

d. the removal of directors without cause pursuant to Section 5222 of the California Corporations Code;

e. the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;

f. the approval of the principal terms of a merger of the corporation with another organization;

g. the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;

h. the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and

i. the approval of any borrowing of money.

Section.4 6 Resignation and Removal. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

Section.4 7 Vacancies.

a. A vacancy on the Board shall be deemed to exist if a director dies, resigns, or is removed, or if the authorized number of directors is increased.

b. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.

c. Vacancies on the Board shall be filled by the vote of a majority of directors then in office. Each director so selected shall hold office until the expiration of the term of the replaced director and until a successor has been appointed.

d. No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section.4 8 Place of Meeting. Meetings of the Board shall be held at the principal office of the corporation or at any other place(s) within the State of California designated in the notice of the meeting or, if there is no notice, at such place as has been designated from time to time by resolution of the Board.

Section.4 9 Meetings; Annual Meeting. The Board shall hold an annual meeting for the purpose of organization, appointment of officers and the transaction of other business. Such meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board. Notwithstanding any other provision of these Bylaws, to the extent required by law or by charter, or contract, all meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (California Government Code Sections 54950 *et seq*.) ("Brown Act").

Section.4 10 Regular Meetings. Regular meetings of the Board, including annual meetings, shall be held with notice given pursuant to the Brown Act, on such dates and at such times and places as may be fixed from time to time by the Board.

Section.4 11 Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the president, the secretary or any two directors, and shall be held with public notice given pursuant to the Brown Act. The party calling such special meeting shall determine the place, date and time thereof.

Section.4 12 Notice of Special Meetings.

a. Special meetings of the Board may be held only after each director has received four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, including a voice messaging system or other system or technology

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, provided that such notice otherwise complies with the Brown Act.

b. Any such notice shall be addressed or delivered to each director at the director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

c. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

d. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section.4 13 Quorum. A majority of the voting Directors then in office shall constitute a quorum, and every act or decision done or made by a majority of the voting directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section.4 14 Participation in Meetings By Conference Telephone and Electronic Video. Except as otherwise may be provided in the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, so long as all Directors participating in such meeting can hear one another. Participation in a meeting through use of conference telephone constitutes presence in person at such meeting. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a director or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

Section.4 15 Waiver of Notice. Except as otherwise may be provided in the Brown Act, notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section.4 16 Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment.

Section.4 17 Action Without Meeting. Except as otherwise required pursuant to the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such directors. For purposes of this section only, the phrase "all members of the Board" shall not include any "interested persons" as defined in Section 4.20.

Section.4 18 Rights of Inspection. Subject to applicable federal and state laws regarding student confidentiality, every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the corporation's physical properties. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section.4 19 Fees and Compensation. Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the directors. Subject to Section 4.20 of this Article 4, nothing herein shall preclude a director from serving the corporation in any other capacity, including, but not limited to, as an officer, agent, or employee of the corporation and receiving compensation for such service.

Section.4 20 Restriction on Interested Directors.

Not more than forty-nine percent (49%) of the directors serving on the Board may be "interested persons." An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section.4 21 Standard of Care.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. A director shall perform the duties of a director, including duties as a member of any committee of the Board upon which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

b. In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

1. One or more of the corporation's officers or employees whom the director believes to be reliable and competent in the matters presented;

2. Legal counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or

3. A committee of the Board upon which the director does not serve, as to matters within its designated authority, provided the director believes merits confidence and the director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section.4 22 Property Rights. No director shall have any right or interest in any of the corporation's property or assets.

Section.4 23 Non-liability of Directors. Except as required by the California Nonprofit Public Benefit Corporation Law, no director shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section.4 24 General Public Agency Prohibitions Governing Certain Transactions. Notwithstanding the foregoing Sections, nothing in this Article 4 shall be construed to authorize any transaction otherwise prohibited by California Government Code Sections 81000 et seq., or other applicable laws.

Section.4 25 Common Directorships. Pursuant to Section 5234 of the California Nonprofit Public Benefit Corporation Law, the corporation shall not be a party to a transaction with another corporation, firm or association in which one or more of its directors is also a director or are directors ("Overlapping Director(s)") unless, prior to entering into the transaction, after full disclosure to the Board of all material facts as to the proposed transaction an the Overlapping Directors overlapping directorship, the Board finds that the transaction in just and reasonable as the corporation and authorizes, approves or ratifies the transaction in good faith by a vote of the Directors then in office sufficient without including the vote of the Overlapping Director. This provision does not apply to transactions covered by Section 5233 of the California Nonprofit Public Benefit Corporation Law.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

ARTICLE 5
OFFICERS

Section.5 1 Officers. The officers of the corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section.5 2 Appointment of Officers. The corporation's officers, except such officers as may by appointed in accordance with the provisions of Section as otherwise specified in Sections 5.3 or 5.6 of this Article, shall be chosen at an annual meeting by, and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be appointed.

Section.5 3 Subordinate Officers. The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section.5 4 Removal. Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment.

Section.5 5 Resignation. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section.5 6 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section.5 7 President. The president is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. The President shall preside at all meetings of the Board. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section.5 8 Vice President. In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed by the Board.

Section.5 9 Secretary. The secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meeting of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The secretary shall give, or cause to be given, notice of all the meetings of the Board required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section.5 10 Chief Financial Officer. The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any director.

The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated from time to time by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the directors, upon request, an account of all transactions as chief financial officer and of the corporation's financial condition. The chief financial officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6
COMMITTEES

Section.6 1 Board Committees. The Board may, by resolution, create one or more standing or *ad hoc* committees, each consisting of at least two (2) members of the Board, to serve at the Board's pleasure. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the chairs of such Board committees shall be appointed by the President. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. Unless otherwise provided in

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

these Bylaws or by the laws of the State of California, each committee shall have all of the Board's authority to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

a. Fill vacancies on the Board or on any committee which has the authority of the Board;

b. Fix the compensation, if any, of the directors for serving on the Board or on any committee;

c. Amend or repeal the Bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;

e. Appoint any other committees of the Board or the members thereof;

f. Spend corporate funds to support a nominee or applicant for director; or

g. Approve any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 7.4 of Article 7.

Section.6 2 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed by, and held and taken in accordance with, the provisions of Article 4 of these Bylaws concerning meetings of the Board, and such changes in the context of those provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time or regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee and public notice shall be given pursuant to the Brown Act. The Board may adopt rules for the government of any board committee not inconsistent with the provisions of these Bylaws. Minutes shall be kept of each meeting of each committee.

Section.6 3 Executive Committee. The Executive Committee, if created, shall be a Board-appointed committee. When the Board is not in session, the Executive Committee shall have the power and authority of the Board to transact the corporation's regular business, subject to any prior limitation imposed by law, the board, or these Bylaws. The Executive Committee shall report to the Board at the next Board meeting all actions taken.

Section.6 4 Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board itself, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the chair for such committees. If a director is on a committee, he or she shall be the chair. Each member of a committee shall

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee.

d. A vacancy in any committee or any increase in membership thereof shall be filled for the unexpired portion of the term by the president with approval of the Board.

ARTICLE 7
SELF-DEALING TRANSACTIONS

Section.7 1 Definition. Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the directors ("interested director(s)") has a material financial interest and does not meet the requirements of Section 7.2 below, except that the following will not be deemed a self-dealing transaction, but are subject to the general standard of care by the board:

a. An action by the Board fixing the compensation of a director as a director or officer of the corporation.

b. A transaction that is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the public or charitable program.

c. A transaction of which the interested directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the preceding fiscal year or One Hundred Thousand Dollars ($100,000).

Section.7 2 Action of the Board. If a transaction is thought to be a self-dealing transaction, the interested director has the burden of showing the following to sustain validity of it:

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the directors then in office without counting the vote of the interested director(s), and with knowledge of the material facts concerning the transaction and the interested director's interest in the transaction. Except as provided in Section 7.4 below, action by a committee of the Board will not satisfy this requirement.

b. That either:

1. Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or

2. The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

c. The corporation entered into the transaction for its own benefit;

d. The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction.

Section.7 3 Interested Director's Vote. In determining whether the Board had validly met to authorize or approve a self-dealing transaction, interested directors may be counted to determine the presence of a quorum, but an interested director's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section.7 4 Committee Approval. A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction and the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction and the Board ratifies the transaction at its next meeting by a vote of a majority of the directors then in office without counting the vote of the interested director or directors.

Section.7 5 Prior Approval by the Attorney General. Remedies specified in the California Nonprofit Public Benefit Corporation Law for an improper self-dealing transaction are not available if the Attorney General of the State of California approves the transaction before its consummation. The corporation may seek the approval of the Attorney General by application setting forth all relevant and material facts.

Section.7 6 Persons Liable and Extent of Liability. If a self-dealing transaction has not been approved as provided above, the interested director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, taking into account any benefit received by it and whether or not the interested director(s) acted in good faith and with the intent to further the corporation's best interests.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

Section.7 7 Statute of Limitations. An action to remedy an improper self-dealing transaction, brought by a proper party as defined by Section 5233(c) of the California Nonprofit Public Benefit Corporation Law to remedy an improper self-dealing transaction, must be commenced either:

a. Within two (2) years after written notice setting forth the material facts of the transaction was filed with the Attorney General in accordance with the Attorney General's regulations; or

b. If no such notice is filed, within three (3) years after the transaction occurred, except for the Attorney General, who shall have ten (10) years after the transaction occurred within which to file an action.

Section.7 8 Corporate Loans and Advances. The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, if, in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation or any subsidiary.

Section.7 9 Annual Statement of Certain Transactions and Indemnifications. Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the directors no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 8.3, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

a. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (I) more than Fifty Thousand Dollars ($50,000) or, (II) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names and relationship to the corporation of any "interested persons" involved in such covered transactions, such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

1. Any director or officer of the corporation, or its parent or subsidiary; or

2. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

b. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the corporation to any officer or director of the corporation.

For purposes of this Section, any person described in either subparagraph 1. or 2. of subsection a. above is an "interested person."

ARTICLE 8
OTHER PROVISIONS

Section.8 1 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section.8 2 Checks, Drafts, Etc. All of the corporation's checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by as required by the fiscal control policies of the corporation as adopted by the Board, and in compliance with such other requirements as the Board from time to time may require.

Section.8 3 Annual Report. The corporation shall provide to each of the directors and such other persons designated by the Board, within one hundred and twenty (120) days after the close of its fiscal year, a report prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time. The report shall contain the following information in reasonable detail:

a. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

b. The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

c. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

d. The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

Section.8 4 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual tax exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of tax exemption. Additionally, if the corporation provides services or information to the general public that can be obtained from the federal government free of charge or for a nominal charge, such availability shall be conspicuously disclosed in an easily recognizable format in any solicitation or offer made by the corporation.

Section.8 5 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires. The captions and headings in these Bylaws are for convenience only and are not intended to limit or define the scope or effect of any provision.

Section.8 6 Authority to Vote Securities. The President or any other officer(s) authorized by the Board are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the president or authorized officer.

Section.8 7 Fiscal Year. The fiscal year of the corporation shall be a fiscal year ending June 30.

Section.8 8 Robert's Rules of Order. Except to the extent otherwise provided in these Bylaws, the corporation's meetings shall be conducted and governed by the parliamentary procedures set forth in Robert's Rules of Order.

Section.8 9 Termination and Dissolution. This corporation shall exist only so long as is necessary to accomplish its general and specific purposes. Once the Board determines that the corporation's purposes have been fulfilled, it shall immediately resolve to terminate and dissolve the corporation in accordance with applicable law and the corporation's Articles of Incorporation.

ARTICLE 9
INDEMNIFICATION AND INSURANCE

Section.9 1 Definitions.

For the purposes of this Article 9, "agent" means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil,

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 9.4 or 9.5.b. of this Article.

Section.9 2 Indemnification in Actions by Third Parties.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section.9 3 Indemnification in Actions by or in the Right of the Corporation.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

a. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

c. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section.9 4 Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 9.2 or 9.3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section.9 5 Required Determinations. Except as provided in Section 9.4, any indemnification under this Article 9 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 9.2 or 9.3 of this Article by:

a. A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section.9 6 Advance of Expenses. Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article. The provisions of Section 7.8 do not apply to advances made pursuant to this Section 9.6.

Section.9 7 Other Indemnification. No provision made by the corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article 9. Nothing contained in this Article shall affect any right to indemnification to which: (i) persons other than such directors and officers may be entitled by contract or other provisions of the California Tort Claims Act, if applicable; or (ii) such directors may be entitled under the provisions of the California Tort Claims Act, if applicable; or (iii) either may otherwise be entitled. The corporation shall have the power to indemnify, to advance expenses to, or to procure insurance for any person who is an agent of the corporation (as the term "agent" is defined in Section 9.1) as long as such actions are consistent with this Article 9 and comply with the California Nonprofit Public Benefit Corporation Law.

Section.9 8 Forms of Indemnification Not Permitted. No indemnification or advance shall be made under this Article 9 , except as provided in Sections 9.4 or 9.5.b. of this Article, in any circumstances where it appears:

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section.9 9 Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article 9; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section.9 10 Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 9.1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section.9 11 Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article 9, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Sections 810, et seq.) to the fullest extent allowed under said Act, if applicable.

ARTICLE 10
AMENDMENTS

Section.10 1 Bylaws.

These Bylaws will be reviewed not less often than once every four (4) years and documented as to date of review. New Bylaws may be adopted, or these Bylaws may be amended or repealed by the vote of a majority of directors then in office.

Section.10 2 Effective Date.

These Bylaws shall become effective as of July 1, 2018, unless the Board directs otherwise. Any amendments to these Bylaws shall become effective immediately upon adoption unless the Board directs otherwise.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify that I am the Secretary of Alpaugh Academies, and that the foregoing Bylaws constitute the Bylaws of such corporation as duly adopted by the corporation's Board of Directors on May 30, 2018.

Date: 7/22/2018, 2018

DocuSigned by:
Jon Salinger
B34C8EF6D63B4A8...

Jon Salinger, Board Secretary

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0029

In reply refer to: 4077967774
Nov. 06, 2018 LTR 4168C 0
51-0596749 000000 00
00025730
BODC: TE

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

013979

Employer ID number: 51-0596749
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Sep. 10, 2018, about your tax-exempt status.

We issued you a determination letter in July 2009, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Section 509(a)(2).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific

4077967774
Nov. 06, 2018 LTR 4168C 0
51-0596749 000000 00
00025731

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

time).

Thank you for your cooperation.

Sincerely yours,

Stephen A. Martin
Director, EO Rulings & Agreements

EXHIBIT F

STATEMENT OF AGREEMENT

In this exhibit, we provide the following:

- Educational Products and Service Agreement (current) – "Confidential" – as sample of Statement of Agreement

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

CONFIDENTIAL INFORMATION

CONNECTIONS ACADEMY OF CALIFORNIA, LLC

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT BETWEEN ALPAUGH ACADEMIES, INC., OPERATING UNDER THE TRADENAME CALIFORNIA CONNECTIONS ACADEMY @ NORTH BAY AND CONNECTIONS ACADEMY OF CALIFORNIA, LLC

(June 30, 2014)

This **EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT** ("Agreement"), is made and entered into by and between **CONNECTIONS ACADEMY OF CALIFORNIA, LLC**, a California limited liability company ("Connections") and **ALPAUGH ACADEMIES, INC.,** a non-profit education corporation operating under the trade name CONNECTIONS ACADEMY @ NORTH BAY (the "Charter School") (Connections and Charter School are sometimes referred to herein individually as "Party" and collectively the "Parties").

RECITALS

WHEREAS, the Charter School has created an independent study charter education program operating pursuant to a Charter from the Middletown Unified School District ("Sponsor") pursuant to the Charter School Law.

WHEREAS, Connections has a proven record of providing innovative educational products and services outside the traditional classroom and successfully managing the day-to-day operation of charter schools, including but not limited to providing the "Educational Products and Services" as defined in Section 1.12 below.

WHEREAS, Connections is currently providing to Alpaugh Connections Academy, Inc. ("Alpaugh") educational products and services at a charter school Alpaugh operates under the trade name Central California Connections Academy that comply with the requirements for an independent study charter school providing non-classroom-based programs of instruction as provided for in the Charter School Law;

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

WHEREAS, Alpaugh now desires to contract with Connections to provide an additional Charter School entitled California Connections Academy @North Bay with Educational Products and Services from Connections, and Connections desires to contract with Alpaugh to provide the Charter School with such Educational Products and Services;

WHEREAS, Alpaugh and Connections are entering into this Agreement to set forth the obligations and duties of each Party with respect to the provision and management of Educational Products and Services by Connections on behalf of the Charter School;

NOW THEREFORE, in consideration of the foregoing, of the covenants and agreements contained in this Agreement, and for other good and valuable consideration, the sufficiency of which is acknowledged, the Parties agree as follows:

1. Definitions.

1.1 **"Academic Year"** shall mean the school year as defined by the School Calendar (as defined in Section 1.24.

1.2 **"Administrative Staff"** shall include the employees holding the positions described in Section 4.2.

1.3 **"Affiliate"** shall mean any entity controlling, controlled by, or under common control with Connections. Pearson PLC and its affiliates shall be deemed Affiliates of Connections.

1.4 **"Budget"** shall mean the operating budget for the Charter School, as approved by the Charter School Board according to the provisions of Section 10.

1.5 **"Caretaker"** shall mean a parent or legal guardian of the Student or another adult specifically designated by the Student's parent or legal guardian, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the School Handbook.

1.6 **"Charter"** shall mean the authorization to operate a Charter School granted by the Sponsor that specifies the Charter School's mission, program, goals, students served, methods of assessment, ways to measure success, or any such other provisions allowed or required by the Charter School Law.

1.7 **"Charter School Board"** shall mean the Board of Trustees (Directors) of the Charter School.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

1.8 **"Charter School Law"** shall refer to the California Charter Schools Act of 1992 contained in Education Code Section 47600 et seq.

1.9 **"Computer Technology"** shall mean (a) computer hardware, software, or both, that shall meet or exceed any specifications in the Charter, or are otherwise required by law, for each eligible household in which one or more Students reside, and (b) any hardware, software, or both, required by Administrative Staff or Teachers.

1.10 **"Confidential Information"** shall have the meaning set forth in Section 11 of this Agreement.

1.11 **"Course(s)"** shall be comprised of a set of lessons and assessments including both Tangible Instructional Materials and Intangible Instructional Materials (as defined in Sections 2.1 and 2.2, respectively), augmented by State specific materials and instruction provided by Teachers through a variety of methods, including Livelesson® presentations, that collectively 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.

1.12 **"Educational Products and Services"** shall mean, collectively, the Educational Products described in Section 2 and the Educational Services described in Section 3 below.

1.13 **"Effective Date"** shall be the date first written above.

1.14 **"Eligible Students"** shall have the meaning set forth in Section 5 of this Agreement.

1.15 **"Enrolled"** shall apply to an Eligible Student who has (a) met all the enrollment requirements of the Charter School; (b) completed all of the requirements for admission to the Charter School; (c) has been notified of their acceptance in the Charter School; (d) has not been expelled or withdrawn from the Charter School for any reason; and (e) has not enrolled in another full-time public or private school.

1.16 **"Instructional Materials"** shall mean, collectively, the Tangible Instructional Materials, described in Section 1.2.1, and the Intangible Instructional Materials, described in Section 1.2.2 below.

1.17 **"Intellectual Property"** shall mean collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

recognized in any country or jurisdiction worldwide now or in the future, including but not limited to, moral rights and similar rights, and shall in all cases include marketing data and materials and other related collateral developed by Connections, regardless of whether such data, materials and collateral are developed specifically for the Charter School.

1.18 **"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, both of which shall be reviewed and approved annually by the Charter School Board. Learning Coaches are not employees or contractors of Connections and shall not receive any compensation for their services.

1.19 **"Performance Review"** shall mean a review of Connections' performance under this Agreement, conducted at the Charter School Board's discretion; the design, performance criteria and the methodology which shall be developed by the Charter School Board in consultation with Connections.

1.20 **"Personalized Learning Plan"** or **"PLP"** shall have the meaning set forth in Section 3.1 of this Agreement.

1.21 **"Program"** shall mean the full-time online learning program provided by Connections and offered to Students.

1.22 **"Program Guide"** shall mean the description of the curriculum and instructional program offered by Connections that is published annually in either electronic or printed form or both.

1.23 **"Related Services"** shall mean services related to the provision of speech therapy, occupational therapy, physical therapy, counseling, social skill development, psycho-educational evaluations, closed captioning, sign language interpreting, transition and job coaching, academic support for the vision and hearing impaired, adapted physical education, assistive technology, and other services of a similar nature.

1.24 **"School Calendar"** shall be the days when the Educational Services under this Agreement will be delivered to Students, Learning Coaches and/or Teachers and Administrators,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

as approved by the Charter School Board. Connections will operate on the days established to be the School Calendar for the Academic Year, except that Students may continue to report attendance and/or complete work during scheduled school holidays to the extent permitted under California law. The School Calendar for each Academic Year is subject to prior approval by the Charter School Board and shall meet any regulatory requirements for days and hours of instruction required by law.

1.25 **"School Handbook"** shall mean the set of policies, rules and guideline that are to be followed by Students and their Caretakers. The initial School Handbook and any material changes thereto shall be subject to the approval of the Charter School Board.

1.26 **"Special Education Director"** is that person employed to oversee the Special Education Services per Section 4.2 2(d) below. It is the Special Education Director's responsibility to keep informed of (and to inform Connections 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 Connections approved model for special education instruction.

1.27 **"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 (including the applicable policies and procedures adopted by the Special Education Plan ("SELPA")) and federal law requirements.

1.28 **"Special Education Services"** shall mean all necessary special education 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.

1.29 **"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 ("IDEIA"), or Section 504 of the Federal Rehabilitation Act of 1973.

1.30 **"Student"** shall mean an individual who is Enrolled in the Charter School.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

1.31 **"Student Records"** shall mean those "educational records," as defined in the Family Education Rights and Privacy Act ("FERPA"), 20 USC 1232g (a)(4)(A), which the Charter School or Connections is required to retain in accordance with state law.

1.32 **"Teachers"** are persons employed to provide educational instruction to Students pursuant to the terms of the Charter and this Agreement.

1.33 **"Term"** shall have the meaning set forth in Section 7 of this Agreement.

2. Educational Products to be Provided by Connections.

During the Term, Connections shall provide or cause to be provided to the Charter School the following Educational Products at the prices set forth in Section 10, which may be adjusted from time to time at the mutual agreement of both Parties:

2.1 Tangible Instructional Materials. A non-exclusive, non-transferable, royalty-free sub-license to use tangible educational materials, which may include items such as textbooks, novels, science kits, and other tangible educational materials provided during each applicable Academic Year during the Term of this Agreement ("Tangible Instructional Materials"). The Charter School Board shall have the right to annually review and approve the Tangible Instructional Materials. The Charter School acknowledges and agrees that Connections, its Affiliates, and/or their vendors are the sole owners of the Tangible Instructional Materials and that any payments to Connections for the use of the Tangible Instructional Materials shall be solely for the applicable Academic Year (or in some instances solely for the applicable semester) for each Student and/or Teacher who receives Tangible Instructional Materials in connection with the provision by Connections of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership rights by Connections to the Charter School, the Sponsor, the Students, or Teachers of the Tangible Instructional Materials. All right, title, and interest in and to the Tangible Instructional Materials and any content contained in the Tangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its Affiliates, and/or their vendors, as the case may be. Connections shall have the right to recover any reusable Tangible Instructional Materials at the conclusion of each Academic Year or when the Student is no longer Enrolled, whichever is sooner. Connections may invoice Students for any Tangible Instructional Materials that are not returned, unless prohibited by applicable law. Connections

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

acknowledges that the Charter School may not provide any "thing of value" (as defined in Education Code Section 51747.3) to Students. Connections and the Charter School shall cooperate to ensure that Tangible Instructional Materials are, to the extent possible, recovered, and that no Student, Caretaker or Learning Coach retains or obtains ownership of any such Tangible Instructional Materials. To the extent that any Tangible Instructional Materials are listed in the Program Guide as being available in both physical and electronic form, Connections shall provide the Tangible Instructional Materials, at a minimum, in electronic form, and in compliance with any IEP or Section 504 plan.

2.2 Intangible Instructional Materials. A non-exclusive, non-transferable, and royalty-free sub-license to use intangible educational materials that may include items such as online lesson content, lesson plans, Teachlet® tutorials and other intangible educational materials included in any Courses listed in the Charter School's Program Guide during each applicable Academic Year during the Term of this Agreement ("Intangible Instructional Materials"). The Charter School Board has the right to annually review the Intangible Instructional Materials. The Charter School acknowledges and agrees that Connections, its Affiliates and/or their vendors are the sole owners of the Intangible Instructional Materials and that any payments to Connections for the use of the Intangible Instructional Materials shall be solely for the applicable Academic Year (or in some instances solely for the applicable semester) for each Student or Teacher who receives Intangible Instructional Materials in connection with the provision by Connections of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership by Connections to the Charter School, the Sponsor, the Students, Teachers or Learning Coaches of the Intangible Instructional Materials. All right, title, and interest in and to the Intangible Instructional Materials and any content contained in the Intangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its vendors as the case may be.

2.3 Charter School Provided Materials. Educational materials provided to Students directly by the Charter School using Charter School funds, shall remain the property of the Charter School and the Charter School shall remain solely responsible for the management, including storage, replacement, and repair, of such educational materials.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

2.4 Computer Technology. The Charter School may use Connections owned or leased Computer Technology for the benefit of Students, Teachers and/or Administrative Staff. Any Computer Technology provided by Connections will be the exclusive property of Connections or its contractors and will be returned upon the termination of this Agreement or when the Student is no longer enrolled, whichever is sooner. The Computer Technology may be updated from time to time as Connections deems appropriate. The Charter School shall not be responsible for ensuring the return to Connections of Computer Technology supplied by Connections to Students, but will be responsible for returning any Computer Technology provided by Connections to Administrative Staff and Teachers. To the extent that such Computer Technology is not recovered, Connections may invoice Students, or in the case of Administrative Staff and Teachers, invoice the Charter School, unless prohibited by law, for Computer Technology not returned. Connections acknowledges that the Charter School may not provide any "thing of value" (as defined in Education Code Section 51747.3) to Students. Connections and the Charter School shall cooperate to ensure that Computer Technology is, to the extent possible, recovered, and that no Student, Caretaker or Learning Coach, obtains ownership of any such Computer Technology. The Charter School may also elect to purchase or lease its own Computer Technology. If the Charter School elects to purchase or lease Computer Technology for use by Students, it agrees that such Computer Technology will meet or exceed the same specifications as that offered to the Charter School for lease by Connections.

2.5 Office Products and Supplies. The Charter School may engage Connections to provide office supplies and office related products that are not purchased by the Charter School ("Office Products and Supplies"). The Charter School acknowledges and agrees that Connections, its Affiliates and/or their vendors are the sole owners of any such Office Products and Supplies until such time as Connections has received payment for them in full, at which time title shall transfer to the Charter School. If the Charter School does not use Connections to provide such Office Products and Supplies as described in this Section, then the Charter School shall be responsible for providing them at its own cost.

2.6 Education Management System. Connections will provide to the Charter School a non-exclusive, nontransferable, royalty-free, limited sub-license during the Term for the use of Connexus®, the Education Management System ("EMS") used by Administrative Staff, Teachers, Students, Caretakers, Learning Coaches and other individuals required, or otherwise

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

authorized, to access the system in order to provide or receive the Educational Services specified in this Agreement. The EMS will include features and functions required to meet the requirements of the Charter including: Assignment Management and Tracking, Communication Tools and Reporting. Connections may update the features and functions of the EMS from time to time. The Charter School will comply with the Terms of Use or other Connections policies applicable to access and use of the EMS. The Charter School acknowledges and agrees that Connections is the sole owner of its EMS through which certain of the Educational Services are delivered, and any content contained in the EMS is owned by Connections, its Affiliates and/or its vendors. This Agreement does not constitute a transfer by Connections to the Charter School, Administrative Staff, Teachers, Students, Learning Coaches, or Caretakers of any Intellectual Property rights in its EMS or any content contained in the EMS. All right, title, and interest in and to the EMS and any content contained in the EMS, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its Affiliates and its vendors.

3. Educational Services to be provided by Connections.

During the Term, Connections shall provide or cause to be provided to the Charter School the following Educational Services for the fees set forth in Section 10, which may be adjusted from time to time at the mutual agreement of both Parties.

3.1 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 required by the Charter.

3.2 Assessments. A series of assessments administered to Students to gauge mastery of core concepts and readiness for the State of California's standardized tests, or other such tests mandated by the State of California from time to time, including but not limited to: (a) a placement evaluation; (b) an additional skills assessment designed to measure a Student's level against state standards, which will generally be administered to Students enrolled during the first two (2) months of the Academic Year and those enrolled during the last two (2) months of the Academic Year; (c) other quantitative and qualitative assessments that will vary based on the grade and the Student's progress, as shall be mutually agreed upon by the Charter School Board

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

and Connections; (d) Progress Reports that shall be prepared for each Student at least quarterly, or as otherwise agreed to by the Charter School, and (e) any methods of pupil assessment required by the Charter.

3.3 Standardized Tests. All Students shall be required to participate in the State of California's standardized tests, or other such tests mandated by the State of California from time to time, to the same extent as students enrolled in any other California public charter school. Connections shall be responsible for establishing a testing plan that provides reasonable access to testing sites based on the Student's residence. Connections shall establish and administer the procedures necessary for the delivery of such tests and shall provide to the Charter School Board information concerning the percentage of Students participating in the testing program set forth in Education Code Section 60600 et seq. to the extent that their participation is legally required.

3.4 Community Coordinator(s) and Group Activities. In addition to using school staff, Connections shall recruit individuals willing to volunteer their services to coordinate community activities that allow Students to apply their academic skills while interacting with other Students in their immediate geographic area ("Community Coordinator"). These activities will be opportunities for support, socialization and learning. Prior approval for these events must be obtained from the Lead School Administrator and permission slips or signatures must be collected for each Student. The main communication tool for Community Coordinators will be the message boards or other medium for such communications maintained by Connections. The Community Coordinator shall be responsible for posting timely and relevant information in these message boards, or other medium for such communications maintained by Connections, moderating discussions and reporting any inappropriate or dangerous behavior to the Lead School Administrator or his or her designee. Community Coordinators shall not be considered employees or contractors of Connections. Connections shall not be responsible for providing transportation to these group activities or otherwise providing for the cost of such activities, unless otherwise agreed or mandated by the individualized education plans ("IEP's"). The local Community Coordinator shall work with Teachers, parents and Students to enrich the learning experience and distribute information about their local community. Connections shall be responsible for obtaining background checks required under state law for Community Coordinators. Community Coordinators shall be deemed volunteers of the Charter School,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

unless and until the Charter School Board adopts a policy that reclassifies the relationship between the Charter School and the Community Coordinators.

3.5 Contracted Services. Connections shall provide human resource services including, but not limited to, recruiting, payroll, (including, but not limited to, paying the Administrative Staff and Teaching Staff directly, and collecting and remitting taxes), benefits administration, and supervision. Connections agrees to require sufficient background checks, including fingerprinting, as specified by law, for each employee or prospective employee, and to otherwise meet any other applicable regulatory requirements.

3.6 Educational Resource Center. Connections shall provide access to additional educational support staff in the areas of tutoring, special education, gifted education and curriculum services, with such staff being available to Teachers, Students and Learning Coaches, according to the terms of the School Handbook and other policies and procedures established by Connections. Such resources will be available via email and toll-free telephone during School Calendar days, during the hours of 6 a.m. to 3 p.m. Pacific Time.

3.7 Instructional Staff Support and Development. All Teachers will receive access to all Instructional Materials supplied to Students as necessary to conduct their teaching responsibilities. Board Members, Administrative Staff, the Special Education Director and Teachers (collectively "Charter School Staff") will be trained in Connections protocols and other best practices. In addition, as part of its fee for Educational Services paid to Connections, Connections will make available to Charter School Staff continuing professional development and other related training, leadership development and peer to peer networking opportunities (collectively "Training") that support the Charter School mission and delivery of the Educational Services and which shall be sufficient, at minimum, to allow the respective Charter School Staff to comply with applicable California law that specify Training requirements. All costs associated with Connections sponsored Training shall be the responsibility of Connections, including related travel, housing, meal and hospitality costs, except to the extent Connections notifies the School prior to the Training opportunity of those costs the School will be required to cover. All Connections' sponsored training will be for the purpose of promoting the Charter School's education mission and other related official school business. Nothing in this section

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

shall be interpreted to inhibit the Charter School from providing other Training opportunities at its own cost.

3.8 Technical Support and Maintenance. Connections shall provide technical support and maintenance for Computer Technology provided by it to Students, Teachers and Administrative Staff via email and toll-free telephone during the School Calendar days, during the hours of 6 a.m.to 6 p.m. Pacific Time. Connections will only be responsible for providing repairs according to the policies outlined in the School Handbook, as approved by the Charter School Board. For Students using computer hardware and software not supplied by Connections, Connections shall provide initial technical support for non-Connections supplied hardware and software to make sure that Students have the minimum requirements necessary to participate in the Educational Services, and then shall continue to provide technical support as necessary for the Students' use of the EMS. Connections may contract with outside vendors for the provision of all or any portion of the technical support and maintenance as required herein.

3.9 Student Records. Connections shall work with the Charter School to provide maintenance of Student Records in accordance with state, local and federal requirements. Connections shall maintain the confidentiality of all Students' records in compliance with applicable local, state, and federal laws, and pursuant to the confidentiality provisions set out in Section 11 of this Agreement. Connections shall maintain such records as are required to comply with all attendance rules and apportionment requirements specified by applicable law. The Charter School is the official keeper of the Student Records. Subject to applicable law (including, but not limited to, FERPA), and not withstanding anything in this Agreement that may be interpreted to the contrary, the Student Records shall remain the property of the Charter School. To the extent any information in the Student Records is not immediately available to the Charter School, it shall be provided to the Charter School within five (5) business days of the Charter School's written request for such information. Connections may retain a copy of such records subject to the confidentiality requirements of this Section.

3.10 Services to Special Needs Students. Connections shall be responsible for (a) assisting the Charter School in the development of Special Education Protocols that will govern the manner in which Special Education Services are provided and (b) providing consultative support to the Special Education Director in support of the Special Education Services provided by the Charter

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

School. In providing the services set forth in this Section, Connections will comply with the Charter and any applicable provisions of any Memorandum of Understanding between the Charter School and its Authorizer with respect to Special Needs Students. Further, as part of its fee for services under this Agreement, Connections is responsible for payment of all costs related to Special Education Services, specifically excluding special education teaching and administrative services, provided by the Charter School directly or through a third party so long as such Special Education Services are provided consistent with 4.2 2(d) below.

3.11 Facility and capital expenditures. The Charter School may elect to contract with Connections to provide and/or maintain in good working order one or more offices. If Connections provides the facility under the terms of this section, it shall maintain at least one (1) office within the geographic boundaries of the Sponsor or within the borders of the county if a suitable location cannot be identified within the sponsor boundaries. Any office space provided or managed by Connections shall be ADA- compliant and meet any other requirements of the Charter, Charter School Law, the Brown Act (as applicable to public meetings of the Charter School Board) or other regulation. The locations, lease terms, and capital purchases required for all facilities provided under this Agreement will be subject to the approval of the Charter School Board.

(a) Connections agrees that it will have no beneficial financial interest in any approved lease.

(b) All leases negotiated on behalf of the Charter School or entered into by Connections on behalf of the Charter School shall contain a cancellation clause consistent with the requirements of the Charter, unless otherwise approved by the Charter School Board.

(c) In the event that this Agreement is terminated prior to its expiration, if Connections has provided the facility for the Charter School, Connections shall have the unilateral option to assign any lease obtained on behalf of the Charter School to the Charter School, subject to landlord approval if such approval is required, and any capital equipment or furniture and fixtures owned by Connections, if any, and located in the facility may be purchased by the Charter School at the then current book value as recorded on Connections' financial records.

(d) Any capital equipment, furniture or fixtures ("Capital Assets"), as well as any other furniture, equipment or fixtures purchased by Connections on behalf of the Charter School using

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

federal or state grant funds or any other sources of public money, shall be assigned to the Charter School at no transfer cost, free and clear of all liens, claims, encumbrances and interests, and deemed the property of the Charter School.

(e) If Connections has provided the facility for the Charter School, Connections shall permit Charter School to hold public meetings of the Charter School at such offices, without payment of rent.

3.12 Financial and Other Reporting.

(a) Connections will provide treasury and accounting reports for all Connections activities under this Agreement, and for any other Charter School activities as may be reasonably requested by the Charter School. Connections will be responsible for providing to the Charter School Board any such reports as are required by law, or the Charter, including a report of budgeted and actual expenses, and will assist in providing any information required by the Sponsor, Charter School, the SELPA, the Lake County Department of Education, California State Department of Education or any auditors.

(b) To enable the Charter School Board to monitor Connections' performance, information on the performance of the Charter School and its Students shall be provided to the Charter School Board, as required by this Agreement or upon request after reasonable advance notice. Connections specifically acknowledges its responsibility to make information concerning the operation of the Charter School available to the School Board in order to enable the Charter School to fully satisfy its obligations under the Charter.

(c) Connections shall work with the Charter School in responding to requests for public records, subject to ultimate control of the Charter School Board.

(d) Financial and other data will be available to the Charter School Board separately from Connections' operations or any other schools managed by Connections.

3.13 Management of Computer Technology. In the event that the Charter School procures its Computer Technology from Connections, Connections shall provide for the management of such Computer Technology. In the event that the Charter School does not procure the Computer Technology from Connections, it may separately contract with Connections for the management of such Computer Technology. If the Charter School procures its Computer Technology from a

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

source other than Connections and chooses not to contract with Connections for the management of such Computer Technology, the Charter School is responsible for managing any such Computer Technology and releases Connections from any liability arising out of or related to the Charter School's procurement and/or management of such Computer Technology.

3.14 Management of Instructional Materials. Connections will provide for the management of the Instructional Materials, which shall involve procurement, contracting, storage, fulfillment, and other services required to obtain and deliver such Instructional Materials.

3.15 Other Management Services. Connections will provide the administrative support necessary to deliver the Educational Products and Services (as described in Sections 2 and 3, respectively) for which it will be entitled to management fees as defined in Section10. Administrative support shall include, but not be limited to, such services as the posting of required public notices, preparation and delivery of Charter School Board materials and preparation of minutes accurately reflecting the Charter School Board meetings. Connections will have the right to add applicable charges for any new or additional services agreed upon by the Parties but not previously provided for under this Agreement to the Fee Schedule described in Section 10.

3.16 Non-delegable Duties. Notwithstanding anything to the contrary in this Agreement, if any service, responsibility, duty, power or authority delegated by the Charter School Board to Connections pursuant to this Agreement may not be so delegated under applicable law, such delegation shall be null and void and the Parties shall adjust the financial terms of this Agreement accordingly.

3.17 Other. Connections will be responsible to provide such other services not specifically described herein but which are required by the Charter. Connections will have the right to add applicable charges for any new or additional services agreed upon by the Parties but not previously provided for under this Agreement or the Fee Schedule described in Section 10, Connections responsibility for any service(s) covered by this section shall not arise unless and until such time as the Charter School Board delegates responsibility for such service to Connections and approves a Fee Schedule setting forth the fee(s) being charged to provide such service(s). To the extent that any of the terms, conditions, or provisions of the Charter conflict or are inconsistent with the provisions of any other paragraph or section of this Agreement, whether

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

or not such inconsistency is expressed or noted herein, the provisions of such other section or paragraph of such Charter shall in all instances prevail over the provisions of this Agreement, subject to adjustment of the Fee Schedule to account for any new or additional services not covered by the Fee Schedule.

3.18 Program Oversight. As part of the fee for Educational Services paid to Connections, and in order to facilitate the Schools ability to oversee Connections Program responsibilities ("Program Oversight"), Connections shall make key personnel reasonably available for advisement and consultation with members of the Charter School Board, its Sponsor and/or the Lead School Administrator or his/her designee. Except to the extent otherwise agreed, expenses incurred by Connections, including reasonable hospitality related expenses, in connection with Program Oversight, shall be the responsibility of Connections.

3.19 District Oversight Assistance. In recognition of the Charter School's desire to assist its Authorizer in fulfilling its oversight duties by providing greater exposure to online learning, in general, and the products and services offered by Connections, specifically, Connections has authorized the Charter School to offer the following to the Authorizer during the term of this Agreement:

(a) For the 2014-2015 Academic Year and for each subsequent Academic Year thereafter, International Connections Academy (iNACA) will provide twenty (20) semester course enrollments for every one hundred students (100) enrolled in the Charter School on October 1st of that Academic Year at no charge to the Authorizer. The number of semester course enrollments offered will be no fewer than twenty (20) in any given Academic Year. It is acknowledged by Charter School that once a student is enrolled in a course, the course enrollment will be consumed and cannot be used by another student, regardless of the length of time a student is enrolled in the course, or the reasons for any subsequent withdrawal. Any unused semester course enrollments will expire at the end of each Academic Year and cannot be used in subsequent years.

(b) iNACA shall be responsible for recruiting, training, and assigning Teachers. iNACA will attempt to use California-certified teachers but does not guarantee that the teacher for any course will meet the certification requirements for a teacher in California. The offer of semester course enrollments expires with the expiration or termination of this Agreement.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

(c) iNACA shall be responsible for posting final grades in the supplemental courses but the responsibility of transcripting credits is the responsibility of the Authorizer.

(d) Connections also agrees that during the term of this Agreement, and as long as the Charter School is authorized by Authorizer, it will offer to Authorizer, at Authorizer's cost, additional supplemental courses at a twenty percent (20%) discount to the then-current list price charged by Connections during the term of this Agreement, Charter School shall have no obligation to pay for such additional supplemental courses.

4. Charter School Obligations.

4.1 Compliance with Law and Regulation. The Charter School and the Charter School Board shall conduct all such oversight activities as are required by the Charter School Law or other applicable law, including meeting any requirements in the Charter, conducting all required Charter School Board meetings in accordance with any applicable open meeting laws, and acting in compliance with its Charter and the Charter School's bylaws.

4.2 Administrative Staff.

(a) Lead School Administrator. The Charter School shall employ one or more persons who shall be designated as the "Principal" of the Charter School and approve each such person's compensation package. The Principal, if there is only one such position, or a Teacher, if carrying out the responsibilities of the Principal, under circumstances where there is no Principal, shall be sometimes hereinafter referred to as the "Lead School Administrator At the Board's discretion, the Lead School Administrator may be employed on a part-time basis and/or may also serve as a Teacher.

i. Responsibility. The Lead School Administrator shall be the primary interface between Connections and the Charter School and shall be responsible for assuring the delivery of the Educational Services. 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 Charter School Board, supervising administrative personnel, inspiring Teachers to teach and Students to learn and Learning Coaches to engage in their Student's learning. The Lead School Administrator shall work primarily under the direction of the Chief Educational Officer of Connections, or their designee, subject to oversight by the Charter School Board. The Teachers and the Special Education Director shall report to the Lead School

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Administrator or such individual as shall have been designated by him or her. The Lead School Administrator shall keep the Charter School Board and Connections informed of all Teaching Staff related actions and decisions on a regular basis, and shall report to and be responsible to the Charter School Board on all collective bargaining matters, if applicable.

ii. Evaluation and Replacement of Lead School Administrator.

1. The Charter School Board delegates to Connections the responsibility for evaluating the Lead School Administrator. The Lead School Administrator shall be evaluated annually on a basis that is mutually agreeable to Connections and the Charter School Board. The Charter School Board shall receive a copy of the results of that evaluation. Nothing set forth herein shall prevent the Charter School Board from rescinding its delegation and developing its own independent evaluation of the Lead School Administrator. In the event of such recission, the Charter School shall annually evaluate the Lead School Administrator and shall provide the results of that evaluation to Connections no later than February 1 of each year of the Term. Following such recission, Connections shall provide the Charter School Board with its recommended standards for evaluating the Lead School Administrator's performance for the following Academic Year. The Charter School Board shall include these standards in its evaluation of the Lead School Administrator. The standards used may be changed by mutual agreement between the Parties. The use of these standards shall not limit the Charter School Board from including additional performance criteria in its evaluation. Connections shall bring to the Charter School Board's attention concerns about, as well as requests and recommendations related to, the performance and employment of the Lead School Administrator. All such concerns, requests and recommendations shall be made in writing, with specificity. Both the Charter School and Connections shall preserve the confidentiality with respect to any such written concerns, requests, and/or recommendations, except as required by law.

2. The Charter School Board shall have the right to replace the Lead School Administrator in the event that the Charter School Board is dissatisfied with his or her performance. Prior to such removal, the Charter School Board shall give Connections thirty (30) days written prior notice of such removal, including the reasons for such removal. Additionally, Connections shall have the right to request that the Charter School replace the Lead School Administrator, in the event that Connections is dissatisfied with his or her performance,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Connections shall notify the Charter School of its request in writing, including the basis for the request, such as evidence that the Lead School Administrator has failed to comply with employee or school policies or has caused or will cause harm to the Charter School. In that event, the Charter School shall promptly take steps to replace the Lead School Administrator within ninety (90) days, or such time as shall be mutually agreed on by the Parties, or the Charter School shall notify Connections that the Lead School Administrator will not be replaced. Any replacement of the Lead School Administrator will be done so as to minimize the disruption to Students. If Connections has a concern about the Charter School Board's action or lack of action relating to the termination or retention of the Lead School Administrator, Connections may refer the matter to the Charter School Board's Counsel of Record for review and analysis.

(a) Other Administrative Staff. The Charter School may employ one or more persons who shall be designated as Assistant Principals. Such staff shall report to the Lead School Administrator or his or her designee. Other Administrative Staff shall be employed in the same manner as Teachers and may also act as Teachers, to the extent qualified to do so, in addition to their other responsibilities.

(b) Other Clerical or Support Administrative Positions. The Charter School may also employ one or more individuals in clerical, support, or management positions as may be required to support school operations, such individuals shall also be considered Administrative Staff.

(c) Special Education Director. In furtherance of Section 4.3 below and in consultation with Connections, the Charter School shall employ as a member of the Administrative Staff a properly credentialed individual for the position of Special Education Director who shall be responsible for overseeing the provision of Special Education Services, including the developing and 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.

(d) Special Education Services. The Charter School will adopt Special Education Protocols that comply with state and federal law, the Charter and any applicable provisions of any Memorandum of Understanding between the Charter School and its Authorizer with respect to Special Needs Students. In consultation with Connections, the Special Education Protocols

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

will be subject to review and revision from time to time throughout the Term. The Special Education Protocols and all modifications to the Special Education Protocols are subject to Connections' approval. The Special Education Director will fully and consistently implement such Special Education Protocols in the provision of Special Education Services and will accept guidance from Connections with respect to providing Special Needs Students with a free and appropriate education ("FAPE").

(e) Connections shall have the right to request that the Charter School replace the Special Education Director in the event that Connections is dissatisfied with his or her performance, and so notifies the Lead School Administrator in writing. In the event that the Charter School refuses to comply with Connections' request to replace the Special Education Director, the Charter School shall have 60 days to a develop a plan that fully and consistently implements the Special Education Protocols, as well as addresses any other areas of concern identified by Connections related to the provision of Special Education Services ("Special Education Remediation Plan"). The Special Education Remediation Plan should be developed in consultation with Connections and is subject to Connections' approval. It is the Special Education Director's responsibility to fully and consistently implement the Special Education Remediation Plan.

(f) It is understood and agreed by both Parties that during any period of time that the Charter School fails to: (i) adopt Special Education Protocols approved by Connections, (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 Charter School's attention by Connections, Connections and its agents, employees, and assigns, will not be deemed to have engaged in any wrongdoing, misconduct, negligence, or default under Section 13.1 of this Agreement, with respect to Special Education Services.

4.3 Teaching Staff.

(a) Employment. Charter School shall employ Teachers who will be responsible for providing on-line instruction, including those possessing a special education certificate.

(b) Recruitment. The Charter School delegates to Connections all responsibility for recruiting and training teachers and shall endeavor to maintain a teaching staff at a ratio as set

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

forth in Title 5, Section 11704 of the California Code of Regulations, or at a ratio as defined in any State Board approved waiver of Title 5, Section 11704, subject to the Charter School Board's authority to override any action taken by Connections in connection with such delegation. 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 Section 47605(1).

(c) Hiring, Supervising, Evaluating and Disciplining. The Charter School Board delegates to the Lead School Administrator, under the supervision of Connections, the responsibility for hiring, assigning, supervising, evaluating, disciplining, including recommendations related to dismissal, of Teachers, subject to the Charter School Board's authority to override any action taken by the Lead School Administrator in connection with such delegation. The Lead School Administrator shall carry out his/her delegated responsibilities in accordance with federal and state law, as well as Charter School Board adopted policies and procedures.

(d) Board Directed Action. The Charter School Board may, at any time, request that the Lead School Administrator promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher. The Lead School Administrator shall provide a prompt report to the Charter School Board and Connections on any and all actions taken in response to such a request. In the event the Lead School Administrator fails to take timely action to respond to the complaints or concerns raised and make a report, or in the event the actions taken by the Lead School Administrator are deemed inadequate, the Charter School Board may instruct Connections to remove or replace a Teacher within sixty (60) days of receipt of written notice from the Charter School Board of its decision to remove such Teacher, or immediately upon such written notice when the Charter School Board believes there is a risk of any illegal conduct, or a risk to the health or safety of any Student. Any such written notice shall set forth the basis on which the Charter School Board is relying in requiring any Teacher removals. If Connections has a concern about the legality of any Charter School Board requiring removal of a Teacher, Connections may refer the matter to Charter School Board's counsel of record for review and analysis.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

4.4 Shared Services Agreement. The Board may employ all or some of the Administrative Staff and Teachers through the use of the Agreement for Provision of Teaching and Administrative Services entered into by and between the Charter School, and other charter schools managed by Connections Academy of California, LLC which shall govern the terms of such employment relationship with the Charter School.

4.5 Other Services. All services not specifically delegated to Connections shall be the responsibility of the Charter School. Further, to the extent that the Charter School elects not to contract with Connections for any of the products or services provided for in this Agreement, it shall provide such products or services consistent with any requirements of Charter School Law or other applicable law and any requirements in the Charter.

4.6 Insurance. The Charter School shall comply with any insurance provisions as set forth in Section 15.

5. Eligible Students.

5.1 Admission Requirements. Any child qualified under the laws of California for admission to a public charter school is eligible to become a Student of the Charter School subject to (a) any applicable limitations in law; (b) verification of their residency or other requirements established by law, including the completion of a Master Agreement per semester; and, to the extent as permitted by law, (c) possessing an existing IEP that specifically provides for the participation of a Special Needs Student in an Independent Study Program. Connections will not charge Students tuition or fees, except as authorized by State law and approved by the Charter School Board.

5.2 Number. The Charter School Board may establish a maximum number of Students to be enrolled during each Academic Year and Connections shall not exceed that number without specific approval from the Charter School Board and the Sponsor, if applicable. In addition, Connections may limit the number of Students in each grade served under this Agreement to conform to the Budget, lottery policy, and enrollment cap(s), if any, approved by the Charter School Board.

5.3 Priority. Connections agrees to follow the admissions preferences as laid out in the Charter and admission policy adopted by the Charter School Board, including the procedures for

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

conducting a lottery. Any 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, in accordance with the terms of the School Handbook and any additional documents and procedures.

5.4 Recruiting and Community Education. Connections will be responsible for developing a plan for periodic community informational meetings and correspondence and other activities as required to recruit Students and to inform other interested parties about the Charter School. The plan of recruiting and community education activities is subject to prior review and approval by the Charter School Board.

5.5 Public Website. Connections will maintain a public website on behalf of the Charter School that will contain, at minimum, any information required by the Charter School Law.

5.6 Enrollment. The Charter School delegates to Connections responsibility for accepting Students into the Charter School. However, the Charter School has no responsibility to pay Connections for any Students Connections admits who are not eligible for Average Daily Attendance (ADA). Connections shall maintain a list of the Students on behalf of the Charter School and shall provide such list to the Charter School Board promptly upon request. The list shall include any Student Record information required by applicable state law.

5.7 Full-time Status. Students shall be permitted to enroll in the Charter School exclusively on a full-time basis. Dual or part-time enrollment will not be permitted except by prior written agreement by Connections and the Charter School, and neither Party shall have any obligation to accept a dual or part-time enrollment or provide any payment for services provided by other parties.

6. Withdrawal.

A Student may withdraw from the Charter School at any time during the Academic Year. Only to the extent permitted by California law, the Charter, and the Charter School's policies, Students who do not, or Students of Caretakers who do not, comply with the terms of the School Handbook or the Charter School's independent study policy may also be withdrawn.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Connections will use its reasonable best efforts to collect any information required by law concerning a previously enrolled Student's next school. Connections will report on the status of withdrawals to the Charter School Board at each regularly scheduled Charter School Board meeting or whenever requested by the Charter School Board. Connections will be responsible for reimbursing any state and federal funds that it has received to the extent funding is disallowed as a result of a Student's withdrawal.

7. Term and Termination.

7.1 Term. The term of this Agreement shall commence upon the Effective Date and shall expire on a date coterminous with the expiration of the Charter (the "Term").

7.2 Early Termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:

(a) By both Parties if they agree in writing to the termination;

(b) By either Party, 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 or, 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;

(c) By Connections, if the payments to which Connections is entitled under Section 10 of this Agreement are materially reduced as a result of a change in funding provided to the Charter School or applicable law impose requirements that are materially different from those previously provided under this Agreement and Connections is unwilling or unable to make the required changes;

(d) By either Party, if the Charter is terminated or if the Charter School is no longer authorized by the Sponsor as required by applicable California law;

(e) By the Charter School, if the Charter School Board determines at the end of an Academic Year that the Educational Products and Services do not meet the requirements for a computer-based charter school, and/or independent study and non-classroom based charter school, as defined by applicable laws, but only if Connections is unable to cure such deficiency

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

after being given reasonable notice thereof and the opportunity to cure any alleged failure to meet such requirements;

(f) By the Charter School, if the Charter School Board determines, after a Performance Review, in the Charter School's sole reasonable discretion, that this Agreement should be terminated for failure to perform, but only if Connections is unable to cure such deficiency after being given reasonable notice thereof specifying in detail the deficiency and the opportunity to cure any alleged deficiency in performance. The determination as to whether Connections has cured the deficiency shall be made in the sole reasonable discretion of the Charter School; provided, however, that such determination shall be made by the Charter School by no later than March 1 of the year immediately preceding the upcoming Academic Year;

(g) By Connections, if there are irreconcilable differences with respect to the manner in which Connections and/or the Charter School carries out its responsibilities under the terms of this Agreement; or

(h) By either Party in the event that the Parties fail to agree on a Budget in accordance with Section 10.2 .

7.3 Notice of Termination. In the event of termination of this Agreement prior to its expiration, written notice by certified or registered mail, return receipt requested, no later than March 1 of the then current Academic Year shall be provided and shall list the reason(s) for termination and the effective date of the termination. Termination shall only occur at the end of an Academic Year except if such termination is the result of Sections 7.2 (a), (b), (c), (d), or (g).

7.4 Obligations on Termination. In the event this Agreement is terminated by either Party for any reason:

(a) Connections shall assist and cooperate with the Charter School in the transition of the provision of Educational Products and Services from Connections to the Charter School, or another service provider, so as to minimize the disruption to the Students, it being the intention that the Charter School shall remain open and operating in its normal course;

(b) 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

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

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;

(c) All access to the EMS and other Educational Products and Services shall continue for a reasonable amount of time to allow for a transition to Connections' successor(s), after which time it shall be discontinued;

(d) Connections shall provide to the Charter School copies of all Student Records not otherwise in the Charter School's possession at no additional cost; and

(e) The Charter School shall pay Connections all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination;

8. Representation Regarding Non-discrimination.

Connections, the Charter School and the Charter School Board will not 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 state law.

9. Health and Safety.

9.1 Connections specifically acknowledges that it shall not do anything to interfere with and shall assist the Charter School in its responsibility to adhere to the following standards regarding health and safety:

(a) Reporting child abuse or neglect of which it has reasonable suspicion, as required by state law;

(b) Adopting policies prohibiting the use of drugs, alcohol, weapons and tobacco on school grounds or at school events; and

(c) Complying with all state immunization laws.

10. Financial Terms.

10.1 Payments. The following shall represent the financial responsibilities between the Parties.

(a) As compensation for the Educational Products and Services provided by Connections under this Agreement, Connections and the Charter School shall negotiate in good

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

faith a schedule of fees for services (the "Fee Schedule") for each year of the Term that shall apply to the following Academic Year. Upon the approval of such Fee Schedule by the Charter School Board, the Parties acknowledge and agree that the amounts are reasonable, necessary and fair market value compensation for the services rendered under this Agreement. To the extent that the Fee Schedule includes any fees that are based on a "percentage of revenue," such fees shall be assessed against funds received by the Charter School from all governmental sources received by the Charter School from whatever source, whether from state, local, or federal government agencies, including but not limited to Title 1 funds, grants, income, or other funding sources (the "Revenues" and together with all Revenues in a given Academic Year, collectively "Total Revenues").

(b) Any costs required by the Charter not specifically included in this Agreement shall be paid by the Charter School.

(c) The Parties may agree to have Connections act as its payment agent for various other expenditures not included in the Fee Schedule. Connections will be entitled to reimbursement for these expenses on a monthly basis as they are incurred upon the submission of appropriate documentation.

(d) Connections will invoice the Charter School monthly according to the Fee Schedule. Payment will be due within five (5) business days of action by the Charter School Board which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. Connections may charge interest at lesser of the rate of one and one half percent (1.5%) per month or the maximum interest rate permitted by California law, for any invoices paid more than sixty (60) days unless such failure to pay is the result of funds being withheld from the Charter School due to a failure by Connections to perform under the terms of this Agreement, or if the Charter School has insufficient funds to pay the invoice as the result of outstanding receivables, deferred payment by the State or Sponsor of funding due, or if the Charter School is disputing any charges. The Charter School shall notify Connections of the basis for any dispute within five (5) days of determination of such dispute and shall work to resolve the 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 and/or ADA as a result of an audit. Any differences in amounts that were previously paid under

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

this Agreement as a result of such audits shall only be applied to or against the next payment or payments otherwise due under this Section, or if no payment is due, Connections shall refund such amount to the Charter School.

(e) To the extent that any adjustments as a result of an audit are the result of Connections failure to adequately perform its responsibilities under this Agreement or the Charter, and only after all administrative remedies available to challenge the audit findings have been exhausted by the Charter School Board, Connections will be required to either: (i) return any required funds to the Charter School in the amount determined by the state funding authority, or (ii) to the extent that funds are withheld from future funding of the Charter School, reduce the fees invoiced the Charter School by the amount that funding is withheld.

10.2 Budgets. No later than the earlier of June 1 or fourteen (14) working days prior to any deadline specified in the Charter or other regulatory mandate, Connections agrees that it will present to the Charter School a proposed budget that is balanced (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year. The Budget shall be in reasonable detail, shall meet all regulatory reporting requirements and shall be based on the applicable Fee Schedule. In the event that the Charter School Board and Connections do not agree with the proposed balanced Budget, the Parties agree to work together in good faith to resolve any disagreements by the earlier of June 30 or such date as is required in any regulatory requirement or the Charter Renewal for budget submission.

10.3 Protection Against Deficits. In the event that, as of June 30 of any year during the Term, Total Revenues are less than the Charter School's expenditures, including payments to Connections as well as those incurred and paid by the Charter School, but excluding any payments for capital expenditures (the "Total Expenditures"), and in the event that the Charter 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 an amended budget, Connections shall issue a credit or make a cash payment to the Charter School to the extent required to maintain positive Net Assets at least equal to $10,000 as of each June 30 during the Term of this Agreement. To the extent that the Net Assets at the end of any June 30 exceeds $10,000 and in the event that credits have

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

previously been issued and not repaid, Connections shall be entitled to the repayment of any such credits.

10.4 Receipts and Expenditures for Title Funding, Special Education, Gifted Education, Grants etc. To the extent that the Charter School is eligible to receive additional revenue over and above the State and Charter School per student funding , Connections will be responsible for collecting such funds on behalf of the Charter School and will make any required disbursements in accordance with its responsibilities as required under this Agreement or by law.

10.5 Breakdown of Charges. No later than September 30 of each year during the Term, Connections, for information purposes only, will provide to the Charter School a breakdown of its charges including a breakdown between Tangible and Intangible Instructional Materials, and amounts charged for staff compensation, a sublicense to the EMS, Computer Technology, etc. This shall not change the amounts due to Connections by the Charter School, but shall provide the Charter School with support for the charges for the products and services provided by Connections.

10.6 Sales Tax. The Charter School shall provide Connections with documentation demonstrating its tax exempt status, if any, for all applicable taxes, including sales and use tax. To the extent that the Charter School is not tax exempt, the Charter School shall be responsible for federal, state, or local taxes assessed, if any, based on the Educational Products and Services provided to the Charter School under this Agreement. If any sales and use taxes are assessed on purchases made from Connections, Connections will provide a credit to the Charter School equal to the amount of the sales or use taxes paid by the Charter School.

10.7 Charter School Funds. All Charter School funds received by the Charter School, from whatever source, retain their character as Charter School funds until such time as they are paid out to a third party, including Connections, as payment for a service performed (or to be performed) for, or at the direction of, the Charter School or for a product obtained at the direction of the Charter School, at which time such monies paid to such third parties shall lose their Charter School fund character.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

11. Confidential Information.

11.1 Confidential Information Defined. As used in this Agreement, "Confidential Information" means all information and any idea in whatever form, tangible or intangible, pertaining in any manner to the business of a disclosing Party (or any of its Affiliates) or to a disclosing Party's or its Affiliates' customers or business partners, unless it must be disclosed by applicable law, . It is acknowledged that the following information will be included, without limitation, in the definition of Confidential Information, whether in written or verbal form, and including electronic data recorded or retrieved by any means: (1) educational content, curricula, teaching outlines, lesson plans, testing processes, and procedures; (2) Student Records and other student-related or Caretaker personal information; (3) information regarding business strategy and operations such as business plans, 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; (4) information regarding product development such as product designs and concepts, development methods, computer software, inventions and other work product; (5) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (6) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts, disciplinary records and other personnel data; (7) the terms of this Agreement; and (8) other similar non-public information that may provide the disclosing Party with a strategic advantage or could harm the disclosing Party if publicly disclosed.

11.2 Obligation to Protect. To the extent permitted by law, each Party shall maintain the confidentiality of the other Party's Confidential Information. Receiving Party agrees to use and disclose Confidential Information only as required in performing its obligations under this Agreement and for no other purpose and to hold all such Confidential Information in the strictest confidence, and except with the prior written authorization of the disclosing Party, not to (a) disclose it to any person, firm or corporation, or (b) use it for the benefit of anyone other than for the disclosing Party. Notwithstanding the foregoing, the Charter School shall be permitted to make such disclosures and retain such materials as is required for the Charter School to comply with applicable laws, and in accordance with Section 3.9. Connections shall make such information and facilities available to authorized Charter School personnel, Sponsor, California

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

regulatory authorities, and any other person, as required to comply with applicable laws, and in accordance with Section 3.10.

11.3 Protection of Student Records. The Parties acknowledge and agree that under California Law and 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA") including any regulations promulgated thereunder, each Party has certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA. The Parties agree that they shall perform their obligations under this Agreement in compliance with FERPA and any regulations promulgated thereunder. The Parties designate the Charter School Board members, staff, employees, independent contractors and volunteers who are providing educational or administrative services to the Student as agents of the Charter School having a legitimate educational interest and thus entitled to access the educational records under FERPA. The Parties shall also maintain Student Records in accordance with any other applicable state, local and federal laws.

11.4 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, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.

12. Ownership of Intellectual Property and Tangible Personal Property Supplied by Connections.

12.1 Intellectual Property. Charter School agrees that Connections or its licensor is the sole owner of the EMS and Connections, its Affiliates, and/or its contracted vendors are the owners of any Intangible Instructional Materials and other content contained in the EMS ("Content") made available pursuant to Section 2.6. Further, the Charter School will acquire no rights in trademarks, patents, copyrights or trade secrets related to the EMS, the Intangible Instructional Materials or the Content by reason of the Charter School's use of the same in connection with this Agreement. The Charter School grants, and agrees to cause its employees and agents to grant, to Connections and its successors and assigns, a non-exclusive perpetual, irrevocable, worldwide and royalty-free license to use (including to provide Educational Products and Services), modify, market and create derivative works based upon any instructional or other copyrightable materials created by employees and agents of the Charter School, without

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

identifying or seeking the consent of the Charter School or any of its employees or agents. Any such derivative works created shall be the sole property of Connections and its transferees.

12.2 Tangible Personal Property. This Agreement does not constitute a sale or other transfer to the Charter School or Sponsor of any Educational Products supplied by Connections pursuant to Section 2. All right, title, and interest in and to such Educational Products will remain with Connections.

12.3 Trademarks. Connections and its Affiliates are the owner of various trademarks, service marks, logos, or trade names used in its business of providing Educational Products and Services, which can be found at http://www.connectionsacademy.com/Libraries/PDFs/CACommonLawTrademarks.sflb.ashx (collectively, the "Licensed Marks"). Connections grants to the Charter 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 Connections. The Charter School agrees to make reasonable efforts to use the Licensed Marks in accordance with any trademark usage guidelines provided by Connections, the most up to date version of which can be found at http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx. Connections retains all right, title and interest in and to the Licensed Marks and any related proprietary rights not expressly granted to the Charter School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of Connections. In the event of a termination of this Agreement, the Charter School agrees to terminate use of the Licensed Marks and amend any publicly recorded and unrecorded documents, including the Charter School trade name, to remove the name "Connections Academy" and any other Licensed Marks that may be contained therein (including, if applicable, the Charter School name) within sixty (60) days after the effective date of termination, unless otherwise agreed to by the Parties.

12.4 Use of Charter School Funds. No Charter School funds shall be used in the development or procurement of any Tangible or Intangible Materials, or any aspect of the curriculum or educational materials ("Curriculum Materials"). Charter School funds paid to Connections for services rendered in accordance with the terms of this Agreement and used in the development or

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

procurement of such Curriculum Materials shall not be deemed Charter School Funds once such payment is received by Connections.

12.5 Aggregating Data. Student specific data, including corresponding Caretaker data, is the property of the Charter School, Student and/or the Caretaker ("Student Information"), unless and to the extent that Connections' obtains such Student Information from a source other than the Charter School, including directly from Student (if emancipated minor or over the age of minority) or such Student's Caretaker. Connections will not use any such Charter 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). Connections may freely aggregate Charter School owned Student Information for use 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. All such aggregated data shall be the property of Connections. Connections may freely use all such aggregated data and identify its source as being Capistrano Connections Academy without the consent of the Charter School.

13. Indemnification.

13.1 Indemnification by Connections of the Charter School Board. To the extent not covered by insurance or not barred by applicable law, Connections shall defend, indemnify and hold the Charter School Board and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney's fees) to which the Charter School Board and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by Connections, its agents, employees, or assigns in the execution or performance of this Agreement. In no event shall this indemnification apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Charter School Board director, officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of Connections shall survive the termination of this Agreement. The Charter School shall have the right, at its own expense, to participate in the defense of any suit, without relieving Connections of any of its obligations hereunder.

13.2 Indemnification by the Charter School. To the extent not covered by insurance or not barred by any applicable law, the Charter School shall defend, indemnify and hold Connections

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney's fees) to which Connections and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by the Charter School, its agents, employees, or assigns in the execution or performance of this Agreement. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Connections officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of the Charter School shall survive the termination of this Agreement. Connections shall have the right, at its own expense, to participate in the defense of any suit, without relieving the Charter School of any of its obligations hereunder.

13.3 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.

14. Limitation of Liabilities.

14.1 In no event will the Charter School, or its directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of Connections, its directors, officers, employees, or agents.

14.2 In no event will Connections and their respective employees or agents be responsible or liable for the debts, acts or omissions of the Charter School, its directors, officers, employees, or agents.

15. Insurance.

15.1 Connections Insurance. Connections will maintain and keep in force no less than substantially such amounts of insurance as are provided for in **Exhibit A** to cover insurable risks associated with operations under this Agreement, whether such operations are conducted by

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Connections, or by any subcontractor or anyone directly or indirectly employed by any of them. Such coverage will include worker's compensation insurance for any employees provided under the terms of this Agreement that are paid directly by Connections, including any dual employees of Connections and the Charter School. Any coverage offered to the Charter School by Connections shall meet the requirements of any Memorandum of Understanding with the Sponsor or the Charter or applicable law. The Charter School, as well as its directors, officers, employees and volunteers, shall be included as an "additional insured" at no additional charge. The Authorizer shall be included as an "additional insured" at no additional charge if required in the Charter or the MOU. Any charges associated with such insurance shall be included in the Fee Schedule.

15.2 Charter School Insurance. The Charter School shall maintain and keep in force insurance at no less than the minimum levels required by the Charter, the Memorandum of Understanding with the Authorizer, applicable law, or all of these. Connections shall be responsible for providing and keeping in force that insurance identified on Exhibit A, which shall include primary coverage for the Corporation including its Charter School, and its directors, officers, employees, and volunteers. Further, the Charter School may elect to maintain additional coverage, in which event Connections shall arrange for the requisite coverage on behalf of the Charter School and include the cost in the Fee Schedule. Connections shall be included as an "additional insured" as to any such coverage. The Charter School will also maintain and keep in force Director and Officer's Insurance in the amount required by the Sponsor or by the Charter, but in no event less than One Million Dollars ($1,000,000) in the aggregate.

15.3 Liability Insurance. Liability insurance for any facility leased directly and/or managed by the Charter School and any capital equipment or furniture and fixtures owned by the Charter School will be the responsibility of the Charter School. To the extent such insurance is provided for in Exhibit A, as may be modified from time to time, Connections shall be responsible for providing and keeping in force such liability insurance.

16. Notices.

Any notice, demand, or request from one Party to the other Party hereunder shall be deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the Parties at the following addresses:

If to the Charter School:	Alpaugh Academies - California Connections Academy @ North Bay 4020 South Demaree Street, Suite B Visalia, CA 93277 Attention: Board President
CC:	Procopio Cory, Hargreaves & Savitch, LLP 525 B Street, Suite 2200 San Diego, CA 92101 Attention: Greg Moser
If to Connections:	Connections Academy of California, LLC c/o Connections Education 1001 Fleet St, 5th Floor Baltimore, MD 21202 Attention: President
CC:	Connections Education LLC 1001 Fleet St, 5th Floor Baltimore, MD 21202 Attention: General Counsel

CONFIDENTIAL

17. Miscellaneous.

17.1 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.

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

17.2 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 Connections or its managing member, notice of which shall be provided by Connections to Charter School Board, shall not be subject to the provisions of this section.

17.3 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.

17.4 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.

17.5 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.

17.6 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.

17.7 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 Orange County, California, and each Party hereby consents to the jurisdiction and venue of any such courts for such purposes.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

17.8 Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original agreement.

17.9 Compliance with laws, policies, procedures, and rules. Each Party will comply with all applicable federal and state laws including all of the specific requirements of the Charter, applicable local ordinances and the Charter School's policies whether or not specifically listed in this Agreement.

17.10 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.

17.11 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.

17.12 Attendance at Meetings. During the Term, Connections will have the right to designate an individual or such individuals who shall have attendance rights at all Charter School Board meetings. Such rights are limited exclusively to attendance and provide no rights to participate without the express permission of the Charter School Board. Given the role Connections' plays in Charter School operations, with respect to closed sessions, Connections representatives have an official role to play, and may attend closed sessions, provided that: (1) the particular representative(s) is involved in the subject matter or operations of the closed session and necessary for such discussion; (2) in the judgment of the Charter School Board there is no actual or potential conflict of interest between Connections and that particular Connections representative and the Charter School with respect to the subject matter of the closed session.

17.13 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 it will not contest the validity or enforceability

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

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 facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile 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.

17.14 Survival. The rights and responsibilities of Sections 7.4, 10, 11, 12, 13, 14, 15, 16, 17.1, 17.2, 17.3, 17.4, 17.6, 17.7, 17.9, 17.10, 17.11, 17.13, 17.14 and 17.15 shall survive the termination of this Agreement.

17.15 Status and Relationship of the Parties. Connections is a limited liability company organized under the laws of California, and is not a division or a part of the Charter School. The Charter School is a California non profit public benefit corporation authorized by the Charter School Law and is not a division or part of Connections. 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 Connections shall be deemed to be an agent or employee of the Charter School. Connections shall be solely responsible for its acts and the acts of its agents, employees and subcontractors and the Charter School shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Connections and the Charter School is based solely on the terms of this Agreement, and the terms and conditions of any other written agreement executed by Connections and the Charter School.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

IN WITNESS WHEREOF, the Parties agree to the terms of this Agreement and have executed this Agreement by their authorized representatives to be effective as of the Effective Date written above.

ALPAUGH ACADEMIES/CONNECTIONS ACADEMY @ NORTH BAY , INC.

By: DocuSigned by: David Souza 29CFE0EBEA4A4C5...

Title: President

Date: 8/5/2014

CONNECTIONS ACADEMY OF CALIFORNIA, LLC

By: DocuSigned by: Barbara Dreyer 88C24F02EFF14DE...

Title: President

Date: 8/5/2014

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Exhibit A – Certificate of Insurance Requirements

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 07/17/2014

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 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	CONTACT NAME:	
Marsh & McLennan Agency-SBS, a service of Seabury and Smith, Inc. 9830 Colonnade Boulevard, Suite 400 PO Box 659520 San Antonio, TX 78265-9520	PHONE (A/C, No, Ext): 888-591-1954	FAX (A/C, No): 210-737-3584
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	**NAIC #**
	INSURER A : HANOVER INSURANCE COMPANY	
INSURED Connections Education, LLC Alpaugh Academies 1001 Fleet Street, 5th Floor Baltimore, MD 21202	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	**GENERAL LIABILITY**			ZHDA041664	07/01/2014	07/01/2015	EACH OCCURRENCE	$1,000,000
	X COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$1,000,000
	CLAIMS-MADE X OCCUR						MED EXP (Any one person)	$15,000
	X Product/Completed						PERSONAL & ADV INJURY	$1,000,000
	included in Gen Agg						GENERAL AGGREGATE	$2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$
	POLICY PRO-JECT X LOC							$
A	**AUTOMOBILE LIABILITY**			AWDA33930500	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident)	$1,000,000
	X ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N	N / A					WC STATU-TORY LIMITS / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of Coverage

CERTIFICATE HOLDER	CANCELLATION
Alpaugh Academies 4020 South Demaree Street, Suite B Visalia, CA 93277	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

© 1988-2010 ACORD CORPORATION. All rights reserved.

ACORD 25 (2010/05) The ACORD name and logo are registered marks of ACORD

DS#48641926

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 07/17/2014

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 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	CONTACT NAME:
Marsh & McLennan Agency-SBS, a service of Seabury and Smith, Inc. 9830 Colonnade Boulevard, Suite 400 PO Box 659520 San Antonio, TX 78265-9520	PHONE (A/C, No, Ext): 888-591-1954 FAX (A/C, No): 210-737-3584 E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : HARTFORD ACCIDENT & INDEM. CO.	
INSURER B : HANOVER INSURANCE COMPANY	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

Alpaugh Academies
1001 Fleet Street, 5th Floor
Baltimore, MD 21202

COVERAGES **CERTIFICATE NUMBER:** **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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	GENERAL LIABILITY							
	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	$
								$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						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		54WECCM5547	07/01/2014	07/01/2015	X WC STATU-TORY LIMITS OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) N						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
B	Directors & Officers Liability Prior&Pending 04/28/06			LHD879490205 Claims Made Policy	07/01/2014	07/01/2015	Limit Deductible	1,000,000 2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of Coverage

CERTIFICATE HOLDER

Alpaugh Academies
4020 South Demaree Street, Suite B
Visalia, CA 93277

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

© 1988-2010 ACORD CORPORATION. All rights reserved.

ACORD 25 (2010/05) **The ACORD name and logo are registered marks of ACORD**

DS#48641988

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT G

MEMORANDUM OF UNDERSTANDING

In this exhibit, we provide the following:

- Memorandum of Understanding - SAMPLE

Financial and Operational
MEMORANDUM OF UNDERSTANDING
Between
Alpaugh Academies, Inc.

operating under the trade name (DBA)

California Connections Academy @ North Bay
and
Middletown Unified School District

1. RECITALS

The governing Board of Middletown Unified School District (hereinafter referred to as "District") granted a charter called California Connections Academy @ North Bay to Alpaugh Academies, a non-profit corporation, operating under the dba (business name) California Connections Academy @ North Bay (hereinafter referred to as "School") on January 15, 2014, pursuant to the *Charter Schools Act* of 1992, as amended. This charter, among other matters, calls for the District and the School to enter into a mutually agreeable Memorandum of Understanding ("MOU") 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 charter shall control.

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.

2.1 Interpretation. Nothing in the MOU, is intended to supersede any term or condition of the charter granted to the School.

3. TERM

The term of this MOU shall be from July 1, 2014 and expire on the earlier of June 30, 2019 or the date the school's charter expires, unless either party gives notice of its intent to terminate or to seek modification of the MOU. Notice to amend or terminate the MOU during the term shall only be effective as of July 1 of any fiscal year and must be noticed in writing at least 120 calendar days in advance. Upon such notice, both parties agree to meet and discuss the terms of

this and future MOUs in good faith and in a timely fashion so that an MOU is in force throughout the term of the charter and has been reviewed and updated annually. This MOU will remain the operative agreement until parties take action to renew, amend or terminate the MOU.

4. STATUS OF CHARTER SCHOOL

The following characteristics describe the School and its relationship to the District for purposes of this MOU:

Legal status:

__X__ Separate Legal Entity ___ 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 (Tulare SELPA)

5. FUNDING SOURCES

5.1 Direct Funding. The School shall receive direct state funding in accordance with Ed. Code sec 47633. The School will be responsible for providing the State Department of Education and/or the District with all data required for direct funding. The School may seek 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 School and its Students generate such entitlements. The District will 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.

5.3 State and Federal Funds. To the extent that any state or federal funds generated by students attending the School are received by the District rather than going directly to the School, the District shall distribute such funds to the School in a manner and timeline similar to other public schools. These funds will be "passed through" in full to the School as soon as possible after receipt by the District, and no later than 30 days after such receipt.

5.4 Special Education Funds. It is anticipated that the School will be a Local Educational Agency ("LEA") in a different SELPA. As an LEA in a different SELPA, the School will receive Special Education Funding through its SELPA, not through the District. The School will bear full financial responsibility for the provision of special education services. The School will be required to pay for all excess costs related to the provision of special education services to its Students. If funds are received by the District or the District SELPA that are intended for the

School, these funds will be passed through promptly to the School. The School will bear no financial obligation to assist the District in meeting the costs of the District's special education obligations.

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. Any such monies received shall not reduce the annual apportionment received from the District. Such funds shall be subject to the School's annual audit.

6. CASH FLOW AND TRANSFER

6.1 Payments From District to School of in-lieu property tax funds: A monthly payment schedule, including the estimated amounts of all payments, will be mutually agreed upon prior to the start of each fiscal year. The School will receive payment from the District monthly based on this payment schedule (See **Table 1**). The District will make payments to the School within thirty (30) days of the first day of each month. The monthly amount due may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below. Other State or Federal funds, if any, "passed through" to the School by the District will be made on an ongoing basis as described in Section 5.3.

6.2 Payments From School to District. The School shall pay funds due to the District as described in this MOU on a monthly schedule. **Table 2** contains details of ongoing funds due and shall be updated annually before the end of the fiscal year. The District shall provide a written invoice monthly, and the School shall pay the District as soon as possible and no later than thirty (30) days after the receipt of the invoice.

- Oversight fees are described in Section 8.3 of this Agreement. The monthly amount due may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below.

- Facilities fees, if applicable, are described in Section 20 and **Table 2** of this Agreement.

6.3 Other Services. The estimates of costs for other services 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, or may be incorporated in this MOU. Payments may be incorporated herein with mutual written consent of parties.

7. ADJUSTMENTS AND RECONCILIATION

The amounts described **in Tables 1 and 2** 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 governance board, the monthly transfer schedule outlined in Ed. Code sec 47635(b), estimates of state and local funding rates, and the guidelines of the CDE School Fiscal Services Division.

Either party may communicate with the other, at any time, 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. Such communication shall in any case occur at least once on or before April 15 of each year, at which time the parties shall present their best estimates of funds owing through the remainder of the fiscal year. The communication may be done in person, electronically or by phone as long as the method is satisfactory to both parties. Payments to the School will be adjusted following the P1 and P2 adjustments to revenues made by the state. Payments to the School 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

The School and District agree that the "supervisorial oversight" as used in Ed. Code sec. 47613 shall include the following:

1. All activities related to the charter revocation, renewal and material revision processes, as described in Ed. Code sec. 47607 and of the School Charter.

2. Activities related to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements and applicable laws.

3. Review of and timely response to the annual Local Control Accountability Plan and any related processes as outlined in the School's Charter.

4. Participating in the dispute resolution process as described in Section V. E. of the Charter.

5. Development and updating of this MOU to clarify and interpret the charter and the operational relationship of the District and the School.

6. Completion of the following duties required under Education Code Section 47604.32:

    a. Identify at least one (1) District staff member as a contact person for the School.

    b. Visit the School at least annually.

c. Ensure that the School complies with all reports required of charter schools by law.

d. Monitor the fiscal condition of the School, including review of annual fiscal audit of the School.

e. Provide timely notification to the California Department of Education if any of the following circumstances occur: Renewal of the charter is granted or denied; the charter is revoked; or, the School will cease operation for any reason.

7. Inspection of teacher credentials as required by Education Code Section 47605 (l).

8. Communication between the School and District staff that relates to these oversight and monitoring activities will not be considered "other services" as defined in Section 12 of this MOU.

8.1 Local Control Accountability Plan. In accordance with Education Code 47605.5, and starting on July 1, 2015, 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 Section VIII. A. The report shall include performance reflected in the California Academic Performance Index, applicable requirements under No Child Left Behind or equivalent federal requirements, and any other required elements.

8.2 Monitoring Activities by District. As more specifically provided for in the Education Code, Section 47604.32 (b), the District may conduct an annual monitoring visit of the School ("Annual Monitoring Visit"). The Annual Monitoring Visit may be conducted anytime during the academic year, and shall be conducted during normal school hours and in a manner that minimizes any potential disruption to the students, teachers and administrative staff. The District will make all attempts to provide at least five school days advance notice to the School for the Annual Monitoring Visit. With respect to any visit other than the Annual Monitoring Visit, the District will attempt to provide a minimum of five school days advance notice prior to any such visit and shall make an effort not to disrupt instruction during any such visit but may visit the School at any time and without advance notice.

8.3 Oversight Fees. In accordance with Education Code Section 47613 (a) and (f), the District will charge the School for the actual costs of this oversight. Parties agree that this equates to one (1%) percent of the School's revenues as defined in Education Code Sections 47613 and 47632. No accounting of the costs of oversight duties shall be required or provided. The annual amount owed for the oversight fees 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.

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 Lake County Office of Education (LCOE), and/or the California Department of Education, as required by law, on a timely basis. 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. The School is currently using the Aeries Student Information System to report attendance of its students, as well as other state reports. If the School does not want to use Aeries for ADA reporting, the School and District will agree to an alternative.

9.2 California Basic Education Data System (CBEDS) and California Longitudinal Pupil 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. This also will include submission of any CBEDS reports. The School and District may negotiate for the District to provide support for CALPADS reporting on a fee for service basis, but only if such a service is mutually agreeable to both parties.

9.3 Other Data. The District and the School shall work cooperatively to supply any other information necessary to enable the School and District to calculate entitlement to all available funding sources and to comply with any other state reporting requirements.

9.4 Student Enrollment Information. Prior to and throughout the operation, the School agrees to notify the District when a student who lives within the boundaries served by the District, and who is known to be currently attending a District school, applies for enrollment and has completed the initial enrollment documents. The notification will go via email to the Superintendent or his designee. The need for this notification will be revisited after the first year of operation.

10. BUDGET AND FINANCE

The School shall annually provide the following financial information to the District:

a. A proposed budget, approved by the School's governing board for the upcoming fiscal year. The budget will show estimated revenue and expenditures based on identified and reasonable assumptions and will take into consideration, among other data, information and/or recommendations provided by the County Office. The approved budget will be available before June 30 of the preceding fiscal year.

b. Following final budget revisions at the State, District and School level, the School will provide the revised operational budget in effect as of October 31 as part of the first interim

financial report. The School will notify the District prior to the submission of the first interim report 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 School's governing board.

d. In accordance with Education Code Sections 42100 and 47604.33, mid-year financial reports displaying the financial status of the School as of October 31st, and January 31st, will be submitted to the District no later than December 15th, and March 15th, respectively. Financial information will be provided in a format mutually agreed upon by the School and District.

e. The School will provide the District with unaudited actual reports for the full prior year no later than September 15, as required by Education Code Section 47604.33. Financial information will be provided in a format mutually agreed upon by the School and District. The School will typically use the State alternative charter school format.

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 would be made in writing and reasonable timeframes would be established to allow the School to produce such additional financial information.

11. FISCAL AUDIT

The School, at its own expense, 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 School shall retain an auditor certified to audit public schools. This audit will include attendance records (as described in the Charter). The School shall forward a copy of the audit to the District after review by the School's governing board of the final audit results. An annual audit will be completed by December 15th following the close of the school year. The School will provide a response and corrective action plan to the District for any negative finding or exception. The School will also consider input from the District in resolving any findings or exceptions.

12. OTHER SERVICES

12.1 Fees for Other Services. The District may provide other technical support to the School if such support is mutually agreeable. These support services may be provided at an hourly rate and would be billed to the School monthly, quarterly or annually based on the actual number of staff hours accrued during the previous month, quarter or year. The hourly rate charged to the School shall represent the District's payroll and benefit cost for the employee(s) providing the service to the School, plus an additional ten (10%) percent administrative overhead fee.

12.2 Scheduling of Services. The School will submit appropriate documentation to initiate, schedule or monitor any services provided by the District. The School agrees to work cooperatively with District staff to coordinate the scheduling and scope of the services to be provided.

12.3 Optional Services. The School may opt for the following services from the District or from another provider. If School is located on District property, District may need to approve service providers for facility issues in order to ensure the facility stays up to District standards.

a. Information/computer systems support for attendance accounting and student information data management. Technical and software support provided by District personnel will be billed on an hourly basis, including student information system support and services for student data preparation for state testing.

b. Fiscal consultation and planning (for services beyond the scope of Supervisorial oversight).

c. Risk management.

d. Staff development and training: Provided on a per diem rate to be agreed upon prior to the training session. Training services may be obtained by attendance at district classes, or be organized specifically for School staff.

e. Intra-district mail services: Only available at District sites.

f. Food Services.

g. District Testing Services, including testing locations on District facilities.

h. Beginning Teacher Support and Assessment Program: The School may, under a separate contract with the District, use the District BTSA program to provide induction services to the School teaching staff. Election to participate in this program will occur prior to the start of each BTSA session or segment. The School will negotiate the cost per teacher with the District based on the current state funding levels for the program, as well as District costs.

12.4 Termination of Services. If either the District or the School decides to terminate the provision of ongoing services, that party must give the other at least sixty (60) days' notice of its determination to terminate services being provided.

13. SPECIAL EDUCATION AND RELATED SERVICES

The School has elected to be a Local Educational Agency ("LEA") for special education purposes pursuant to Education Code 47641. This Agreement constitutes written verifiable

assurances that the School will provide special education services in compliance with all applicable laws and regulations. The School has requested membership in the Tulare County SELPA. The School retains the right to apply to or switch to a different SELPA if that would serve the School better. In the event of such change, the School will provide advance written notice to the District. The responsibilities of the School as the LEA, and SELPA in supporting the LEA, will be the following (It will be the responsibility of the School to confirm that the SELPA will provide support as listed below):

13.1 Funding. The SELPA shall provide the School all state or federal revenues that are generated by students enrolled with the School ("Students") that are distributed to the SELPA by the state and in accordance with SELPA policies ("Funding"). The parties recognize the Funding 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 by the SELPA, the School will bear sole financial responsibility for the provision of special education services regardless of cost.

13.2 Financial Responsibility. The School shall provide a properly credentialed special education staff, as well as a credentialed and qualified coordinator for special education, and coordinator for Section 504 and ADA. The School shall be responsible for all special education services to the School's students and shall be financially responsible for the provision of those services, including all costs in excess of Funding received. Services will be in compliance with all applicable state and federal laws and regulations. The School, at its option, may mitigate its risk of incurring such excess costs by participating in any risk pooling arrangements of the SELPA in the same manner as any other LEA of the SELPA, or in any other risk pooling or insurance arrangements that the School may access on its own, and at its own expense.

13.3 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, including referrals, identification, assessments, Section 504 team meetings, implementation of Section 504 Plans, and any mediations, complaints, or hearings regarding the School's responsibilities under Section 504 and/or ADA. It is further recognized that the School may contract with the District, employ its own staff and/or contract with other vendors to deliver services required by Section 504 Plans Students of the School, and as otherwise required by applicable state and federal laws.

13.4 Identification and Referral of Students. The School shall inform Students and their Parents/Guardians of its role as LEA and shall make available information pertaining to the provision of special education services. The School has the responsibility to make referrals for identification and assessments of any Students who are enrolled in the School who are believed to be eligible for special education assessment and/or services. All referrals shall immediately be provided to the School's special education staff and/or the School's contracted service provider for consultation, identification and assessment.

13.5 Assessment of Special Education Students. The School will determine what assessments, if any, are necessary and arrange for such assessments for all referred Students, including annual

assessments, and tri-annual assessments. The School will also be responsible for responding to requests for Independent Education Evaluations (IEEs) and funding IEEs, as deemed necessary or appropriate.

13.6 Supervisorial Oversight. The District will have "supervisorial oversight", as that term is defined in Ed. Code § 47613, over the School's carrying out its responsibilities under this Section of the MOU. The parties acknowledge that School has responsibility, as an LEA, for compliance with its responsibilities under this Section of the MOU, and for following the policies and procedures of the SELPA, of which it is a member. In the event District receives or initiates a complaint or inquiry regarding School's discharge of its responsibilities under federal and state special education laws, it shall forward such complaint or inquiry to School and School shall be solely responsible for responding to such complaint or inquiry. To the extent that either party believes that there are issues regarding the School as it relates to special education services, the parties agree that a representative of SELPA shall be entitled to provide input as that relates to the School's responsibilities under this Section of the MOU.. The parties agree that all information regarding activities addressed by this Section of the MOU shall be kept confidential in accordance with FERPA and/or HIPAA, as applicable. The oversight services performed by the District referenced in this section, together with the oversight services to be provided by the District pursuant to the MOU, will be subject to the oversight fee provided for in Section 8.3 of the MOU.

13.7 Individualized Education Program. The School shall be responsible for arranging all necessary IEP meetings for Students. The School shall be responsible for providing adequate notice for these meetings, providing meeting arrangements, having all required IEP team members of the School present at the meeting, including but not limited to the designated representative of the School, the Student's special education teacher from the School, if appropriate, and a School representative who is knowledgeable about the regular education program at the School. Further, the School's responsibilities shall include documentation of the IEP meeting and the provision of parent rights.

13.8 Eligibility and Placement. Decisions regarding Students' eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team, with the exception of parents who "withdrawal their consent for special education services". Team membership shall be in compliance with federal law and shall include all required meeting participants from the School. Services and placement shall be provided to all eligible School Students in accordance with the IDEA and the policies, procedures and requirements of the SELPA. The School shall be responsible for referrals, identification, assessments, IEP team meetings, implementation of IEPs, and providing a continuum of placement options for School's Students. The School may not recommend placement or make a placement in a District program without the prior written consent of the District.

13.9 Interim Placement for Transfer Students. For Students who enroll in the School with an IEP from a school other than the School, where the IEP specifically provides that Independent

Study is appropriate for Student, it is the responsibility of the School to provide services comparable to those described in the previously approved IEP, for a period not to exceed 30 days, by which time the School shall either adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. In the event a student enrolls without disclosing the existence of an IEP, upon learning the student was provided with an IEP at the student's prior placement, the School will convene an IEP team meeting to determine whether Independent Study is appropriate, and if not, provide the parent with prior written notice of the IEP team's determination.

The School will also require, as part of its admissions process, that prospective Students consent to acquisition of their cumulative files, including all special education files from their prior school. For Students who were previously enrolled in the District, the District agrees to forward the student's cumulative file, including all special education files to the School within ten (10) days of written notification.

13.10 Special Educational Services and Programs. The School has the discretion to contract all or part of its above responsibilities for the provision of special education and related services to a third party provider, including, but not limited to, the District. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the School staff, the School shall provide such services through a contract with a third party special education provider(s). All services required by the IEP will be provided by the School and its contractor(s).

13.11 Student Transportation. The School agrees that it shall be solely responsible for any and all transportation offered or required by special education Students of the School, including but not limited to any and all transportation required in any student IEP or otherwise required by state and/or federal law for special education students.

13.12 Parent/Guardian Concerns. Parent/Guardian concerns regarding special education services shall be directed to the School, who shall be solely responsible for addressing such concerns.

13.13 Complaints. The School shall address, respond, investigate, and take any and all necessary action to respond to all complaints received under, among other things, the school's uniform complaint procedure, involving special education and IDEA or 504/ADA compliance.

13.14 Due Process Hearing. The School may initiate a due process hearing or "mediation only request" on behalf of Students enrolled in the School, as the School determines is legally necessary to meet its responsibilities under state and federal law. The School agrees that if it does initiate such a proceeding, it shall be solely responsible for bearing all costs and fees associated with such proceeding. In the event that Parents/Guardians file for a due process hearing or mediation only request against the School, the School shall be wholly responsible for the costs and fees associated with the defense of the proceeding(s), except to the extent otherwise required by Section 19.4. School agrees to take all necessary steps to remove the District as a

party to any of these proceedings and to fully defend and indemnify the District should it be named as a party to a dispute as it relates to any services provided by and/or duties performed by the School, except to the extent that these proceedings arise from an act or omission of the District required by law.

13.15 SELPA Activities and Meetings. The School shall participate in SELPA meetings and activities to the extent allowable under SELPA policies. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the School and its staff. If such training is provided by the District while the School is a member of SELPA other than the Lake County SELPA, the School may be charged for its participation in such training.

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. The School will provide testing sites and staff to administer the assessments.

14.2 CELDT (California English Language Development Test) Testing. The School will administer the CELDT as required by law. Arrangements for ordering, administering, and being reimbursed for the state 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. Upon request, District may provide one (1) testing site for test administration and a trained test administrator as needed. The District may charge a mutually agreed to usage fee for use of facilities. The District agrees to work collaboratively with the School regarding testing and designation of English Language Learners.

14.3 Staff Development. The District agrees to notify the School of staff development and training sessions that apply to either administration or interpretation of both State and District tests, so that the School staff may choose to attend. If such training is requested by the School, the District will provide an estimate in advance of the anticipated cost of such training sessions.

15. DISTRICT REPRESENTATIVE TO SCHOOL GOVERNING BOARD

The District is entitled to a single representative to the School governing board under Education Code Section 47604 (b). Until and unless changed in writing by the District, the District will appoint a liaison to the School governing board that shall not be a board member but will serve as a liaison between the School governing board and the District.

16. NOTIFICATIONS TO SCHOOL PARENTS

16.1 High School Course Transferability: The School will notify all parents of high school students of the transferability of the School's courses to other high schools and colleges. As described in Ed. Code 47605 (b) (5) (A) (iii), as long as the school maintains accreditation with the Western Association of Schools and Colleges (WASC) all courses offered by the school will be considered transferable to other high schools, and all coursed offered by the school that are approved by the California University System under the "A" to "G" admissions criteria will be considered to meet college entrance requirements. The School currently elects to make this notification via the School Handbook, but may elect to change the route of notification, and if the route of notification is changed, the school will notify the District of the change.

16.2 Other Required Notifications. The School will notify the public and/or parents as required by law. Such notifications may be made through the School's public website, the School Handbook, and/or webmail notifications.

17. 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 School will adopt policy 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 School agrees 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 cooperate with each other if further assistance beyond student records is needed following a student transfer.

18. PERSONNEL AGREEMENT

As stated in the Charter in Section V. C., Rights of School District Employees, the District and the School may negotiate a "loan" agreement for District personnel in accordance with the charter, the School and District personnel policies, and other applicable law. Neither party is obligated to make staff available to the other party or to negotiate such an agreement.

19. INSURANCE AND INDEMNIFICATION

19.1 General liability. The School shall purchase and maintain in force during the term of the Charter, 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, providing coverage for bodily injury and property damage resulting from negligent acts of the, School, its governing board, its officers, agents, employees. Abuse and molestation coverage shall also be maintained

in amounts of not less than One Million (1,000,000) per occurrence and in the aggregate. The insurance program will name the District as an additional insured or the equivalent thereof.

19.2 Workers' Compensation. The School agrees to carry 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.

19.3 Property Insurance. If the School is housed on District property, the terms and conditions of that will be set forth in a separate agreement. Should the School be housed on property/facilities not owned by the District, the School shall maintain property insurance with minimum coverage for replacement value of the School's property and contents.

19.4 Indemnification. The District agrees to indemnify and hold the School 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.

The School 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.

19.5 Evidence of Coverage. The School will provide the District evidence of insurance coverage annually upon request.

20. FACILITIES USE AGREEMENT

20.1 Facilities Use Agreement. Aside from the provision of facilities under Section 14.2, if the School has a need to use any District facilities, and the District agrees to work in good faith with School to determine what can be provided. Upon agreement 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 fees, between the District and School for the use of a District facility.

20.2 Proposition 39 Waiver. The parties agree that the District shall have no responsibility to construct, fund, improve, or modernize the School's facility. The parties further agree that 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.

21.2 Termination. Except as otherwise provided herein, this Agreement may not be terminated except in the event of a material breach of the Agreement by a Party and in that event only after the non-breaching Party provides written notice to the breaching Party specifically identifying the breach and a minimum of sixty (60) days opportunity to cure the specified breach in order to avoid termination. In the event of termination, any amounts owed as of the date of termination shall be paid within sixty (60) days of such date.

The Parties' indemnity obligations and rights with respect to any liabilities and claims for damages, death, sickness or injury to persons or property from acts and/or omissions during the term of this Agreement shall survive the termination or expiration of this Agreement.

21.3 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.

21.4 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:

Middletown Unified School District
Attn: Dr. Korby Olson
20923 Big Canyon Rd.
Middletown, CA 95461

To the School at:

California Connections Academy @ North Bay Charter School
Attn: Board Chairman, Alpaugh Academies
c/o 4020 South Demaree Street, Suite B
Visalia, CA 93277

AND:

MOU between MUSD and ALPAUGH ACADEMIES OPERATING UNDER TRADE NAME CALIFORNIA CONNECTIONS ACADEMY @ NORTH BAY

Procopio, Cory, Hargreaves and Savitch
Attn : Greg Moser
525 B Street, Suite 2200
San Diego, CA 92101

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

On behalf of the Middletown Unified School District:

By:_____ Date: 2/27/14
Superintendent or designee

On behalf of California Connections Academy @North Bay Charter School:

By: David T. Souza Date: 3/11/2014
Dave Souza, Board President, Alpaugh Academies

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT H

BUSINESS PLAN

In this exhibit, we provide the following:

- 3 Year Budget Projections
- Cash Flow Explanation

CALIFORNIA CONNECTIONS ACADEMY NORTH BAY

CASH FLOW EXPLANATION

California Connections Academy North Bay (CalCA North Bay) contracts with Connections Education (Connections) to provide educational products and services for the charter school. In addition, Connections provides human resources, administrative, financial, accounting, and payroll services, among other services, for the school. The services provided are explained in the professional services agreement (Statement of Agreement) between the charter school and Connections. Since this is provided as a 'turnkey' program, many of the charter school's expenses are either paid to Connections for products and services (such as fees for access to Connexus®, their proprietary Educational Management System, and their virtual curriculum, and so forth) or are reimbursed by the school to Connections (such as some payroll expenses, facility costs, and so forth) The charter school is invoiced monthly by Connections for all of the agreed upon costs, and the California Online Public Schools (CalOPS) Board and CalCA North Bay Director of Business Services review and approve these invoices prior to payment to Connections.

Connections has considerable experience supporting public virtual schools in 27 states and has gained significant expertise in dealing with the unique aspects of public school funding, including funding in California. In order to protect CalCA North Bay from experiencing cash flow problems as a result of delays in state or local funding, arrangements have been made to allow the charter school to pay the invoices only if the school has sufficient funds available at that time. The school must pay for services rendered as soon as funds become available, but there is no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between CalCA North Bay and Connections, any additional delays in state payments, such as those imposed by California on all public schools in past years, will have little negative effect on the charter school.

The professional services agreement (Statement of Agreement) will include language such as the following: *Connections will invoice the Charter School monthly according to the Fee Schedule. Payment will be due within five (5) business days of approval of such payment by the Charter School Board which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. Connections may charge interest at the maximum annual legal rate of twelve percent (12%) for any invoices over sixty (60) days unless such failure to pay is the result of funds being withheld from the charter school….or if the Charter School has insufficient funds to pay the invoice as the result of outstanding receivables, deferred payment by the State or Charter Authority of funding due, or if the Charter School is disputing any charges.*

The Governing Board is well aware of the challenges of the state's potentially multiple and complex deferrals of payments to public schools, including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, CalCA North Bay can rely on its arrangement with Connections to provide short term financing during times when cash is not incoming from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school by Connections.

California Connections Academy North Bay
3 Year Budget Projection

	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**

California Connections Academ North Bay
3 Year Budget Projection

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	**141,098**	**172,268**	**201,795**
Cumulative Ending Fund Balance	**172,268**	**201,795**	**235,731**
Annual Expense % of Cume Fund Balance	8%	9%	9%
"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *	41%	41%	42%
Instructional Expenses > 80% of total revenue	81%	81%	81%

California Connections Academy North Bay

3 Year Budget Projection

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**

	2019-2020	2020-2021	2021-2022
Grade	**Funded ADA**	**Funded ADA**	**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

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT I

INSURANCE 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 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.

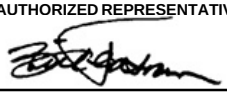
CERTIFICATE HOLDER

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



© 1988-2015 ACORD CORPORATION. All rights reserved.

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)

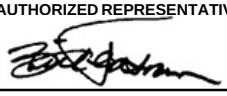
CERTIFICATE HOLDER

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



© 1988-2015 ACORD CORPORATION. All rights reserved.

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	PHONE (A/C, No, Ext):
Marsh & McLennan Agency LLC 7225 Northland Drive Suite 300 Minneapolis, MN 55428	
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	
07/01/2018	07/01/2019	☐ CONTINUED UNTIL TERMINATED IF CHECKED

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

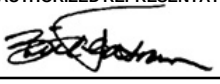
NAME AND ADDRESS

California Online Public Schools
33272 Valle Road
San Juan CA 92675

☐ ADDITIONAL INSURED ☐ LENDER'S LOSS PAYABLE ☐ LOSS PAYEE
☐ MORTGAGEE ☐

LOAN #

AUTHORIZED REPRESENTATIVE



© 1993-2015 ACORD CORPORATION. All rights reserved.
The ACORD name and logo are registered marks of ACORD

California Connections Academy North Bay

CalCA NORTH BAY

CHARTER RENEWAL

Submitted to

Middletown Unified School District

On January 2, 2019

Charter originally approved on January 15, 2014

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

Information contained in this application includes Connections Education LLC's copyrighted protected material, All Rights Reserved.

Table of Contents

EXECUTIVE SUMMARY 2
HISTORY AND ACCOMPLISHMENTS 5
ENROLLMENT AND DEMOGRAPHICS 5
ACADEMIC ACCOUNTABILITY 8
PARENT SATISFACTION 13
ACCOMPLISHMENTS 16
I. FOUNDING GROUP 21
I.A GOVERNING BOARD 21
I.B SCHOOL LEADERSHIP 24
I.C OTHER SUPPORT 28
II. EDUCATIONAL PHILOSOPHY AND PROGRAM 29
II.A MISSION 29
II.B EDUCATIONAL PHILOSOPHY 29
II.C HIGH SCHOOL PROGRAMS 39
II.D STUDENTS TO BE SERVED 40
II.E CURRICULUM AND INSTRUCTIONAL DESIGN 41
II.F PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING 56
II.G PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING 61
II.H PLAN FOR ENGLISH LEARNERS 63
II.I PLAN FOR SPECIAL EDUCATION 65
III. ASSESSMENT AND USE OF DATA 69
III.A MEASURABLE STUDENT OUTCOMES 69
III.B ACADEMIC ACCOUNTABILITY SYSTEM 73
III.C METHOD(S) OF ASSESSMENT 74
III.D USE AND REPORTING OF DATA 80
IV. GOVERNANCE 84
IV.A GOVERNANCE STRUCTURE 84
IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING 88
IV.C SCHOOL SERVICES CONTRACT 89
IV.D GOVERNANCE FOR SUCCESS 90
V. HUMAN RESOURCES AND SAFETY 90
V.A QUALIFICATIONS OF SCHOOL EMPLOYEES 90
V.B COMPENSATION AND BENEFITS 98
V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES 100
V.D HEALTH AND SAFETY 101
V.E DISPUTE RESOLUTION 103
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES 104
VI.A STUDENT ADMISSION POLICIES AND PROCEDURES 104
VI.B NON-DISCRIMINATION AND RACIAL BALANCE 108
VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 109
VI.D SUSPENSION/EXPULSION PROCEDURES 110

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY 115
VII.A BUDGETS 115
VII.B FINANCIAL REPORTING 120
VII.C INSURANCE 122
VII.D ADMINISTRATIVE SERVICES 123
VII.E FACILITIES 123
VII.F TRANSPORTATION 124
VII.G AUDITS 124
VII.H CLOSURE PROTOCOL 125
VII.I SCHOOL SERVICES CONTRACTS 127
VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS 129
VIII.A ACCOUNTABILITY REPORTS 129
VIII.B TERM OF THE CHARTER 130
VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES 130
VIII.D REVOCATION 131
VIII.E RENEWAL AND AMENDMENT PROCESS 131
IX. IMPACT ON THE CHARTER AUTHORIZER 132
IX.A MUSD's MISSION 132
IX.B BENEFITS 133
IX.C FACILITIES 133
IX.D ADMINISTRATIVE SERVICES 133
IX.E CIVIL LIABILITY EFFECTS 134
X. ASSURANCES 135
EXHIBITS 138

Table of Figures

Figure 1. 15+ Elements of a Charter Petition. 1
Figure 2. Enrollment based on October census counts 6
Figure 3. Grade Distribution of CalCA North Bay as of October 2017. 6
Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Priced Meals Criteria as of October 2017 for CalCA North Bay 7
Figure 5. Ethnicity Breakdown of CalCA North Bay as of October 2017. 8
Figure 6. SBAC English Language Arts/Literacy State Test Proficiency Two Year Comparison. 9
Figure 7. SBAC Math State Proficiency Two Year Comparison. 9
Figure 8. CalCA North Bay CCSA Academic Accountability Report 2016-17 data. 11
Figure 9. CalCA North Bay 2018 Parent Satisfaction Survey Results 13
Figure 10. College Acceptances. 18
Figure 11. Learning Triad. 36
Figure 12. ADDIE – Curriculum Development Framework 45
Figure 13. Time Spent Online by Grade Span. 51
Figure 14. Intervention Cycle 57
Figure 15. Assessment Objective Performance Report (AOPR). 58
Figure 16. Response to Intervention. 59
Figure 17. Visual of the Intervention Indicators 60
Figure 18. Additional Information Provided for Multitiered Intervention Area 60
Figure 19. Explanation of Codes. 61
Figure 20. Teacher's Homepage. 81
Figure 21. Students with Overdue Lessons. 82
Figure 22. Specific Student Grade Book. 82

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) 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.

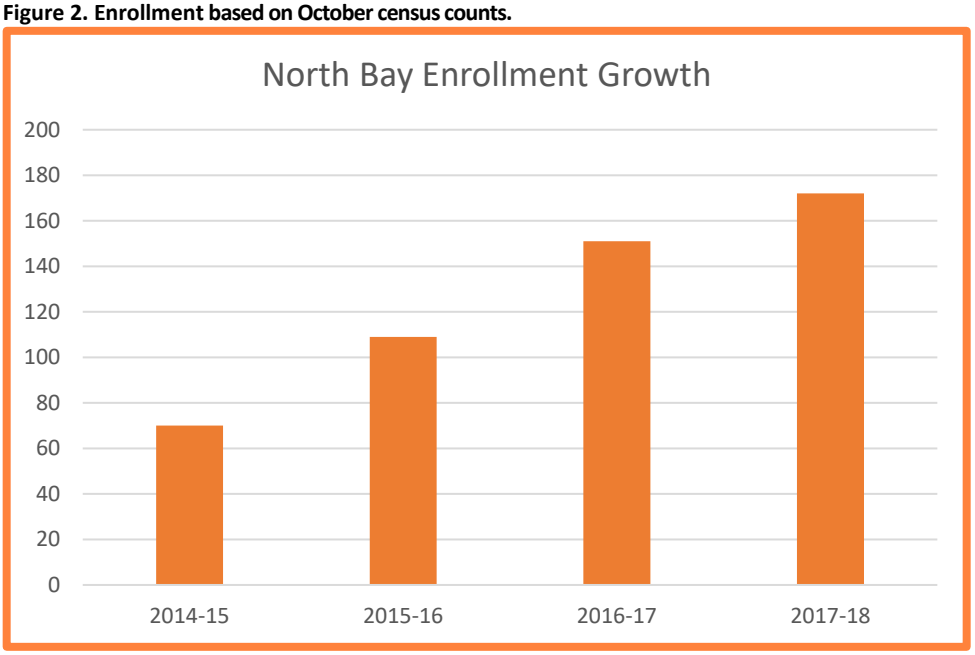
The California Connections Academy Schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED™[5]. During its reaccreditation process 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.

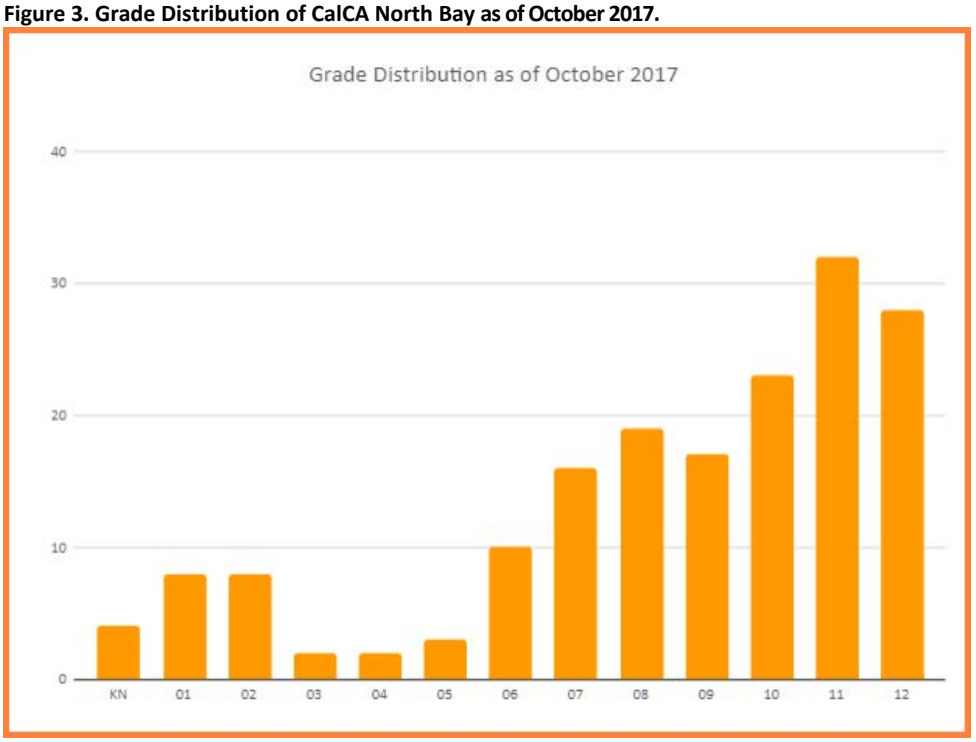
[5] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

Figure 2. Enrollment based on October census counts.



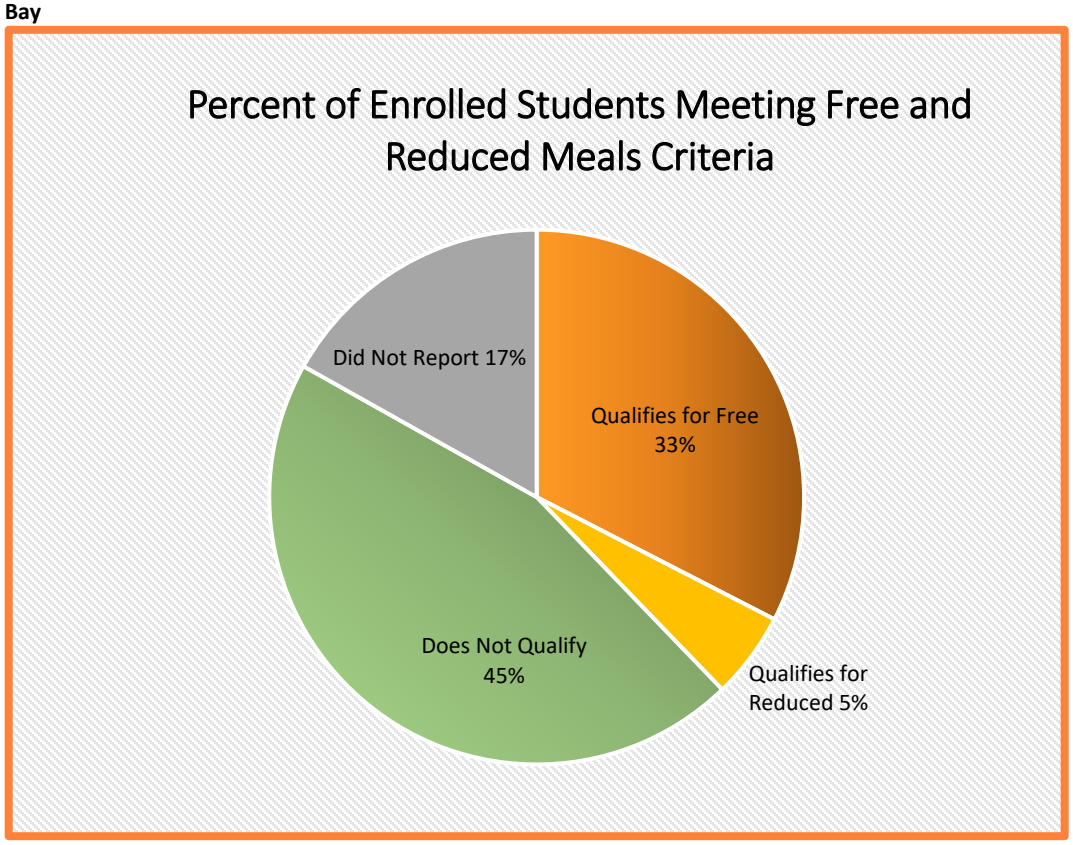
The following data points are compiled based on the official state data for CalCA North Bay. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2017, with grades 9-12 representing the largest number of students.

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



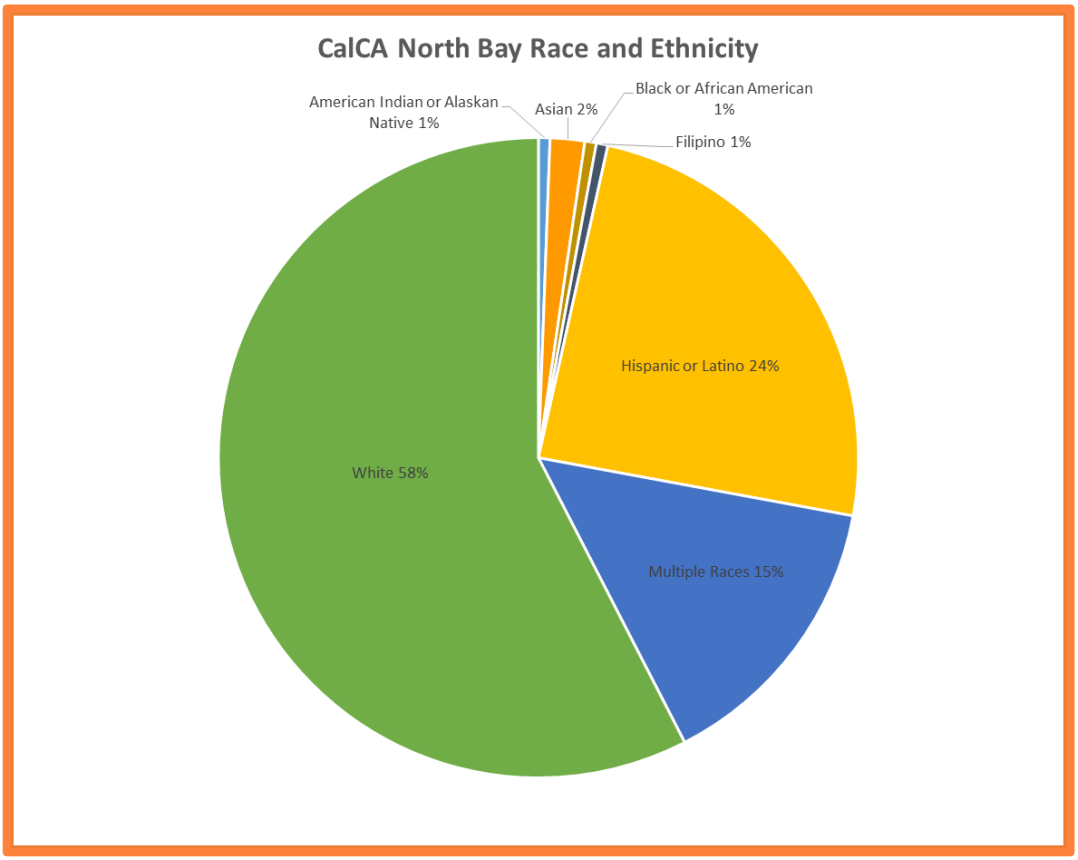
In addition, approximately 38% of the students served by the CalCA North Bay school (as of October 2017) are socio-economically disadvantaged, when measured by family income eligibility (defined as income levels that would qualify for free or reduced price meal benefits), as illustrated in Figure 4. 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]

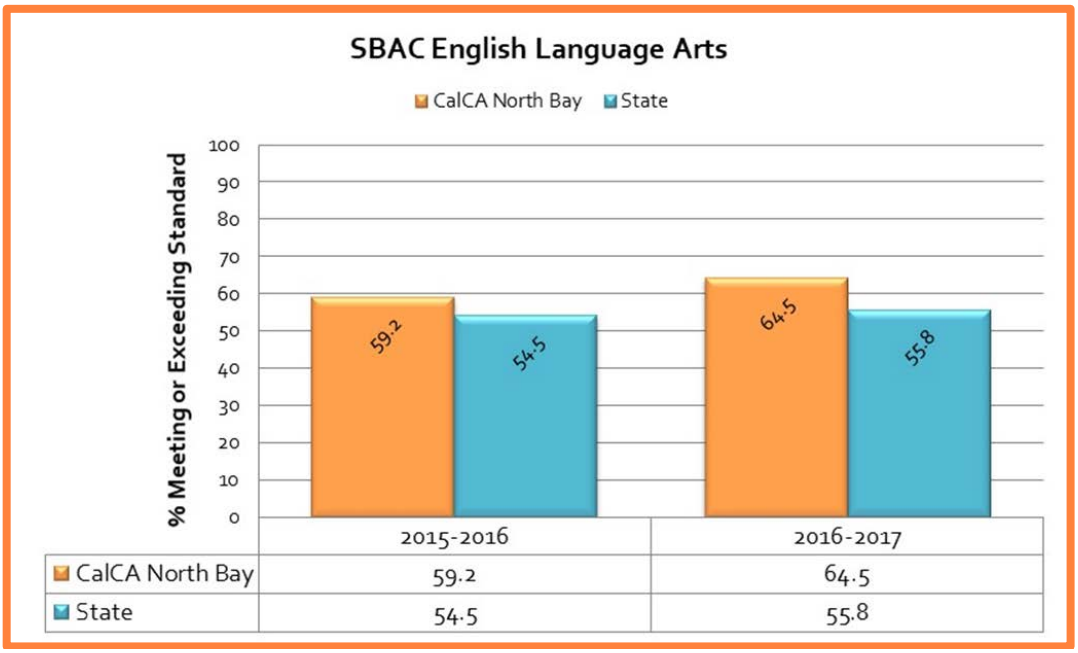
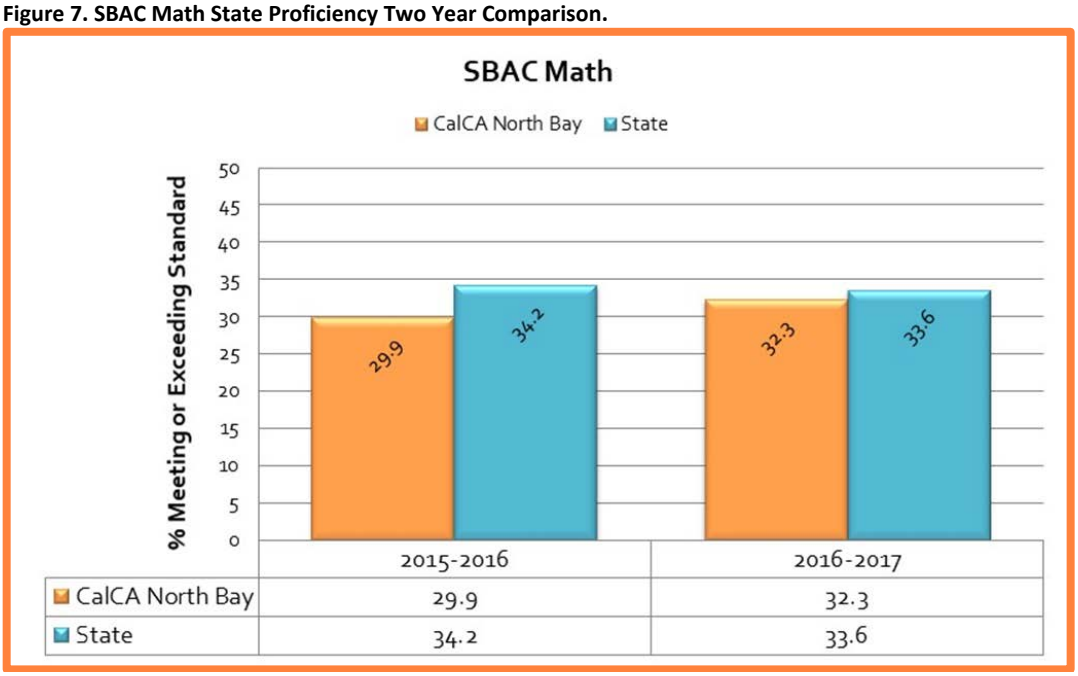


Figure 7. SBAC Math State Proficiency Two Year Comparison.



[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]

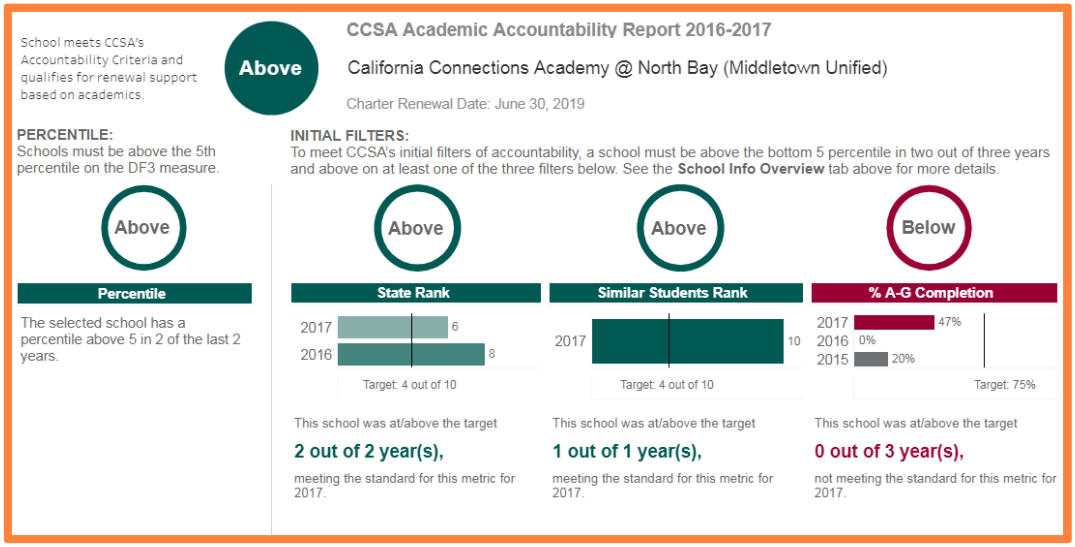
While the state has not yet devised a replacement for the similar schools ranking, it is expected that when data is available to compare, the CalCA North Bay's academic performance to other schools which serve similar student populations, the school will be able to continue to demonstrate that it is 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 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 likely would have easily qualified for charter renewal under Education Code section 47607(b)(2) and (b)(3).

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 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 2016-17 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

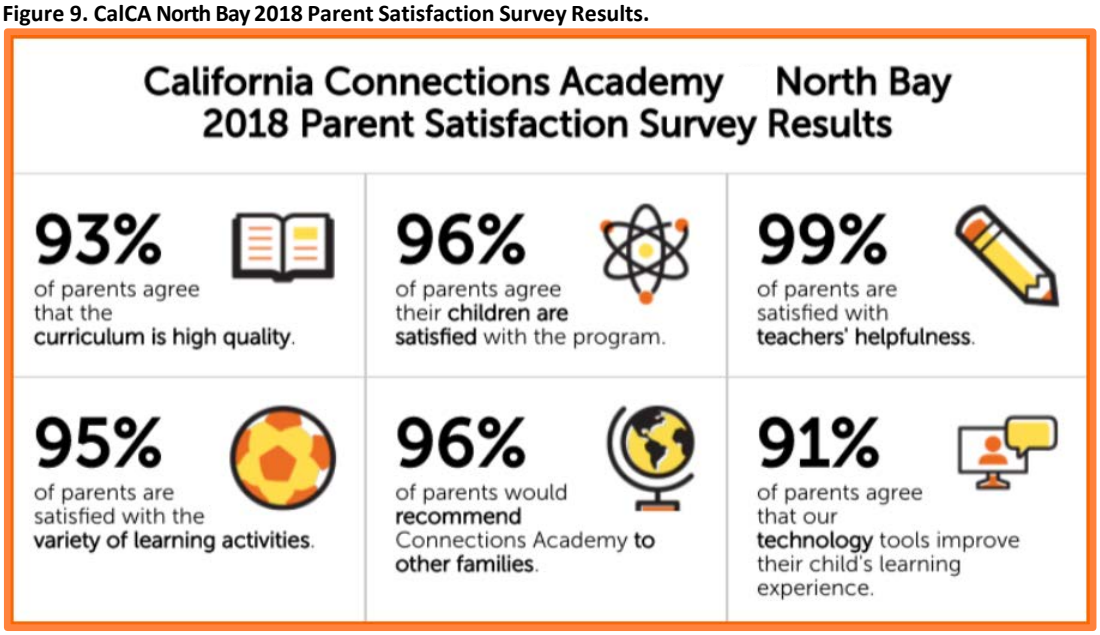
Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

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 are able to integrate in-person wet labs into science courses, thereby meeting the “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. Tim Batiuk, Board Treasurer:** Tim Batiuk has worked in education for 45 years as a teacher, counselor, and administrator in Napa, San Mateo, and Orange Counties. Most of his experience has been working in Alternative Education to develop and implement programs to enable at-risk kids to stay in school and achieve their full potential. Mr. Batiuk was the Director of Alternative Education in Napa and San Mateo where he helped launch numerous programs that provided safety nets for kids that otherwise may have dropped out. He previously served on the Community Day School Network Executive Board in Sacramento as well as on several California Connections Academy Boards in various roles, including Board President. During his 45-year career as an educator, Mr. Batiuk has consistently believed that all kids can achieve success in school and life when provided with the proper fit for their education needs and that is up to the school leaders to fulfill those needs for all kids.
- **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 Member**: 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 and 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.

- ***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. Verification curriculum-based assessments (VCBAs) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- ***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.

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 will complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of the California Connections Academy program, the Learning Coach Program Development Team offers supports for Learning Coaches.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- **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.

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

- **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. 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.

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.

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 complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of Connections program, the Learning Coach Program Development Team offers supports 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 online 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.
- **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.

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.

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 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.

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

[17]

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

[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

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 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

[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
[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.

"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 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]

[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
[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.

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;
- 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.

[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

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.

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. In addition to high-quality virtual and print

[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.

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. 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.

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.

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.

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. 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 Course Selection 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 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 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 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.

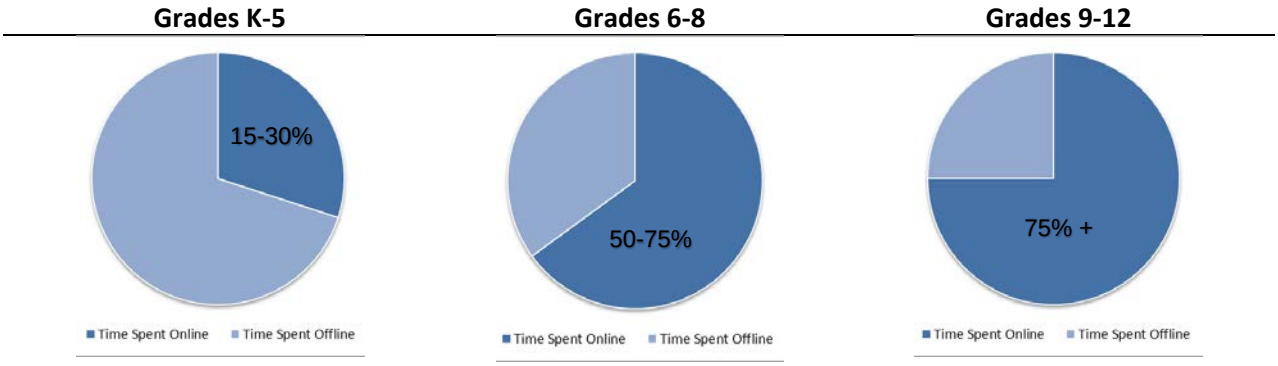
The Get Connected! program (as described previously in Section II.B) was developed to assist students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization 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.

As illustrated in Figure 13, 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 13. 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 the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

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

Supporting the program teachers in their work are 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.

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, appropriately maintaining work products, and staffing that complies with the required pupil to teacher ratios and the geographic limitations on the place of residence of the pupils. 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.

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.

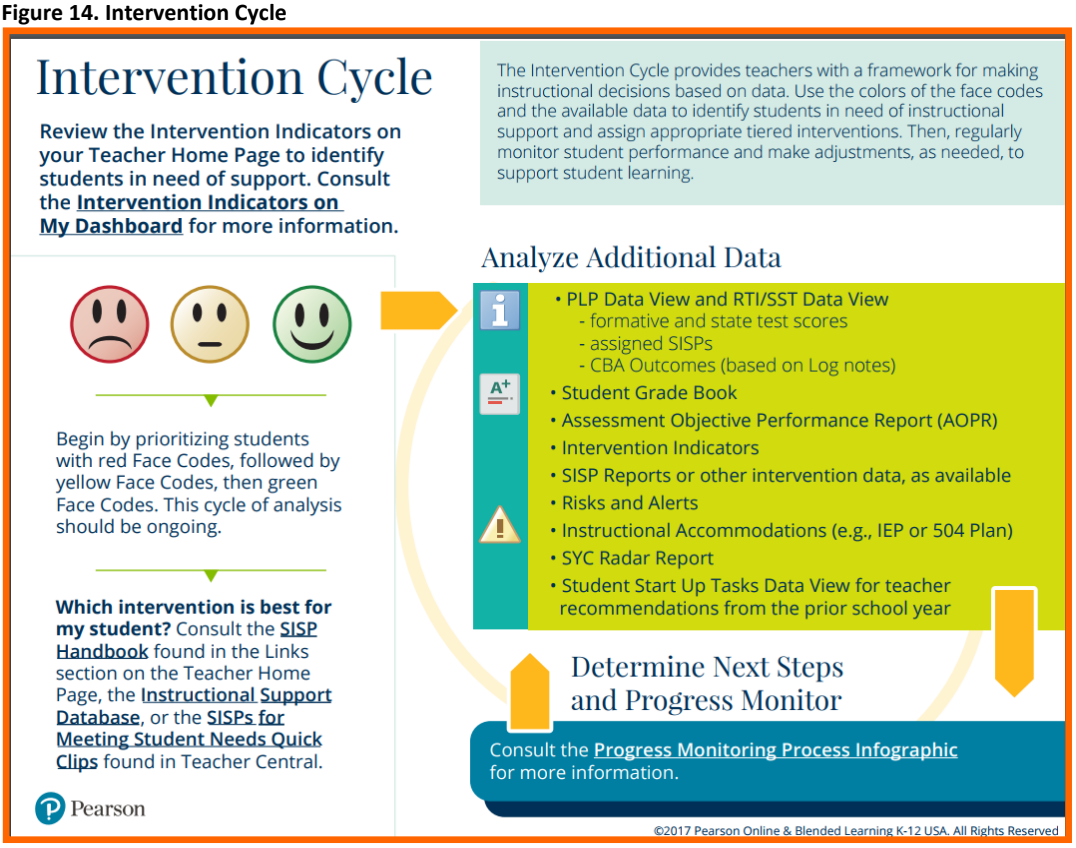
Teachers also implement a Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the 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 multitiered 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 14 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, mid, and post assessments.

Figure 14. Intervention Cycle

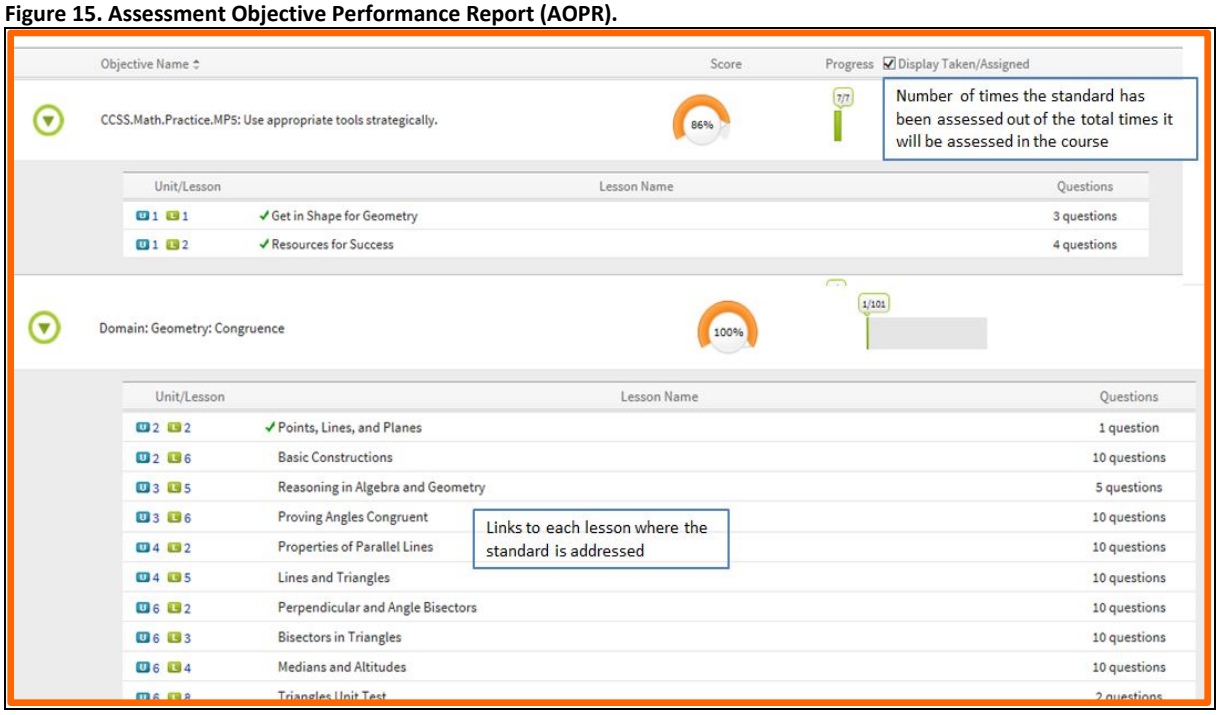


In addition, at both the section and individual student levels for students in grades 6-12, Assessment Objective Performance Reports (AOPR), as shown in Figure 15, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these 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 15. 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.

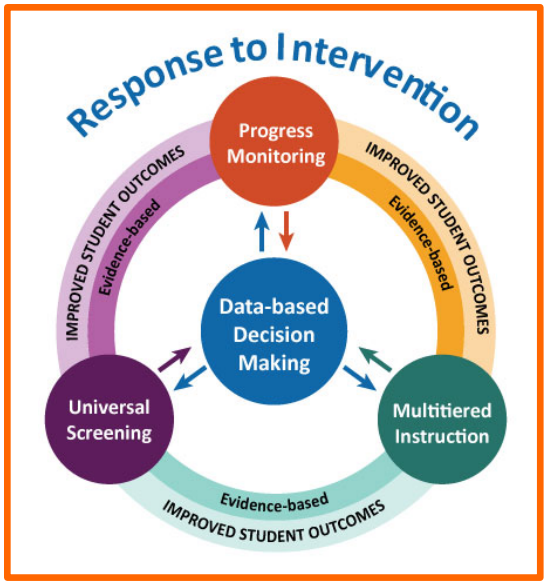
Response to Intervention (RTI)

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). The provision of Tier II and III interventions are decisions made in the cooperation with the school's Student Support Team (SST). This team typically consists of the student's teacher, RTI specialist(s), administrator(s), and parent(s) (when possible). The SST meets regularly, with the

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

The SST is part of the RTI process that is illustrated in Figure 16. 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 16. Response to Intervention.



A sample of the visual information available for the Intervention Indicators is provided in Figures 17 and 18.

Figure 17. Visual of the Intervention Indicators

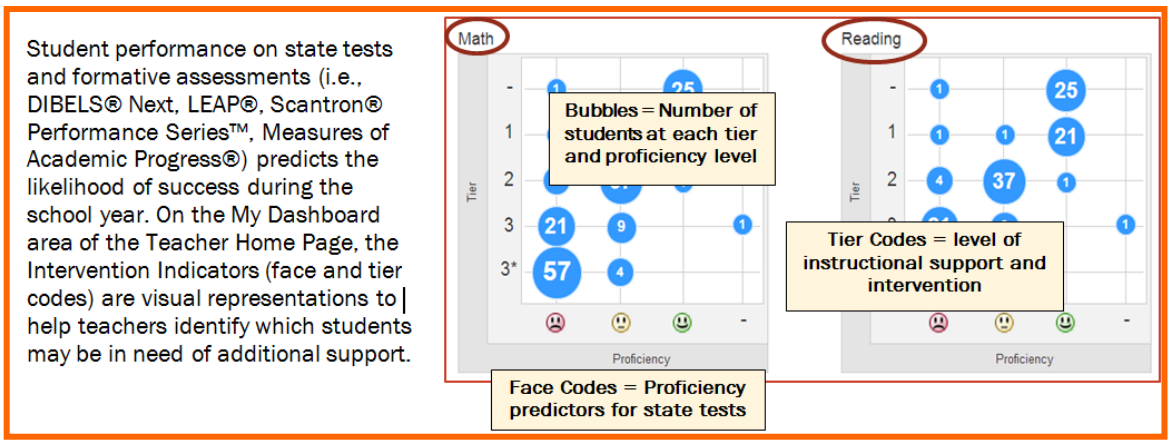


Figure 18. Additional Information Provided for Multitiered Intervention Area

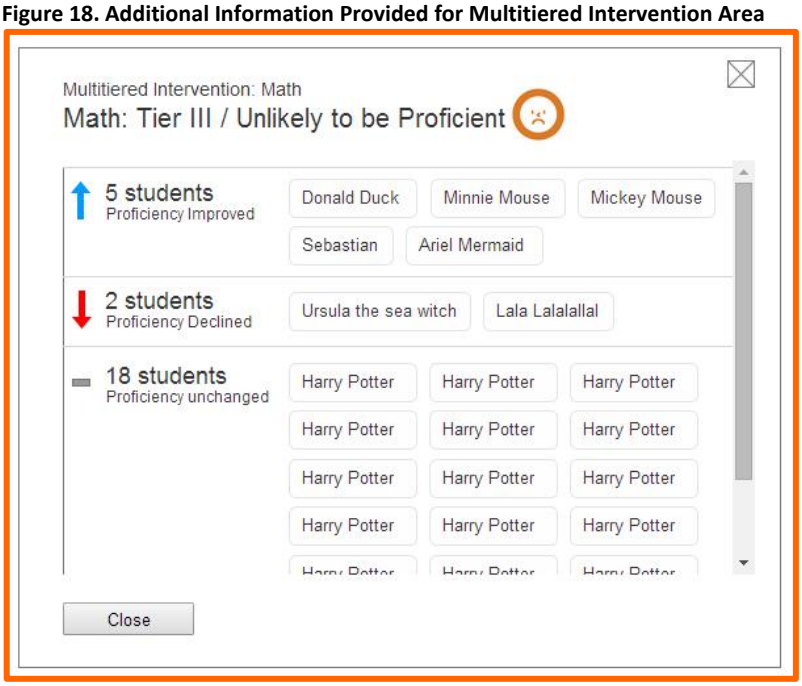


Figure 19 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 19. 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 may therefore be used to provide 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 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

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

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

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 tracked via a parent attendance log in Connexus as well as a teacher attendance log of the final attendance credit awarded to each student each 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.

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 places 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 (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 (LEAP)**
      This assessment tool is used for students in grades K–8 as a technology-facilitated pre- and posttest. 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. It is expected that the school will use this benchmark assessment for students in K-8. However, benchmark assessments may change as the school progresses through the term of its charter.

      Results are available to teachers through Connexus as students complete the assessment. Teachers have access to student's 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.

- **Scantron Performance Series (SPS)**
  These tests are online adaptive assessments that CalCA North Bay uses as a pre- and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as state 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.

  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 conversation. Diagnostic curriculum-based assessments (DCBAs) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBAs) authenticate student learning of concepts previously graded as completed with scores of B or higher.

- **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.

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 20 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 21, teachers can see if students have overdue lessons and are falling behind. Figure 22 shows a specific student's Grade Book.

Figure 20. Teacher's Homepage.

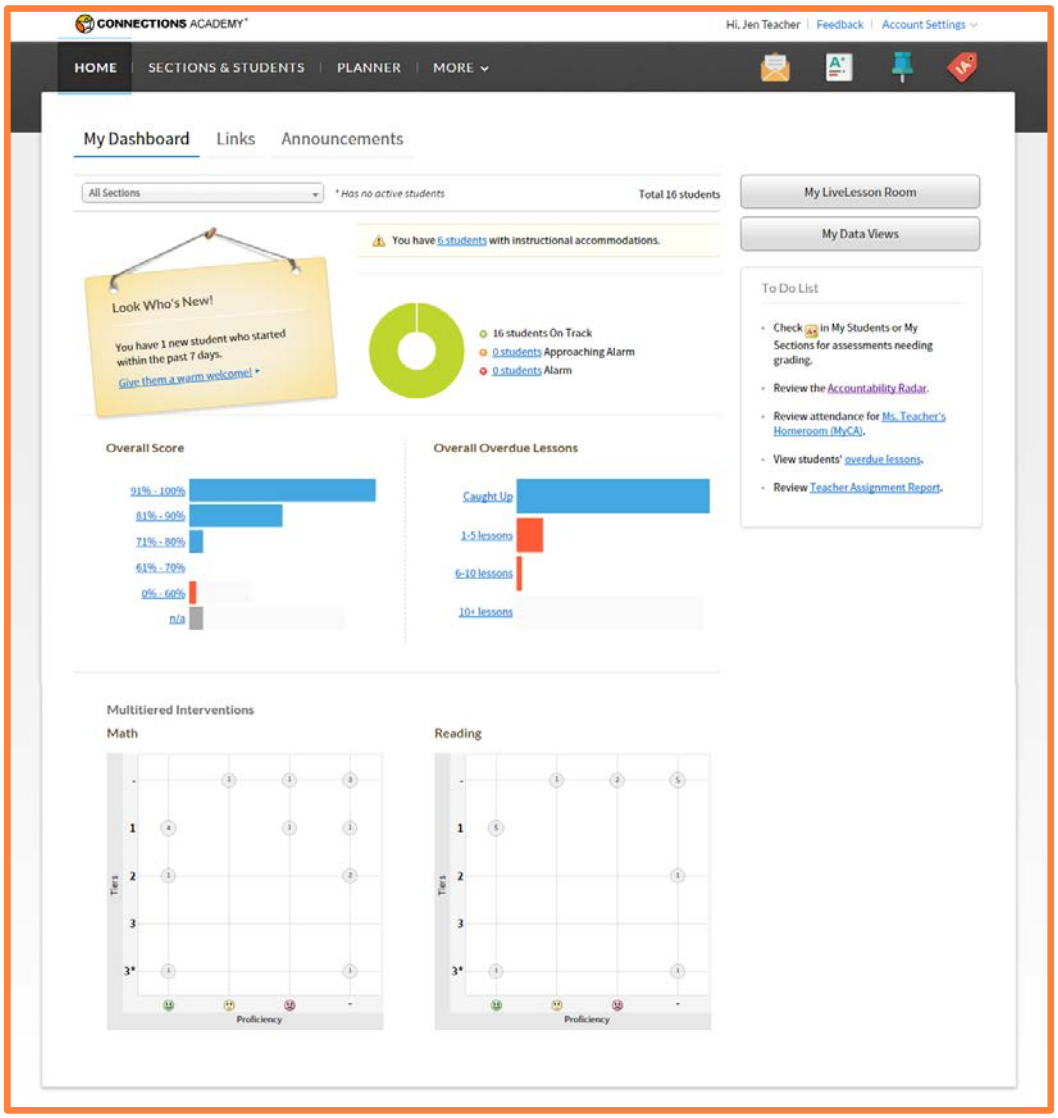


Figure 21. Students with Overdue Lessons.

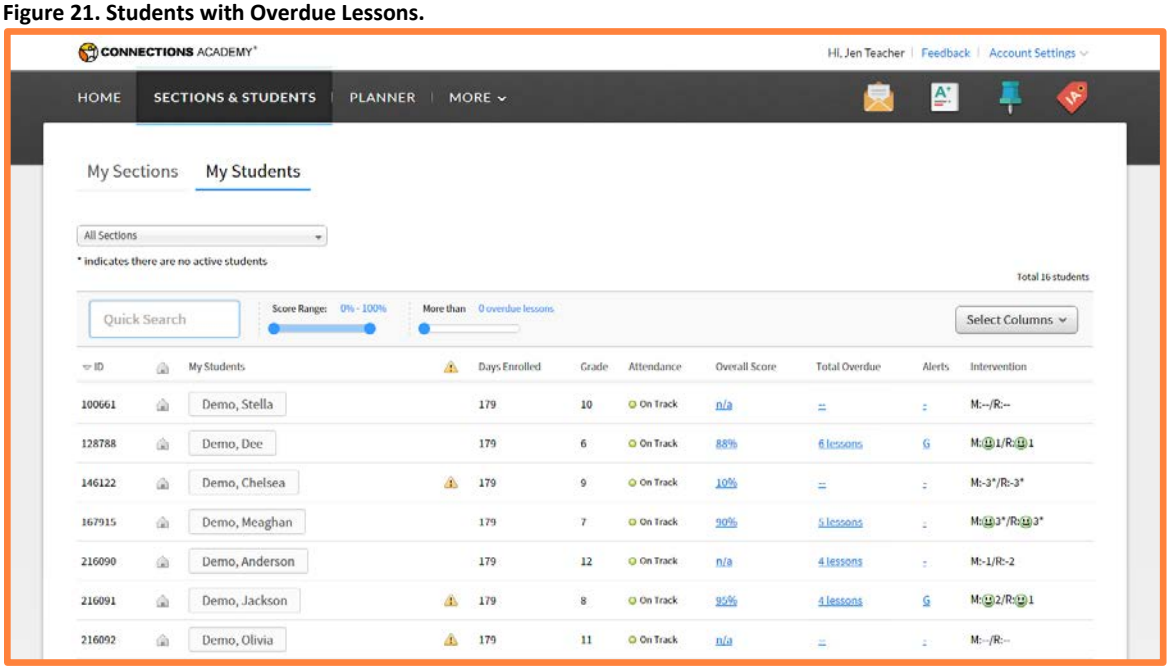
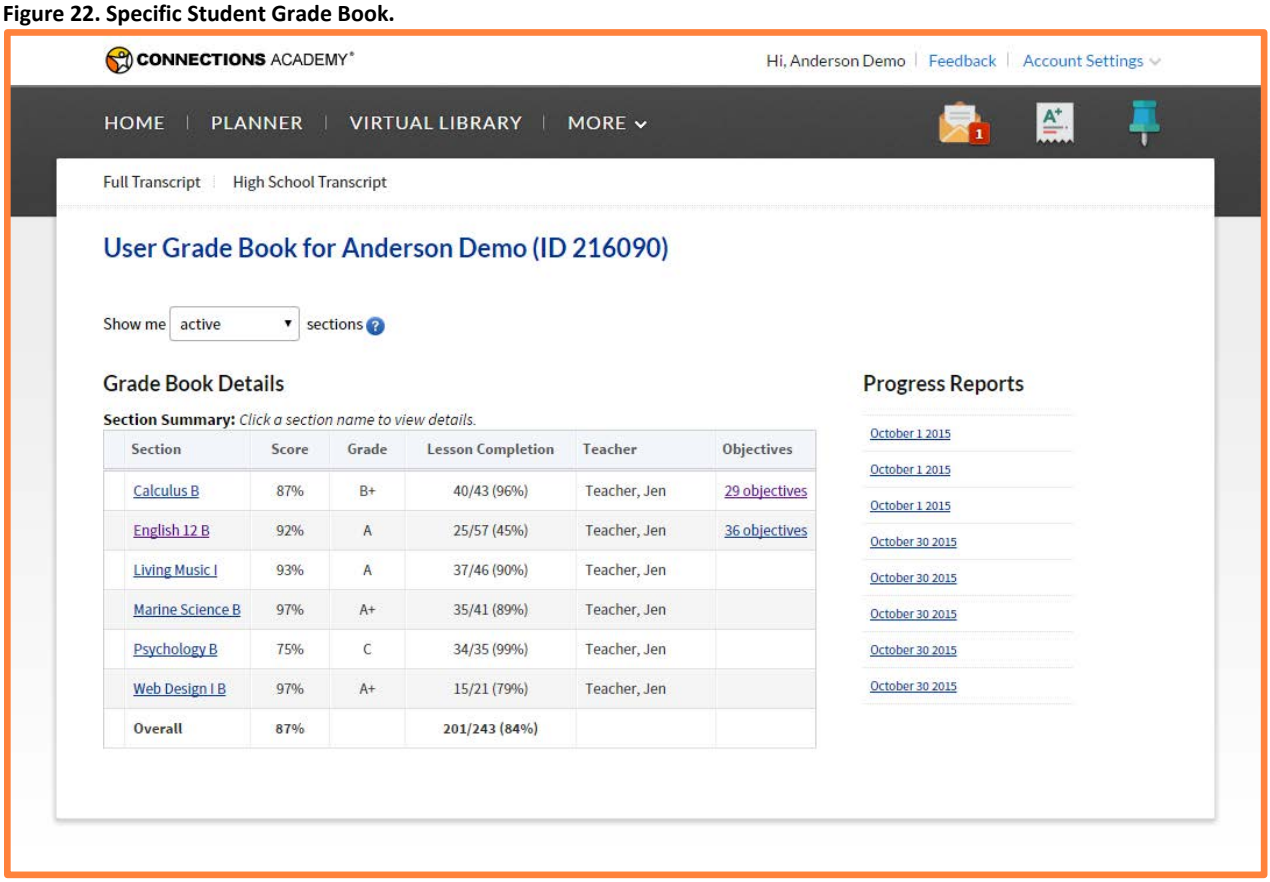


Figure 22. Specific Student Grade Book.



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).

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)[33], 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.

[33] 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.[34] 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 Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor

[34] 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).

in accordance with its obligations under the Statement of 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. 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. 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.

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 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.

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 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 existing Statement of Agreement is attached as 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. 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.

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 any legally required student-to-teacher ratios for California. The projected budget is developed each year based on the required student-to-teacher ratio in place for that year. The school complies with 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 has approved a compensation plan for teaching staff. The plan includes the base salary as well as 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 dispute remains unresolved, either party may pursue any remedy available under law. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district 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.
- **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 reserve, as projected, would build slowly through the term of the charter, assuming the revenue amounts are stable through that time period. The reserve can 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 of 25:1 or less. This ratio aligns with the state's 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. 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, 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%. 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 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

The school contracts with Connections to provide human resources, administrative, financial, accounting, and payroll services. The services that are provided are explained in the Statement of Agreement between CalCA North Bay and Connections. Since this is provided as a turn-key program, many of the school's expenses are either paid to Connections (such as fees for access to Connexus, curriculum, and so forth), are paid for salary and benefits under the allocation model with the other California Connections Academy schools, or are reimbursed by the school to Connections (such as travel, facility costs, and so forth). The charter school is invoiced monthly by Connections for all of the agreed upon costs. The invoices are reviewed by the Governing Board Treasurer and the Director of Business Services prior to payment to Connections and are also approved by the full Governing Board as part of the regular Board agenda.

Connections has considerable experience supporting public virtual schools and has gained expertise in dealing with the unique aspects of public school funding including funding in California. In order to protect the CalCA North Bay charter school from experiencing cash flow problems as a result of delays in state or local funding, arrangements have been made to allow the charter school to pay the invoices *only if the school has sufficient funds available at that time.* The school must pay for services rendered as soon as funds become available, but there is no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between the charter school and its 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.

The Governing Board and school leadership are aware of the challenges of the state's past multiple and complex deferrals of payments which may be applied to public schools including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, the charter school relies on its arrangement with Connections to provide short term financing during times when cash is not received from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school by Connections.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalCA North Bay 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 will be 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 adopts strong 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 over the design of these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls occurs.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. CalCA North Bay maintains accurate and current written records that document all pupil attendance and makes these records available for audit and inspection. 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, and with the district's requirements for certifying the charter school's ADA. In addition, CalCA North Bay transfers all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Insurance

Under the terms of the Statement of Agreement, the school is named as additional insured, and plans to continue with the arrangement in future years. (Connections maintains general liability insurance and the school is named as additional insured under such policy.) The school plans to continue 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).

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. If so appointed, the Audit Committee 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 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 existing Statement of Agreement with Connections, is provided in 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 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."[35]

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

[35] 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.

The school agrees to notify the district and county office of education of the location of all its sites and/or resource centers. The school agrees to comply with all applicable laws regarding its facilities, including any legal geographic limitations on charter 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.

_____ _____

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 (Current)
G	Memorandum of Understanding (Current)
H	Business Plan, including Budgets and Cash Flow Narrative
I	Insurance Certificates (Sample)

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 (Current)
G	Memorandum of Understanding (Current)
H	Business Plan, including Budgets and Cash Flow Narrative
I	Insurance Certificates (Sample)

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT A

PERSONALIZED LEARNING PLAN SAMPLES

In this exhibit, we provide the following:

- Personalized Learning Plan – “Karson” Demo
- Personalized Learning Plan Data Overview

Personalized Learning Plan (PLP) 2018-2019 - Karson Demo

Name:	Karson Demo
Student Nickname:	KK

If, during your phone conversation, the student or parent indicates that the student identifies as a gender that differs from what appears in this field, utilize the process outlined in the Protocol for Preferred Name and Gender Requests document found in the Virtual Library.

Gender:	M
Date of Birth (MM/DD/YYYY):	10/10/08
Ethnicity (calculated):	White (Not Hispanic or Latino)
Enrollment Date:	7/5/2018
Start Year (calculated):	2014-2015
Final Grade 2017-2018:	3
Final promotion or retention decision for 18-19:	Promoted
Current Grade Level:	4
Current Homeroom Teacher:	Jen Teacher
Family Connections Coordinator Name:	N/A
Type of Last School (calculated):	None
Students with 504 plans:	
Students with disabilities with IEPs:	
Identifies gifted students:	
All Caretakers In Household (including PreVerified):	Coach Demo
Siblings (and stages) in Household:	Stella-Archive, Dee-Enrolled, Chelsea-Enrolled, Meaghan-Enrolled, Jackson-Enrolled, Marcie-Enrolled, Claire-Enrolled, Amanda-Enrolled, Graddy-Archive, Judy-Enrolled, Tyler-Enrolled, Muffy-Enrolled, Isela-Enrolled, Karson-Enrolled, Gavin-Enrolled, Gus-Enrolled, Barbara-Enrolled, Dwight-Enrolled
Phone Numbers:	Home Phone: 555-555-5555 Home Phone: 800-382-6010 Business Phone: 555-555-6666* Mobile Phone: 555-555-5866 Emergency Contact Business Phone: 555-555-1212 Emergency Contact Mobile Phone: 555-555-5555 Emergency Contact Phone: 555-555-1212 Guardian Business Phone: 555-867-5309 Guardian Mobile Phone: 555-555-6666 Guardian Phone: 555-555-1212
Best Day to Contact:	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ No Preference
Best Time to Call:	☐ AM ☐ PM ☐ No Preference
Notes on Contacts:	

PLP: RTI/SST Information for Staff Only

SST First Referral Date:

SST IA Number 2018-2019:

SST IA Link 2018-2019: No SST IA Specified

Link to RTI/SST Data View: Response to Intervention/SST 2018-2019

Link to SISP Data View: Supplemental Instructional Support Program Review

PLP: Discipline Information for Staff Only

Discipline Status:

Most recent discipline action:

Discipline Data View Link: Discipline Status Data View

PLP: Strengths, Goals, and Interests

Areas of Strength:

Goals:

Areas of Interest:

Active Clubs:

Talent Network Enrollment:

Link to the College and Career Readiness Data View (for high school students only):

PLP: Honor Code Information for Staff Only

If there is no name and date next to either field below, select the link to the Honor Code Data View, discuss the Honor Code, and confirm the Learning Coach and student understand and agree to it. After discussing what it means, school staff members may check the Honor Code fields in the Honor Code Data View on behalf of the student or Caretaker.

Student Honor Code Status:

Caretaker/Learning Coach Honor Code Status:

Link to the: Honor Code Data View

PLP: Performance & Intervention Data Staff Only

Formative and Summative Assessment Data

Math Formative Assessment Assigned:	
Student's Predicted Posttest Math Performance:	Not tested
Student's Predicted Pretest Math Performance:	
Student's Predicted Midtest Math Performance:	
ELA Formative Assessment Assigned:	
Student's Predicted Posttest ELAR Performance:	Not tested
Student's Predicted Pretest ELAR Performance:	
Student's Predicted Midtest ELAR Performance:	
Link to State Test Scores:	

Intervention Indicators

Refer to the Intervention Indicators on my Dashboard Guide and the Intervention Cycle for more information.

Current Math Face Code:	
Face Code Change Math:	No Change
Identified Tier for Math:	2
Current Reading Face Code:	
Identified Tier for ELAR:	-
Face Code Change Reading:	No Change
Link to Intervention Indicators Data View:	Intervention Indicators Data View

Alerts

Link to Alert Fields Data View:	Alert Fields Data View
Student is eligible for free and reduced lunch program based on information provided by the family during the enrollment process:	No Information Available

The Caretaker provided consent to share this information in order to better serve and personalize instruction for the student. This information must be kept confidential and will only be used for the purposes we have identified.

Attendance Metrics

Escalation Status:	On Track
Reason(s) the student is in Alarm or Approaching Alarm:	Attendance (Alarm), Participation (Alarm), Contacts (Alarm),
Performance Metric:	0.3
Participation Metric:	#VALUE!

Comments:

Link to Escalation Data View: Link to Escalation Data View

Grade Book Link: Grade Book

Link to Assessment and Lesson Completion Data View: Assessment and Lesson Completion

PLP: Links and Information for Staff Only

Supplemental Instructional Support Programs (SISP)

Guide to Multitiered Instruction at Connections Academy Schools

2018-2019 Math Information

Math Services:

Math Implementation Tier: Tier II Math Intervention Assigned

Current Math SISP:

Includes non-academic math support (behavior plan, PBIS, etc.): Yes / No

Prior Math SISP:

Math Progress Notes:

2018-2019 Math Information (Teacher Only)

Math CBA Data:

Number of Math CBA Contacts: 0

Number of Math Teacher Facilitated Intervention: 0

Math Follow Up Date: MM/DD/YYYY

Last Math Progress Monitoring: 10/21/2015

Days since last Math Progress Monitoring: 1007

Optional Math Notes:

Uploaded Math Documents 1:

Add Files

Please use .docx, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

Math SISP Enrollment

Allow two business days for your request to be reflected in the student's CPT and for the student's Supplemental Instructional Support Review Data View (linked below) to be updated with login credentials, Getting Started directions, and confirmation of your student's SISP account creation.

Review the Supplemental Instructional Support Programs (SISPs) Enrollment Process for more detailed information.

Link to SISP Data View: Supplemental Instructional Support Program Review

2017-2018 Math SISP Request:

Math Monitoring Teacher:

Math SISP Removal:

Math SISP Request/Removal Comment:

Imagine Math Request Class Name:

Prior Year Math Information

Math SISPs: ;

2018-2019 English Language Arts and Reading Info

Reading Services:

Written Language Services:

ELAR Implementation Tier:

Current ELAR SISP:

Includes non-academic ELAR support (behavior plan, PBIS, etc): Yes No

Prior ELAR SISP:

ELAR Progress Notes:

2018-2019 ELAR Information (Teacher Only)

Reading CBA Data:

Number of Reading/Language Arts CBA Contacts: 0

Number of Language Arts Teacher Facilitated Intervention: 2

ELAR Follow Up Date: MM/DD/YYYY

Last ELAR Progress Monitoring: 8/17/2017

Days since last ELAR Progress Monitoring: 341

Optional Reading Notes:

Uploaded ELAR Documents:

Add Files

Please use .doc, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

Reading SISP Enrollment

Allow two business day for your request to be reflected in the student's CPT and for the student's Supplemental Instructional Support Review Data View (linked below) to be updated with login credentials, Getting Started directions, and confirmation of your student's SISP account creation.

Review the Supplemental Instructional Support Programs (SISPs) Enrollment Process document for detailed information.

Link to SISP Data View: Supplemental Instructional Support Program Review

2017-2018 ELAR SISP Request:

ELAR Monitoring Teacher:

ELAR SISP Removal:

ELAR SISP Request/Removal Comment:

Reading Plus Request Class Name:

Prior Year ELAR Information

ELAR SISPs: ;

2018-2019 Science Information

Science Services:

Science Implementation Tier: Student progressing as expected in Tier I Scien

Science Progress Notes:

2018-2019 Science Information (Teacher Only)

Science CBA Data:

Number of Science CBA Contacts: 0

Science Intervention Teacher:

Science Follow Up Date: MM/DD/YYYY

Last Science Progress Monitoring:

Days since last Science Progress Monitoring:

Optional Science Notes:

Uploaded Science Documents:

Add Files

Please use .doc, .docx, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

2018-2019 Social Studies Information

Social Studies Services:

Social Studies Implementation Tier: Student progressing as expected in Tier I Social

Social Studies Progress Notes:

2018-2019 Social Studies Info (Teacher Only)

Social Studies CBA Data:

Number of Social Studies CBA Contacts: 0

Social Studies Intervention Teacher:

Social Studies Follow Up Date: MM/DD/YYYY

Last Social Studies Progress Monitoring:

Days since last Social Studies Progress Monitoring:

Optional Social Studies Notes:

2018-2019 Behavior Information

Behavior Services:

Behavior Implementation Tier:

Student progressing as expected in Tier I Behavi

Behavior Progress Notes:

2018-2019 Behavior Information (Teacher Only)

Behavior Intervention Teacher:

Behavior Follow Up Date:

MM/DD/YYYY

Last Behavior Progress Monitoring:

Days since last Behavior Progress Monitoring:

Optional Behavior Notes:

Uploaded Behavior Documents:

Add Files

Please use .doc, .docx, .jpeg, .jpg, .pdf, .txt, .xls, or .xlsx format. File size may not exceed 100 MB. Your file(s) will not be associated with your account until you save this page.

PLP: Staff Only

Last Saved On: 7/21/2018

Last Saved By: Jennifer Leitao

PLP and RTI Log Entry Tracking

PLP Log Entries:

RTI Log Entries:

Save | Save and Finish | Cancel

Personalized Learning Plan (PLP) Data View

The PLP Data View is place for all of a student's teachers to continuously monitor student learning, document subject-specific progress notes, and track interventions when needed.

1. **Student Information**
   - Review basic student information that is populated from enrollment data.
   - Staff may edit the Name student prefers to be called, Best Day to Contact, and Best Time to Call, which is pulled from the Student Start-up Tasks Data View.
2. **Response to Intervention (RTI)/SST for Staff Only**
   - If applicable, the date the student was referred to SST is displayed, with links to the RTI/SST and SISP Data Views.
   - Current RTI/SST data is summarized here based on intervention selections made in the PLP Data View.
     - Date, Subject, Tier, SST Y/N, IEP Y/N
3. **Discipline Information for Staff Only**
   - If applicable, disciplinary actions are displayed, with a link to the Discipline Status Data View.
4. **Strengths, Goals, and Interests**
   - Displays text entered by a teacher in the Students Start-up Tasks Data View.
   - Includes a list of clubs and/or the specialty academy program in which the student is currently enrolled.
   - High school students will see their post high school plans and a link to the College and Career Readiness Data View.
5. **Honor Code**
   - If not yet completed by the student or Caretaker, a link to the Honor Code Data View is available in the PLP for Caretakers and students in grades 3–12.
   - Honor Code Acknowledgement may be checked by the student, Caretaker, or staff member in the PLP or Honor Code Data View; the status of who checked it and when is visible to staff in the PLP.
6. **Performance & Intervention Data - Staff Only**
   - Displays assigned formative assessments, predicted performance (if available), current Intervention Indicators, and changes in Intervention Indicators after the mid-test period.
   - Provides a link to state test scores and the Intervention Indicator Data View.
   - Displays the student's attendance status, reason for being in escalation (if applicable), with a link to the Escalation Data View.
   - Use the Grade Book link to review assessment objective performance data.

7. **Links and Information for Staff Only**

    - Essential Skills and Standards Checklists for Language Arts and Math[1]
    - Supplemental Instructional Support Programs (SISP)[2]
    - Guide to Multitiered Instruction at Connections Academy Schools[3]

8. **Subject-Specific PLP and Behavior Areas**
    - In each of the four subject-specific areas of the PLP Data View, and in the Behavior area, teachers and staff should record progress and share observations with one another to capture a comprehensive portrait of student performance.
    - Intervention selections and subject-specific progress notes made in the Log are reflected in the PLP and RTI/SST Data Views.
    - Tier II and Tier III progress monitoring (e.g. dates, status, contacts) for interventions is tracked in the Log.

9. **Last Saved On** and **Last Saved By**
    - Last Saved On and Last Saved By information will reflect who most recently made changes and when they were saved in the PLP Data View.
    - If a Caretaker or a student in grades 3–12 inputs checks the Honor Code box, his or her name and the date they entered updates will appear in these fields, though they will not be able to see who last updated the Data View or when it was updated.

Any selections made in the PLP Data View will be reflected in the RTI/SST Data View. Refer to the chart below when updating this area.

- Update the Current **Implementation Tier** to reflect the most recent status
- Check (or uncheck) the appropriate **intervention boxes** based on current student performance and need

Teacher selection in PLP Data View	Result on Intervention column of the Teacher Home Page	Log Entry Area and Category Selections	Log Entry Displayed
Tier 1 Student progressing as expected	"1" for math and/or reading	• Differentiation (Tier I) as necessary	Visible to staff at the bottom of the student's PLP Data
Tier II Math/ELAR Intervention Assigned	"2" for math and/or reading	• Intervention (Tier II/III) • RTI Progress Monitoring (SISP or Teacher Facilitated)	Visible to staff in the RTI/SST Data View and the PLP Data View
Tier III Math/ELAR Intervention Assigned	"3" for math and/or reading	• Intervention (Tier II/III) • RTI Progress Monitoring (SISP or Teacher Facilitated)	Visible to staff in the RTI/SST Data View and the PLP Data View

[1]https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fCurriculum+and+Instruction%2fSSTAIR%2fEssential+Skills+and+Standards%2f&category=Essential+Skills+and+Standards
[2] https://www.connexus.com/extra/TrainingLearningObjects/CA/teacher/teachercentral/multitieredinstructionalsupport.html#/selectsubtopic
[3]https://www.connexus.com/extra/TrainingLearningObjects/CA/teacher/teachercentral/resources/multitieredinstructionalsupport/multitiered/documents/RTI_Guide_to_Multitiered_Instruction_1617_FINAL.pdf

After every CBA, intervention contact, or other instructionally significant contact, record a Log entry AND update the subject-specific Progress Notes.

- Log entries are not visible to families

Review and update subject-specific **Teacher Only fields**. These fields are where teachers should record intervention information after each CBA contact with the student.

- **Subject-specific CBA data**: teacher names and dates of all CBA calls will be displayed when the subject and a CBA type is selected in the Log.
- **Subject-specific Intervention Teacher**: enter the name of the teacher(s) responsible for a student's current intervention(s) and filter by name in the PLP or RTI/SST Data View Export.
- **Tier I subject-specific follow up date**: when teachers enter a date in this field, the PLP Data View Export can be easily sorted by the date the teacher will revisit the student data to determine if the intervention is successful.
- **Tier II/III Follow Up Date**: if the student is assigned a Tier II or Tier III intervention, the next follow up date is displayed for progress monitoring.

Upload subject-specific documents: Teachers can upload documents to support the identified intervention, such as:

- Essential Skills and Standards Checklists for other levels of math or language arts if appropriate for the student. Uploading that document here will allow the Learning Coach and student to access it throughout the year.
- Resources to help the student participate in the identified interventions or self-monitor his/her progress with the intervention.
- Resources to help with other goals (i.e. time management or organizational skills)
- These uploaded documents will also be available in the RTI/SST Data View.

EXHIBIT B

General School Handbook 2018-19

&

California Connections Academy

School Handbook Supplement

In this exhibit, we provide the following:

- General School Handbook 2018-19
- California Connections Academy School Handbook Supplement 2018-19

School Handbook
General Portion

2018–2019

Welcome to your Connections Academy virtual school!

Your school is designed for students to learn at the highest levels possible. Our rigorous curriculum, personalized learning approach, and engaging virtual classroom sessions make learning challenging and relevant. Our student-centered approach means that each child receives the educational support he or she needs to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals who are focused on your student's well-being; virtual sessions using LiveLesson® session technology; supplementary educational opportunities; clubs and activities; or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success.

Your school's dedicated teachers and administration are focused on your student's well-being and fulfilling the Connections Academy mission: *to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians (Caretakers), your role in a Connections Academy school is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this Handbook and in the School-Specific Handbook Supplement. Sections in this Handbook marked with an asterisk (*) have additional information in the Supplement. Please read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. To reach your Connections Academy school, visit www.connectionsacademy.com, enter your zip code, and then select Visit School Site. Learning Coaches and Caretakers can see detailed school contact information from their Connexus® login page. Your School-Specific Handbook Supplement, found in the Virtual Library in Connexus, also contains complete school information. To contact the Connections Academy central office, call 800-382-6010, or send an email to support@connexus.com.

Congratulations on joining the Connections Academy family. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

We look forward to working with you and wish you a successful 2018–2019 academic year!

Getting Ready:
Quick Tips

Get to Know Connections Academy's Policies

Please take some time before the school year starts to understand the policies in this General Handbook and your School-Specific Handbook Supplement. You and your student are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you and your student are in compliance with Connections Academy policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should check their To Do list on their home page in Connexus every school day. **Be sure to complete the assigned orientations and trainings** you find there, this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":

- Dedicate a space for keeping school materials and supplies organized
- Place your student's "classroom" in a quiet area that is free of distractions
- Create a filing system for portfolio assessments, student work, and important papers
- Create a showcase area to display your student's work
- Review your calendar, set a schedule, and post the daily routine

If you're waiting for a computer delivery from Connections Academy, review the set up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in Connexus without receiving your materials first. If you are using your own computer, take time to review the system requirements in Connexus Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our Connexus Help has a lot of the answers! Select the **MORE** tab on your toolbar in Connexus and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Connexus, or accessing the internet.

If you want to get to know your teacher(s), check out the Teacher Communication Data View. To access this Data View, select your student's name from your Home Page. From there, you will see the courses your student is taking. Select the icon beside the teacher's name and then select and view the teacher's Teacher Communication Data View information. Review the teacher's prior experience and qualifications, courses taught, contact information, and more!

Welcome to Connections Academy! We hope you have a great year.

Table of Contents

Welcome to your Connections Academy virtual school! *1*

Get to Know Connections Academy's Policies *2*

Getting Ready for the School Year *2*

Need help? *3*

1 Introduction 8

2 School Mission and Overview 8

2.1 Mission Statement* *8*

2.2 Program Overview *8*

2.3 Nondiscrimination Statement *8*

2.4 The Connections Academy Commitments* *9*

3 School Organization and Roles 10

3.1 Roles and Responsibilities *11*

3.2 Required Student Safety Trainings for School Staff * *16*

3.3 School Information* *17*

3.4 School Schedule *17*

3.4.1 The 2018–2019 School Calendar* 17

3.4.2 Required Instructional Hours* 18

3.4.3 Emergency Closure Plans* 18

3.5 Enrollment, Withdrawal, and Transfers *18*

3.5.1 Returning Students 19

3.5.2 Kindergarten and First Grade Admissions* 20

3.5.3 Enrollment after the Start of the School Year or Semester* 20

3.5.4 Dual Enrollment in Another K–12 Program* 20

3.5.5 Dual Enrollment in a College or University 20

3.5.6 Withdrawing from School* 20

3.5.7 Location Change* **21**

3.5.8 Learning Environments and Working with Multiple Students **24**

3.6 Assessment ***24***

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress **25**

3.6.2 Assessments within the Curriculum **25**

3.6.3 Mandatory Testing* **29**

3.7 Personalized Learning* ***29***

3.7.1 The Personalized Learning Process **29**

3.7.2 Adding Elective Courses (Elementary and Middle School)* **30**

3.7.3 How Families Can Personalize Instruction **30**

3.7.4 Placement Changes during the School Year (Elementary and Middle School)* **31**

3.8 Course Completion* ***32***

3.8.1 Midyear Course Completion (Elementary and Middle School) **32**

3.8.2 Late Course Completion **33**

4 Attendance* **33**

4.1 Caretaker and Learning Coach Responsibilities for Attendance **34**

4.2 Marking and Verifying Attendance* **35**

4.3 Attendance Status and Escalation Systems* **39**

4.4 Truancy* ***40***

5 Grading and Student Evaluation* **40**

5.1 Placement, Promotion, and Retention (Elementary and Middle School)* ***41***

6 High School Program and Policies* **43**

7 Services for Special Populations **44**

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students* ***44***

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students* 45
7.3 English Learners (EL)* 45
7.4 Gifted Students* 46
8 Community Events, Trips, and Activities* 47
9 Conduct, Due Process, and Communication* 49
9.1 Drug, Alcohol, and Tobacco-Free School 50
9.2 Bullying and other Prohibited Behaviors* 52
9.3 Discipline and Due Process for Students* 52
9.4 Academic Honesty* 52
9.5 Grievance Procedures for Caretakers* 54
9.6 Communication 54
9.6.1 Communication Systems 54
9.6.2 Communication Requirements 55
Student and Teacher Communication 56
9.7 Student Information Access 56
9.7.1 Collection and Release of Student Information by the School (FERPA)* 56
9.7.2 Parental Access to Teacher Qualification Information* 57
9.7.3 Third Party Access to Student Information 57
9.7.4 School or Connections Use of Student Images, Recordings, and School Work 58
9.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings 59
10 Educational Materials Provided by the School 59
10.1 Use of School Educational Materials 59
10.2 Returning School Educational Materials and Equipment 62

10.2.1 Use of Connexus 64
10.2.2 Technology Provided by Connections Academy* 65
10.2.3 Use of Connections Academy Equipment and Installed Software 65
10.2.4 Use of Personal Equipment and Software* 68
10.2.5 Use of the Internet* 68
10.2.6 Compliance with Connexus Terms of Use 71
10.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software 71
10.2.8 Contacting Support Services 73
Appendix 1 – Honor Code 75
Appendix 2 – FERPA Annual Notification and Policy 76
Appendix 3 – Connexus Terms of Use 81
Appendix 4 – Privacy Policy 93
1. Online Tracking and Advertising 99
2. Online Tracking Technologies 100
3. Do Not Track 101
Appendix 5 – Information about Malware and Nuisance Software 102
Appendix 6 – Protection of Pupil Rights Amendment (PPRA) Notification 104
Appendix 7 - Centralized Support Services 107

1 INTRODUCTION

This handbook has been approved by each of the Connections Academy schools' Governing Boards or other authorizers as required. The most current version of this General Handbook, and its companion document, the School-Specific Handbook Supplement, is available online in the School Handbooks section of the Virtual Library in Connexus.

Sections of the General Handbook that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional, school-specific information on these topics. All policies in this General Handbook apply to grades K–12 unless otherwise noted. However, as high school programs vary from state to state, information related to high school is found in the School-Specific Handbook Supplement.

2 SCHOOL MISSION AND OVERVIEW

*2.1 Mission Statement**

It is the mission of Connections Academy schools to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Check your School-Specific Handbook Supplement for your school's individual mission statement.

2.2 Program Overview

Connections Academy's high-tech, high-touch, virtual "school without walls," combines the best in virtual education with very real connections among students, families, teachers, and the community. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that work together to maximize student learning.

2.3 Nondiscrimination Statement

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement,

or age in the admission to, participation in, or receipt of the services under any of the Connections Academy and its affiliated entities educational programs and activities, or in employment practices are strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by the laws of the state under which that particular Connections Academy school operates.

The non-discrimination statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Americans with Disabilities Act of 1990, as amended (ADA), the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Act of 2004 (IDEA)*. Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the Nondiscrimination Policy.

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by state and federal law. See the School-Specific Handbook Supplement for additional information.

2.4 The Connections Academy Commitments*

Each Connections Academy school has high expectations for its students and their families and requires them to commit to the rigorous educational program that has been implemented. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- The school will contact the student and his or her Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic success.
- The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.
- The school will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The school will support the student and family with the training needed to learn how to use Connexus and provide encouragement needed to fulfill their responsibilities.
- The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.

- The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events. The school's Get Connected! program will help facilitate these opportunities to connect, and at some schools, will provide private Facebook groups where Caretakers and Learning Coaches can "meet" to arrange study groups and other informal gatherings.
- For students with disabilities, the school will follow Individualized Education Program (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for services and modifications to address each eligible student's individual needs as required by law or regulation. See your school's Handbook Supplement for details.
- The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 2 for the Connections Academy FERPA policy.)
- The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA). (See Appendix 4 for the Connections Academy Privacy Policy, including COPPA statement).
- The school will provide approved Caretakers access to student records and related school information through Connexus in accordance with applicable federal and state law.
- The school will always operate with the best interests of the student in mind.

3 SCHOOL ORGANIZATION AND ROLES

This section provides information about how your school is organized and on the various roles and responsibilities for everyone involved in the school.

3.1 Roles and Responsibilities

Caretaker (Parent or Legal Guardian)

Connections Academy schools apply the term “Caretaker” to the student’s parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student’s enrollment requirements. All Caretakers are automatically given “Learning Coach” (see below) access in Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/ Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coaches either *in addition to or in place of* the Caretaker. Even if the Caretaker designates another adult or adults as Learning Coach, the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student’s educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student’s Caretaker. However, Caretakers may designate another adult or adults as the student’s Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student’s school work and school-related activities, by completing the Designated Learning Coach form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child’s education and educational decision-making with the school, and therefore must be available in a timely manner to the school staff as needed for discussions related to the student’s educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! program resources are available under Links on the Learning Coach and Caretaker Home Page.

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

Student

The student's role in a Connections Academy school is to learn to the best of his or her abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students at all times are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (Appendix 1).

Eligible Student

"Eligible student" at Connections refers to students over eighteen (18) years of age and emancipated minors. Other uses of 'eligible student' will be qualified with what they are eligible for – for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The school leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your school leader's contact information.

Homeroom Teacher (Elementary Students)

Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators (FCC) to families, each elementary student is assigned a homeroom teacher. The homeroom teacher serves as the family's central point of contact with the school and works with the student and his or her Learning Coach to develop and implement the Personalized Learning Plan (PLP). Generally, the homeroom teacher will also be the teacher for most or all of the student's subjects. The homeroom teacher is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades; reviewing and approving adjustments to students' schedules (such as vacations and/or field trips); and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers or Family Connections Coordinators may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Connexus), addressing basic technical concerns, and assisting with the process for marking and/or changing student attendance. The name of the teacher for each of the student's courses is listed next to the course name on the Connexus home page and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.

School Counselor, Homeroom Teachers, and Advisory Teacher (Middle and High School Students)

Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators to families, each middle and high school student has an Advisory Teacher, Homeroom Teacher, and/or School Counselor (titles may vary by school). The Advisory Teacher, Homeroom Teacher, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

Note: Some Connections Academy schools have chosen to provide Family Connections Coordinators (FCC) in lieu of Homeroom or Advisory teachers. Please review the description of a Family Connections Coordinator on page 15, which describes how the FCC provides many supports of a Homeroom or Advisory teacher.

Subject-Specific Teacher

The subject-specific teacher is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling the following instructional issues:

- providing timely and relevant feedback on student work including grading and updating progress reports
- facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept
- managing the course scope, pacing, and sequence to ensure a student's academic success
- personalizing the curriculum, including modifying lessons and assessments
- proctoring state and/or federally mandated tests

Subject-specific teachers proactively monitor each student's progress using Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Connexus-based email system). Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, Learning Coach, and Family Connections Coordinator, or homeroom/advisory teacher. Teacher feedback is provided through the use of rubrics, assessment grades, phone conferences, WebMail messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports (at schools that issue them), verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K–8).

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects; these teachers may also be the student's homeroom teacher.

Substitute Teachers

Substitute teachers are teachers who meet the state requirements for being substitute teachers in their state. They serve as homeroom and/or subject-specific teachers when the regular Connections Academy teacher is not available for an extended period of time (on military or medical leave, etc.). Substitute teachers perform all of the duties of a teacher or subject-specific teacher.

Teaching Assistants

Teaching assistants may perform many of the duties of a homeroom teacher or subject-specific teacher, as defined above. However, teaching assistants are not permitted to issue final course grades and work under the supervision of a certified teacher.

Family Connections Coordinators (FCC)

The Family Connections Coordinator (FCC) serves as a single point of contact between the family and the Connections Academy school to provide support to families and students for non-teaching tasks. The FCC's primary focus is on building a lasting relationship with the families they support, guiding them through processes, and holding regular check-ins from the time a family expresses an interest in the school through the student's graduation.

Community Coordinators (Caretaker Volunteers)

Community Coordinators are typically Caretakers of students in the school, though in some states they may also be teachers at the school, and are known as School Event Representatives. Community Coordinators, and/or School Event Representatives, help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Schools provide information to families at the start of the school year about how to become a Community Coordinator and will distribute the Community Coordinator's contact information to families. If you have a question or a suggestion related to a local activity or opportunity, contact your assigned Community Coordinator or the School Event Representatives.

Student Support Teams

The Student Support Team (SST) is comprised of several teachers and/or staff members and one or more administrators at the school. This team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). The Student Support team meets regularly to discuss student progress, focusing on students who appear to be struggling in one or more subjects. Students are identified as struggling based on universal screening assessments conducted with all students, teacher and/or Learning Coach observation and knowledge of the student, and/or a review of the student's academic performance, participation, and/or attendance levels documented in Connexus.

The Student Support Team shares information among its members about a struggling student's academic and/or other challenges, and makes recommendations for instructional interventions that may be implemented. SST members also perform regular data collection on progress of these interventions, and other relevant information. The team develops and recommends additional instructional strategies and resources for the student's teacher(s), Caretaker, and Learning Coach, and then follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement. Caretakers are kept informed regarding interventions and student progress.

3.2 Required Student Safety Trainings for School Staff *

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

- ***Internet Safety:*** This course provides valuable information about practicing safe behaviors online.

- ***Students in Distress: Recognizing and Responding:*** This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

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

3.3 School Information*

Contact information for your school is found in the School Specific Handbook Supplement.

3.4 School Schedule

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, as long as no state or local regulations are violated. However, students must still attend school regularly, meet their school's specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your School-Specific Handbook Supplement for specific requirements.)

Students must also be available during regular school hours for any required phone conferences or participation in LiveLesson sessions, unless school-approved alternate arrangements can be made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course and through the Teacher Communication Data View.

3.4.1 The 2018–2019 School Calendar*

Your school's calendar is in the School Specific Handbook Supplement.

3.4.2 Required Instructional Hours*

This information is in the School Specific Handbook Supplement.

3.4.3 Emergency Closure Plans*

Note that some schools may have a separate Emergency Closure Plan.

If a school's office(s) closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" WebMail message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the country where conditions may be different from those in the local school office location. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa.

Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should still plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment eligibility are available on your school's page on the Connections Academy website. To find these requirements, select the Enrollment tab at the top of the page, and then select Eligibility Requirements.

All Connections Academy schools abide by all federal, state, and local policies and guidelines for student admission and do not impose admission requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness. The school leader or his/her designee shall serve as the liaison for homeless students.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may temporarily “pause” enrollment by holding students who have completed Stage 2 of the enrollment process on a wait list for a defined period of time. After the temporary “pause” of enrollment is over, students will again be able to move forward with completing the enrollment process. The school board or authorizer has delegated to the school leader the authority to define and implement these temporary “pauses” of enrollment periods. These temporary “pause” dates will be posted on the school’s website where information about enrollment can be found.

Some schools also have enrollment caps and therefore may implement a lottery system. Schools may also close enrollment at some point in the year, as permitted by state or local regulations. Check your school’s website for more information.

3.5.1 Returning Students

Currently enrolled students whose Caretakers plan for them to continue with Connections Academy for the next academic year must indicate their intent to have their student continue with Connections by completing the Intent to Return Data View which is available beginning March 1st of each year. The Intent to Return response and updated student information should be submitted prior to the end of the school year. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows that the student intends to return the following year (but no later than the end of the current school year)**.

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the **same** school for a different school year can either reactivate the student’s account from the Caretaker Home Page in Connexus, or contact the Enrollment department at 800-382-6010.

Students enrolled in a Connections Academy school who wish to enroll in a **different** Connections Academy school for the next year, should call the Enrollment Department at 800-382-6010 for detailed enrollment instructions that are appropriate to their situation.

If a student wishes to return during the same school year to a Connections Academy School after withdrawing, the Caretaker should contact the Enrollment Department at 800-382-6010 -to initiate the re-enrollment process. Note that these students should **not** complete a new online registration.

3.5.2 Kindergarten and First Grade Admissions*

This information is found in your School-Specific Handbook Supplement.

3.5.3 Enrollment after the Start of the School Year or Semester*

Students may generally enroll after the start of the school year if (1) space is available, subject to any other local limitations, and (2) the open enrollment period for the school year has not passed. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Students will also participate in a special orientation course for students who enroll after the start of the school year.

3.5.4 Dual Enrollment in Another K–12 Program*

This information is in the *School-Specific Handbook Supplement*.

3.5.5 Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Connections Academy curriculum with college-level courses in schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students should consult with their school counselor or advisory teacher *prior to enrolling in college courses* to be sure they are fully informed about specific state requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

3.5.6 Withdrawing from School*

Students may withdraw from the school at any time, provided that the Caretaker provides Connections Academy with either evidence of homeschool registration consistent with state requirements or the name and location of another public or private school that the student will attend.

Prior to withdrawing, the Caretaker and/or Eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he or she should contact the School Leader or Assistant Principal to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

1) From the Caretaker home page in Connexus, select the student's and go to the *Initiate Student Withdrawal* Data View. Complete the requested Next Schooling information and select Save and Finish to submit the form.
Please note that this method should not be used to indicate that a student does not intend to return for the following year (i.e., Intent to Return). Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student <u>for the current year</u>.

2) Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10,*Educational Materials Provided by the School and Technology, for information concerning the return of school equipment and materials as part of the withdrawal process.*

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker *must* contact the school leader to discuss the change and ensure the student remains compliant with all Connections Academy, state, local, and other applicable regulations and policies. The four types of Location Change, and the related polices, are listed below:

1. **Permanent In-Area Location Change: change of residence within the school's service area.** *Example: The family purchases a new home during the school year.* For this type of location change, the Caretaker ***must:***

a. Contact the Connections Academy Enrollment Department to notify them of the location change as soon as possible, but ***no later than 30 days after the move***. The Caretaker must provide *new* proof of residency documentation and updated student contact information to the Connections Academy Enrollment Department within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.
b. Inform the student's homeroom, or advisory teacher, or Family Connections Coordinator
c. Continue to meet the school's eligibility requirements as long as the student moves within the school's service area.

2. **Temporary Location Change: Travel or relocation away from student's residence for *longer than three (3) weeks***. *Example: The family stays with a relative in another state for two (2) months*. For this type of location change, the Caretaker **must** contact the school leader ***prior to the Location Change*** for permission to make the Location Change. The school leader will make a determination per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school.

   If the school leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* available in the Virtual Library and submit it to the school. The school leader will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the school leader for the student to remain enrolled during the Temporary Location Change.

   Note: Stationary computer equipment (desktop computers and monitors) may ***never*** be taken out of the state for Temporary Location Changes. Laptops, where provided may move temporarily with the student, ***as long as the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy***.

3. **Alternate Learning Location(s) Change: Student learning regularly occurs in an alternate location but there is no change in the student's residence.** *Example: The student's Learning Coach is a neighbor, and the student regularly works at the Learning Coach's home.* For this type of location change, the Caretaker **must** contact the school leader ***prior to the location change*** to confirm that this Location Change will not affect the student's enrollment eligibility.

   If the school leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* and submit it to the school. The school leader will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the school leader for the student to have an alternate learning location or locations. **Note**: Caretakers are always responsible for Connections-provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.

   In any of the above types of Location Change, the student must continue learning activities and must still comply with all state testing and other state and school requirements.

4. **Permanent Out-of-Area Location Change: Move to another state**.
   If a student moves out of state, **all** computer equipment and curriculum materials must be returned to Connections Academy, even if there is another Connections Academy school that operates in the state where the student is moving.

   The following actions related to Location Change may cause the student to be immediately withdrawn from the school:

   - engaging in any type of Location Change without notifying the school leader and/or the Connections Academy Enrollment Department team
   - failure to complete and submit any required Location Change forms
   - failure to provide the Connections Academy Enrollment Department team and/or the school with any additional required documentation
   - failure to receive specific written permission to remain enrolled when engaging in any form of Location Change

If a family moves to another state where there is a Connections Academy school and the family would like to enroll in that school, the Caretaker should contact the Connections Academy Enrollment team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the current school and then enrolled in the new school, *if eligible for enrollment in the new school*. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so **it is important that the family contacts the Connections Academy Enrollment team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school.** The Caretaker should also notify the school leader that the student is moving.

While Connections Academy will do its best to accommodate students wishing to enroll in another Connections Academy school, this enrollment cannot be guaranteed. Each school is governed by state-specific enrollment rules and procedures, and Connections Academy must comply with these rules and procedures (e.g., the school in the new state may have an enrollment cap that has already been met and/or may have a waiting list.)

Note: For students with IEPs, the family is encouraged to contact the Special Education Director in the new Connections Academy school *prior to enrollment* to discuss the special education services provided in the new school.

3.5.8 Learning Environments and Working with Multiple Students

It is essential that the Learning Coach designated to support students in the Connections Academy virtual school environment fully understand their responsibilities and is able to perform them as required. Therefore, one Learning Coach may **not** support more than four (4) students without special permission from the school. Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the *Location Transfer Request Form* (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

Students who have an IEP who have been designated as participating in alternate state testing are exempt from mandatory Pre-testing, Midtesting, and Posttesting. However, at the Learning Coach's request, the student may still complete the testing and receive scores.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3–12, and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains opens throughout the semester. After the semester closes, students have to send WebMail messages directly to their teachers to reply to discussion posts.

Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items via the Drop Box.

Final exam: Final exams test students on the course knowledge they acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student's overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances participation may account for greater than five percent. Whether to include participation in the student's grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail. Students in grades 9–12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lessonNote: Not all courses use these conventions.

Pretest*: Pretests assess students' prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored, so they do not contain any type of question that requires teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions).

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1–12. Quick checks for all elementary courses are graded but not weighted. Quick checks for most middle and high school courses are graded and weighted, and they account for five percent (5%) of a student's overall grade.

Quick checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored, so they do not contain any type of question that would be graded or reviewed by a teacher.

Quiz*: Quizzes, which typically contain 5–10 questions, are longer than quick checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored.

Sample Work: Sample work assessments allow teachers to monitor students' work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

**This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.*

Non-Weighted Assessments

The following assessment types are also found in the curriculum, but do not have an impact on the student's grade.

Course Survey: Course surveys are non-graded assessments that ask students for their opinions regarding a course and the student's teacher. Surveys are usually placed at the end of a course, and may be linked through the student's list of Data Views.

Online Practice*: Online practice assessments allow students to answer practice questions for a particular lesson or unit so they can measure their own grasp of a subject or concept. The questions are automatically scored, and do not contain any type of question that requires teacher review or grading. These assessments are scored but do not impact a student's final grade, and may occur several times in a unit. These assessments often offer targeted feedback to the student, visible in the review guidelines after the assessment has been submitted.

Reflection: Reflection assessments are used in math courses to get students thinking about their relationship with mathematical concepts from a unit (or preceding units) and about themselves as learners and mathematicians. These assessments contain mainly multiple-choice questions, but they may also contain short answer questions. Reflections are scored but do not impact students' final grades.

Skills Check: These are brief assessments used to gauge students' learning in kindergarten through second grade. The Learning Coach completes these diagnostic assessments to keep the teacher updated on the student's progress. Skills checks are also used in many high school math courses as a diagnostic assessment completed by the student prior to embarking on a new lesson. Skills checks are scored but do not impact a student's final grade.

**This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.*

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not included in the student's grade, but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention.

- **Check for Understanding**: Questions provided by the school to the Learning Coaches to ask the students to gauge the development of certain skills.
- **Curriculum-Based Assessments (CBAs)** —Synchronous, or real-time, communications between the student and the teacher used to gather formative information on students' understanding of concepts. Students are required to participate in a minimum of eight CBAs a year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).
    - VCBAs are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
    - VCBAs are informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of "recently completed assignments" such as a reading passage or solving a set of mathematics problems.

- DCBAs are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine future instructional support that may be necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

3.6.3 Mandatory Testing*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades. Additionally, Connections Academy schools require all students to participate in at least one proctored test each year, which will usually be the state-mandated test. Therefore, all students enrolled in a Connections Academy virtual public school will be required to participate in the state standardized testing program, consistent with state law.

The school will work closely with Caretakers, Learning Coaches, and students as they prepare for required testing. If a student is not able to participate in testing, the Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the school to take a makeup test.

There are serious consequences for both the school and the student when students do not participate in state testing. Therefore, students who fail to participate in required testing may be subject to disciplinary action consistent with state law.

*3.7 Personalized Learning**

3.7.1 The Personalized Learning Process

Connections Academy teachers work with Learning Coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

The personalization process includes the following components: initial academic placement and course selection, performance testing, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in instructional intervention programs, attendance in LiveLesson sessions, enrollment in elective courses, and strategies for families to implement throughout the year. The process also includes several goal-review and adjustment sessions including a final conference at the end of the school year to review progress.

3.7.2 Adding Elective Courses (Elementary and Middle School)*

Before requesting to register for electives, students in grades K through 8 must generally meet the following criteria:

- be enrolled in school for at least 30 days
- have completed their initial assessments (e.g., LEAP or other pretesting, and/or state testing)
- be in good academic standing (overall grade of 70% or higher)
- maintain acceptable attendance (i.e., be “On Track”)
- have all start-up tasks complete, including completion of student orientation courses and Welcome Call (start of school year call with teacher).

Schools may define additional criteria for permitting students to enroll in electives. After these criteria are met, teachers will work with families to select appropriate electives, approve the student’s selection, and enroll the student in the elective course(s).

**Some states permit electives to be selected at other times. All criteria noted above are subject to state laws and/or regulations. Please see the School-Specific Handbook Supplement for additional information.*

3.7.3 How Families Can Personalize Instruction

Students and Learning Coaches work closely with their teachers to personalize student programs, but families can also personalize their learning programs in several different ways.

- **Pacing and Scheduling**—Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their Learning Coaches to structure the school day to best meet the student's learning needs. The online Scheduler allows students in grades K–8 and their Learning Coaches to select which days of the week they would like to schedule certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by state requirements and is overseen by the school's leadership.

  Most high school students have significantly decreased flexibility in the schedule so they can learn and work together (e.g., in discussions and on collaborative projects). High school students who may benefit from a more flexible schedule should speak with their advisory teacher, Family Connections Coordinator, or school counselor to make appropriate adjustments.

- **Limits to Program Flexibility**— Every student is expected to master the essential skills and standards covered by the school's rigorous curriculum, which is designed to meet or exceed each state's standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school's standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

3.7.4 Placement Changes during the School Year (Elementary and Middle School)*

Counselors, administrators, teachers, school leaders, and the Connections Academy staff work together to make sure that each student's initial course placement is accurate and appropriate. Although it is possible to request a change in placement after the student is enrolled, Connections Academy recommends that *before* requesting a placement change, students work in their assigned courses, look ahead in the curriculum for the year, and discuss with the school any specific challenges the student is having with the course work and/or grade level placement. The student's teacher may also be able to tailor the current curriculum to better meet the student's individual needs.

To request a placement change, the Learning Coach should contact the student's teacher. The school leader or their designee will have final say in approving or disapproving placement changes.

**Please see the School-Specific Handbook Supplement for information on the High School Add/Drop process.*

*3.8 Course Completion**

Course completion definitions may vary by state but are critically important when requesting either midyear course completion or late course completion options (below).

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their Learning Coaches and teachers to make sure they have learned as much as possible from the course. Teachers can provide enrichment and extension activities for students who have the ability to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or midyear will be made collaboratively by the Caretaker, Learning Coach, teacher, school counselor (if applicable) and school leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current-course content
- exploration of enrichment and extension opportunities offered throughout the curriculum
- sufficient in-depth involvement with the course material as determined by the teacher

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. Generally, if a midyear curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the school leader will have final say in approving or disapproving placement changes.

Note: All schools have a deadline for shipping materials that occurs in the spring semester. After that date has passed, curriculum changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students **may** request an extension allowing them to turn in work **up to two weeks** after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee an extension will be granted. Extensions will not be granted beyond two weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a school operates an official summer school program (or the student qualifies for extended year services through special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP teams.

4 ATTENDANCE*

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the *School-Specific Handbook Supplement*, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring that students meet their school's attendance requirements, and that the student's attendance is properly documented as required by the school (see the Attendance section of your *School-Specific Handbook Supplement*). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Although there is more flexibility in the Connections Academy program than in a traditional school setting, with regard to instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the *School-Specific* Handbook Supplement.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that Caretakers take responsibility for ensuring that their student(s) attends school. Most Connections Academy programs require that the Caretaker or designated Learning Coach record attendance daily. (Refer to your *School-Specific Handbook Supplement* for details on attendance recording requirements.) The Learning Coach Orientation includes information on how to record attendance. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours should not be marked by the Caretaker or designated Learning Coach. Students and/or their Caretakers and/or Learning Coaches must also participate in/respond to regular telephone, WebMail message, and/or Web conferencing (LiveLesson presentations) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School: Grades K–8 (not all grades may be available at every school): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a Learning Coach. The student's need for assistance will range from fairly substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires that the student have adult supervision during the entire school day to meet health and safety regulations. Check your state's laws to determine the age when a child can be left unattended.

High School (Grades 9–12; may not be available at all schools): Students are expected to perform their school work independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in Connexus and verify that the student has completed the assigned lessons and assessments. The Learning Coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment. Check your state's laws to determine the age when a student can be left unattended.

4.2 Marking and Verifying Attendance*

Recording, Verifying, and Changing Attendance Records in Connexus

Learning Coaches are expected to record attendance in Connexus at least weekly; at some schools, Learning Coaches are required to record attendance daily. Be sure to follow your school's requirements for recording attendance to avoid the risk of having your student in Alarm status and/or in danger of being considered truant.

After the Learning Coach has entered *and saved* hours of attendance in Connexus, he or she is not able to edit the student's attendance. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student's teacher if he/she wishes to have the attendance record changed. Before the school can change the attendance record in response to a Learning Coach request, the Learning Coach may be required to demonstrate that the original entry was an error, and provide documentation to support the change. Because attendance is subject to "lockdown" (see below) at certain intervals, Learning Coaches should contact their student's teacher as soon as they discover they have made an error in recording attendance. Attendance recorded by a Learning Coach is not sufficient to properly verify student attendance. Teachers also verify attendance records on a regular basis and may change a student's attendance status if there is insufficient evidence to verify attendance, and/or if they are unable to determine if a student was participating in learning. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by each state's regulations. The *School-Specific Handbook Supplement* outlines how many learning hours or minutes must be demonstrated within a specific time frame.

Teachers may make changes to attendance records for the following reasons:

- **Upon request by a Learning Coach to record attendance**—If requested to do so by the Learning Coach, teachers may enter the appropriate attendance code in a blank attendance field *because the Learning Coach is not able to access a computer or does not have Internet access,* but the student has been able to continue his or her studies using offline materials. Teachers will note in the student's Log the reason for the Learning Coach's request and may request additional documentation that the student was engaged in learning. This method of recording attendance should only be done in exceptional circumstances.

- **Upon request by a Learning Coach to correct an error**—If a Learning Coach makes an error entering an attendance code, he/she may request that the teacher enter the correct code. Teachers will note the basis for the request in the student's Log and may request additional documentation.

- **Upon review by a teacher or other authorized school staff to validate attendance—** A teacher or authorized school staff member will change the number of hours worked to a "0," or the "present" code may be changed to an excused or unexcused absence code, if, after communication with the Learning Coach and/or a review of the student's activity in Connexus, the teacher or staff member believes there is insufficient evidence to support that the student was in attendance (e.g., insufficient lesson completion, teacher contact, and/or assessment completion, including state test attendance).

In all cases, a teacher or another school staff member will discuss with the Learning Coach any perceived differences between the student's recorded attendance and his or her documented lessons completed and assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in Connexus, he or she will promptly inform the Learning Coach and document the change in the student's Log. Learning Coaches who have disputes related to attendance should contact the School Leader to resolve the dispute, then follow the dispute resolution procedures in the *School-Specific Handbook Supplement* if the issue is not resolved with the School Leader.

Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, student attendance records are "locked down;" at set intervals so records can only be modified by authorized school personnel. Lockdown generally occurs every two weeks (meaning that any dates that are 15 or more days in the past can only be edited by authorized school personnel), but some schools have defined dates.

After attendance records have been locked down, teachers are **not** able to make changes to attendance records. Therefore, Learning Coaches should request to update attendance records **as soon as they realize there is an error.** To request alterations to the attendance record for days that are far enough in the past that they are "locked down," Learning Coaches should still contact their student's teacher, but be aware that their student's teacher must then discuss the attendance alterations with the appropriate authorized school personnel.

The School Day

Students must complete a certain number of instructional hours per day as required by local law and regulations. In most states, instructional hours can be distributed differently each day as long as the total required number of instructional hours is met weekly. However, Learning Coaches should check the Attendance section in their *School-Specific Handbook Supplement* for specific information about the school's required daily and weekly hours of attendance. The school day is not limited to certain hours for start and end times, however the school's teaching staff is only available during the school's hours of operation. Learning Coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

Each school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. (Refer to the *School-Specific* Handbook Supplement for information on how to record attendance per specific state rules.) All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

Types of Absences

Specific attendance rules and regulations regarding different types of absences vary by school. Reasons for excused absences may include, but are not limited to, the following:

- **Health problems—**Students are unable to participate in school work due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or Caretaker must send a written note or WebMail message to the student's teacher(s) documenting the health issue. The school may also require a doctor's note for absences of more than three (3) consecutive days.

- **Other excused absences—**Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student's attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the school's leader, and for which the family provides appropriate documentation if required by the school.

  If a student misses school for an excused absence, the student is still responsible for completing all required lessons and assessments for the school term.

  If a family is requesting an "excused absence" for any reason, the family may be required to submit a doctor's note or other documentation supporting the request.

- **Unexcused absences**—Absences that are not approved by the school will be considered unexcused. In some states, students may be withdrawn from school for truancy if they have excessive unexcused absences. See your *School-Specific Handbook Supplement* Attendance section for details.

Extended Absences

If a Learning Coach is aware that a student is going to be unable to complete his or her learning activities for more than three (3) consecutive school days, the Learning Coach should contact the teacher as soon as possible to inform the school of the planned absence and discuss a plan to ensure the student stays on track for completing the school year successfully. The school may also request documentation of the reason(s) for the planned absence.

Varying the School Holiday Schedule

If families wish to work during the school's designated holiday period(s) and then take an equivalent number of vacation days at another time, they should contact their teachers for approval at least one (1) week prior to the requested change. Teachers and school administrators will consider factors such as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests. Caretakers will be notified if the

request can be granted. If the request is allowed, teachers will help the family adjust learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations. *Please note that some states do not allow school hours to be recorded on weekends or school holidays. Please check with your teacher and be sure to read your School-Specific Handbook Supplement's attendance section before considering this option.*

4.3 Attendance Status and Escalation Systems*

Connections Academy Learning Coaches are required to use Connexus to regularly mark hours or days of attendance and/or document lesson completion. Attendance in Connections Academy schools goes beyond daily hours spent on schoolwork and includes other criteria such as contact with the teacher and the student's rate of lesson and/or assessment completion. These criteria, which may vary to ensure compliance with state-specific requirements, are combined to constitute "attendance" at a Connections Academy school. If an attendance requirement is not being met, Connexus will trigger what Connections calls "escalation." Escalation is an indicator to the student, Learning Coach, Caretaker, and teacher that the student is at risk of non-compliance for attendance. Every student is therefore always assigned one of four status levels in Connexus:

1. On Track
2. Approaching Alarm
3. Alarm
4. Exempt*

Students *meeting or exceeding* the minimum requirements for their state will show "On Track" status. Students *not meeting* the minimum requirements for their state are placed in "Approaching Alarm" status or "Alarm" status. When students are in "Approaching Alarm" or "Alarm" status, teachers will notify the Learning Coach and Caretaker of their concerns, help the family understand why the student is in that status, and make every effort to work with the student and Caretaker to ensure the student returns to "On Track" status as soon as possible. Learning Coaches can, at any time, select the Approaching Alarm or Alarm status link, located in the Attendance column on the Learning Coach home page, for details about the student's attendance status.

Students who are in “Alarm” status for extended periods of time may face disciplinary actions as permitted and/or required by state law, including referral to appropriate agencies for truancy. See your *School-Specific Handbook Supplement* for details on attendance requirements, truancy, and escalation.

**Exempt status is rarely used and generally only for students with serious illnesses or other major but temporary circumstances that prevents them from completing work in a timely manner, or who are expected to be able to catch up and return to “On Track” status prior to the end of the school year. Some students may also have modifications specified in an approved IEP or Section 504 plan that dictate exempt status.*

4.4 Truancy*

Students who fail to meet legal attendance requirements, which may include: reported attendance hours, required contact with teachers, submission of assessments, and documentation of lesson completion, shall be considered truant and the school may institute truancy proceedings, or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law. Please check your *School-S*pecific *H*andbook *Supplement* for truancy policies.

5 GRADING AND STUDENT EVALUATION*

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolio, and discussions as described in *Section 3.6.2 Assessments within the Curriculum*. Teachers and substitute teachers are responsible for grading students’ work. Only the teacher or substitute teacher is allowed to issue the final grade for the course.

The Grade Book and Progress Reports

The Grade Book allows all Caretakers and/or Learning Coaches and upper-level students (students in grades three and above) to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The Connexus Grade Book is available to Learning Coaches and these students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Connexus*) and always reflects the student’s current status in each course in which s/he is enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

Some schools provide Progress Reports that are snapshots of students' Grade Book during a certain time period (e.g. the first quarter of the school year) which may include teacher feedback and comments. For those schools, Progress Reports are created and posted at certain times per year based on a schedule set by those schools which use them.

Grading Time Lines

Most assessments, other than portfolio assessments, should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and portfolio expectations are initially explained in the Welcome Call and then are posted on teachers' Message Boards and in student planners.

*5.1 Placement, Promotion, and Retention (Elementary and Middle School)**

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student that includes the student's most recent academic progress. This information is reviewed and verified by the Academic Placement Services team, the school counselor, the manager of special education, and/or the school leader, who then collaborate to determine the most appropriate course placement for the student. Students may also be requested to complete a skills assessment that will help determine mastery of previously completed coursework and readiness for Connections

Academy curriculum. Caretakers will review and confirm they agree to the course placement prior to the student starting his/her coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make a recommendation to their school leader regarding promotion or retention for each of their students in grades K through 8. These recommendations are based on the following student performance information:

- successful completion of language arts and math courses (based on school's grading scale)
- performance across all courses
- lesson completion across all courses
- attendance
- proficiency levels on assessments, including state testing

For third grade students to be promoted to fourth grade, they must also demonstrate proficiency in reading.

Based on state regulations or authorizer requirements, additional promotion criteria may be established for certain grade levels. Please see the *School-Specific Handbook Supplement* for more information.

Decisions about retaining students due to inadequate progress or lack of proficiency will be made on a case-by-case basis, and in accordance with applicable state regulations, by the school leader. The school staff will contact the Caretaker of students who are in danger of retention in early spring and will discuss each of the options available and best suited to the individual student's needs. It is possible that a student not apparently in danger of retention in early spring may need to be retained at the end of the school year. The school will make every effort to ensure that the Caretaker is aware of this as soon as possible.

Teachers, school administrators, and school leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student. ***Some states may have state specific regulations regarding the promotion and retention of students. Therefore, if there are any discrepancies between the above-listed criteria and state regulations, state regulations will be followed.*** Please see the *School-Specific Handbook Supplement* for more information.

*High School Coursework Completed in Middle School**

Students not yet in high school who are academically ready to take high school courses may do so with appropriate approval, but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. Please see your *School-*

Specific Handbook Supplement – High School Programs and Policies section, and/or contact your school if you are interested in this option.

6 HIGH SCHOOL PROGRAM AND POLICIES*

Please refer to your *School-Specific* Handbook Supplement for complete high school policies.

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation that provides a record of the high school credits the student has earned and attempted, and any courses in progress, during his/her high school career. This documentation is used to assist the Academic Placement Services department and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting their coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the *School-Specific Handbook Supplement* for state-specific information.

7 SERVICES FOR SPECIAL POPULATIONS

*7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students**

The school complies with the requirements described in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, and implementing IEPs in the appropriate placement determined by the IEP team. When a student initially enrolls in Connections Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed by the IEP team, unless specifically stated otherwise in the School-Specific Handbook. Specially designed instruction for students with IEPs is most often delivered in LiveLesson sessions. In the virtual environment, FAPE is provided in the LiveLesson classroom, including instruction from a special education teacher and any related services. It is important for students receiving special education services to attend these sessions designed to address their IEP goals.

Connections Academy schools comply with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of K–12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools and are required by Connections Education for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Section 504 of the Rehabilitation Act of 1973 (the “Act”), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A “Section 504-Eligible Student” is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive a free appropriate public education. When a student enters Connections Academy with a Section 504 plan developed by his or her previous school, Connections Academy will review the plan and supporting documentation and comply with Section 504 of the Act. Connections Academy requires staff members to be cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations.

*7.3 English Learners (EL)**

Federal and state regulations require that schools determine students’ “primary or home language” and take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.” To meet this requirement, Connections Academy asks Caretakers to complete a primary home language survey based on the regulations of the state in which they reside. Responses are then reviewed to identify all students whose primary or home language is not English. Connections Academy schools then administer English Language Proficiency assessments to determine students’ language acquisition levels in compliance with federal and/or state law and to determine students’ language acquisition levels. Children receive a planned instructional program of English as a second language (ESL) instruction at their developmental and instructional level to facilitate the

acquisition of English language skills. This instruction is provided by each school's highly qualified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Learning Coach, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of EL students is assessed annually using state-specific instruments. Students who are exited from EL programming enter into a monitoring phase.

7.4 Gifted Students*

Students may be identified as gifted during a student's initial placement process or after the student has been enrolled. Students are identified as gifted based on past performance and additional evidence as requested by the school's gifted program staff. Course placement and recommendation is completed through consultation with the Learning Coach.

Gifted students may be placed in special gifted math, science, and language arts courses in grades 3–8 and in Honors or Advanced Placement courses in high school. Students may also be assigned to an above grade level courses or given accelerated course work. In some states, gifted students may also receive a Gifted IEP or other regulatory designation that may have specific requirements. See your *School-Specific* Handbook Supplement for additional information.

Note: Gifted Language Arts (grades 3-8) and Gifted Literature Study (for grades 3-5 as part of the English/Language Arts gifted program) use a shared inquiry model taught through LiveLesson sessions. Students in this program may be required to attend LiveLesson sessions at certain times and dates. Please check with your child's school for details before enrolling in this program.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES*

Connections Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by parent volunteers. Parent volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives.

Sanctioned Events vs. Non-sanctioned Events – Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Information Sharing—Parent volunteers gather and share information (i.e., school's community message board, Facebook group messages, invitations sent via WebMail message, or other communications channels) about events, activities, services, performances, and other opportunities that might benefit students and families. This information is strictly the personal opinion of the parent volunteer or other families, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is solely at the discretion of each individual Caretaker.

Caretaker Responsibility for Students at Events—The Caretaker assumes responsibility for his/her safety and the safety of his/her student(s). The Caretaker also agrees to supervise his or her student(s) and any other minor children in his/her charge in attendance. The school assumes no liability for anyone who attends an event based on information included on the school's community message board. When school staff is present, they will be responsible, in conjunction with the Caretaker, for general supervision of students, and will prioritize student safety.

Special Arrangements—Parent volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the local Boys & Girls Club), as appropriate, to arrange opportunities for student participation and access to activities.

Sanctioned Events

Sanctioned events must have educational and/or social value and must be preapproved by the school leader or designee. The parent volunteer will have all adults in attendance sign the Connections Academy Sanctioned Waiver Release, and Event Permission Form at the official

event. Caretakers should complete the Media Consent and Release Data View for each student who attends an event prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, s/he must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming that the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Connections Academy Waiver, Release, and Event Permission Form as an agent of the Caretaker.

In most states, and in accordance with state or local policies, a sanctioned event may be counted as a school day upon receiving approval from the school leader or his/her designee. **Please consult your *School-Specific Handbook Supplement* for more information.** After this approval is granted, Caretakers may record as attendance the number of hours spent at the sanctioned event. It is not necessary for students to complete lessons on days when they attend sanctioned events, though families should plan ahead to ensure the student completes enough lessons in the day or days before and/or after the event to remain on track. Any school work scheduled on an "event" day must still be completed, though it does not have to be completed on the event day.

Sanctioned events are posted on the school's message board as "sticky" threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. Non-sanctioned events may be posted on the school's Message Board but not as "sticky" threads.

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, employees, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.

9 CONDUCT, DUE PROCESS, AND COMMUNICATION*

Connections Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity.

Caretakers and/or Learning Coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with their school should immediately contact the school leadership or the Connections Academy main support line at 800-382-6010 to report any concerns. See also Sections 9.2 and 9.5 of the *School-Specific Handbook Supplement*.

Caretakers and Learning Coaches, as well as students, are expected to abide by the Prohibited Behaviors policy in Section 9.2 of the *School-Specific Handbook Supplement*, and any other sections covering appropriate conduct and communication. Caretakers or Learning Coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to Connexus suspended or terminated at the discretion of the school leader. Suspension or termination of Connexus access is the equivalent of being suspended or expelled from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations; to visit school premises; contact any school staff; or attend field trips or other school activities, until the disciplinary issue has been

resolved and their Connexus access is restored. All communications with the school must therefore be conducted through the student, or through another Caretaker or Learning Coach responsible for that student.

The suspension or termination of a Caretaker or Learning Coach's access to Connexus may or may not impact the student's ability to continue to remain enrolled in and learning at his or her school. The student's ability to continue will depend on the student's age, level of independence, and/or the availability of another Caretaker or Learning Coach for the student. If needed, the Caretaker or Learning Coach whose Connexus access is suspended or terminated may appoint another adult as the student's Designated Learning Coach by contacting the student's school's Board in writing to request the Designated Learning Coach form. If the school does not have a board, the Caretaker or Learning Coach should contact the School Leader, Director of Schools, or Authorizer (see the *School-Specific Handbook Supplement* for grievance policy). Prior to the termination of the account, the Learning Coach or Caretaker will be notified via WebMail message of the impending suspension or termination of an account, and will be given till the end of the next school day to complete the Designated Learning Coach Form, if needed.

The Caretaker whose Connexus access has been suspended or terminated may appeal this suspension to the school's Board in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website. If the school does not have a board, the Caretaker or Learning Coach should contact the Director of Schools in writing (see the *School-Specific Handbook Supplement* for grievance policy).

The school community includes but is not limited to teachers, administration, staff, Caretakers/Learning Coaches, students, volunteers, and school vendors.

9.1 Drug, Alcohol, and Tobacco-Free School

Connections Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies

to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any of the following by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy:

1. Alcoholic beverage(s)
2. Illegal, controlled, and/or dangerous substances and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts, and others
3. Drug paraphernalia

It shall also be a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a Connections Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's Caretakers and local authorities will be notified. The student's Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. Caretakers will be required to make arrangements for immediately removing the student from the school event or activity in such event.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the school leader depending on the nature of the violation. Any non-student member of the school community who attends a school

event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's Caretaker and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with the *School*-Specific Handbook Supplement disciplinary policies. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

In all cases, this policy will be implemented in accordance with any applicable state laws. See your *School*-Specific Handbook Supplement for additional information.

*9.2 Bullying and other Prohibited Behaviors**

Please refer to your *School-Specific Handbook Supplement* for your school's policy.

*9.3 Discipline and Due Process for Students**

Appropriate conduct is expected of all students at the school. Students are guaranteed due process of law as required by the 14th Amendment of the United States Constitution.

*9.4 Academic Honesty**

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and

the students' Caretaker(s) at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

In addition, students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation
- agreeing to, and referring to as needed, the Connections Academy Honor Code
- using tools provided in Connexus to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy .

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, *unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment).*
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Completing School Assessments

When completing assessments on the computer or on paper, students and Learning Coaches should follow these simple guidelines to ensure that assessments are meaningful, worthwhile, and completed in accordance with the principles of academic honesty:

- Students should complete all assessments **independently**, and without assistance from their Learning Coach, any other persons, or any external resources. If any support is required of the Learning Coach, the assessment instructions will clearly indicate this.

- Assessments are “closed-book.” They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student’s Learning Coach or any other individuals. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- Skills Checks (in the lower grades) should be completed by the Learning Coach. These short assessments provide an opportunity for the Learning Coach to share with the teacher his or her observations about the student’s progress.
- **It is never appropriate for students or Learning Coaches to share with anyone, in any format, the contents of any Connections Academy assessments.**

*9.5 Grievance Procedures for Caretakers**

Please see your School- Specific Handbook Supplement for your school Grievance policy.

9.6 Communication

9.6.1 Communication Systems

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because Connexus is a closed system, no communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student’s information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers should go to their student’s SIF (Student Information Form) – School Directory Data View to adjust their student’s permissions at any time.

The following communications systems are described in detail in Connexus Help.

- School Directory
- WebMail messages
- Message Boards
- Virtual Library
- Teacher feedback on assessments
- Home Page Announcements

- LiveLesson Sessions
- Connexus “Feedback” link
- StarTrack Rating System

Note that the Directory includes names of students enrolled in other Connections Academy schools (in other states and locations), and therefore the student’s information would be available in the Directory to students and Learning Coaches in other Connections Academy schools. Caretakers may restrict access to Directory Information during the enrollment process. See the Third Party Access to Student Information section, below, for more details.

. In situations where a student, Caretaker, and/or Learning Coach is hearing impaired, that individual may request alternative/additional methods or tools for communicating with teachers and other Connections school staff outside of Connexus (e.g., text messaging).

Caretakers and/or Learning Coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools in order to ensure the communication method and/or tool is secure and appropriate. If the request is approved, the Connections Tech Support team will assist the Caretaker and/or Learning Coach with setting up the tool and confirm with the school. When so authorized, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the alternative/additional communication method(s) and/or tool(s) will not be considered a violation of the Connections Terms of Use policy.

Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool at any time if Connections deems that the tool(s) is being used inappropriately and/or not in accordance with the agreement between the Caretaker/Learning Coach and the school.

Learning Coaches, teachers, and students are advised that all messaging communication is archived and available for review by Connections at any time.

9.6.2 Communication Requirements

Both students and Learning Coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication—and whether the contact is more often with the student or the Learning Coach—vary among the grade levels and by school.

Student and Teacher Communication

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, WebMail messages, LiveLesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, LiveLesson session, or face-to-face) with a teacher every two weeks so the teacher is able to monitor academic progress and verify student learning. Note that some schools require additional contact; check your *School-Specific Handbook Supplement* for details.

9.7 Student Information Access

9.7.1 Collection and Release of Student Information by the School (FERPA)*

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law that gives parents/legal guardians (referred to as “Caretakers by Connections Academy”) and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated minors (Eligible Students) certain rights regarding the student’s educational records. These rights include the ability to review and correct educational records and the protection of a student’s educational records and “personally identifiable information” from unauthorized disclosure. For complete FERPA information, see Appendix 2, FERPA notification. See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the Caretaker and non-custodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a non-custodial parent’s/guardian’s FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian’s greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment (“PPRA”) (See Appendix 6, Protection of Pupil Rights Amendment Policy) and the Children's Online Privacy Protection Act of 1998 (“COPPA”) (See Appendix 4, Privacy Policy), as well as state law in the state in which the student is enrolled.

9.7.2 Parental Access to Teacher Qualification Information*

Families have access to basic background information about the school's teachers. This information, found in Connexus through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos.

9.7.3 Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, *without the prior written consent of the Caretaker or Eligible Student*. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Connections Academy as *student name*, *student WebMail address, state of residence*, *student telephone number*, and *student grade level*) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, s/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services. For more information on exceptions to the prior written consent rule, see Appendix 2, FERPA Notification.

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school *must* obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

For more detailed information on FERPA, please see Appendix 2, FERPA Notification.

9.7.4 School or Connections Use of Student Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Connections and/or the school may want to film, interview, and/or photograph students and their work (all collectively referred to as “Connections Media Property”) to duplicate, broadcast, distribute, and/or display.

In order for Connections/the school to use Connections Media Property, proper consent must be obtained through the *Media Consent and Release CA-Student* Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach (or by the student, if the student is 18 years of age or older or an emancipated minor). Connections Media Property may be used for the purposes and time frame stated in the Data View.

If the Caretaker or student prefers not to have Connections Media Property used by Connections/the school for purposes other than the student’s academic program, this should be indicated in the *Media Consent and Release CA–Student* Data View.

The election on the Media Consent and Release Data View can be changed at any time. From the Connexus Caretaker Home Page, select the student’s and go to the *Media Consent and Release CA-Student* Data View.

Clubs and Activities/Talent Networks: This *Media Consent and Release* Data View also applies to Connections Media Property pertaining to Clubs and Activities (such as *The Monitor* School Newspaper, *Pens and Lens*, and others) and /or to the Talent Networks (Sports Talent Network, Visual and Performing Arts Talent Network, and Science and Technology Talent Network). An election (Yes or No), must be made in the *Media Consent and Release* Data View in order to participate in Clubs and Activities and/or the Talent Networks.

9.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings

To help illustrate the school program and to celebrate successes, Connections and/or the school may want to film, interview, and/or photograph a Learning Coach/Caretaker (all collectively referred to as “Depiction”) to duplicate, broadcast, distribute, and/or display.

In order for Connections/the school to use any Depiction, proper consent must be obtained through the *Media Consent and Release CA- Learning Coach/CT* Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

If the Caretaker/Learning Coach prefers ***not*** to have any Depiction used by Connections/the school, this should be indicated in the *Media Consent and Release CA- Learning Coach/CT* Data View.

The election on the *Media Consent and Release* Data View can be changed at any time. From the Caretaker Connexus home page, select the Learning Coach/Caretaker and go to the *Media Consent and Release CA- Learning Coach/CT* Data View.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.1 Use of School Educational Materials

The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a Packing List (in the box of curriculum materials) lists all the items the student should have received. Families should check the contents of the curriculum box against the Packing List and

call* Connections Academy Support Services at 800-382-6010 *within seven (7) school days of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the school year.

Note: The school may provide textbooks and/or materials which are in useable rather than new condition.

In addition to the Packing List, an online Materials List, customized to your student's courses, lists both the items included in the box and the additional materials you will be responsible for providing. To access the Materials List, select your student's name under My Household in Connexus. From the Tools area of the My Student page, select the Materials List link. Use the Materials List to see what materials are supplied to you and which materials you need to supply.

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc. A Learning Coach may see this list by logging into Connexus and selecting their student's name. To the right under Tools there is a link to a Materials List that provides a list of materials for each course.

You will also need to be sure you have printer paper, a printer, and printer ink cartridges. Check your *School-Specific* Handbook Supplement to see exactly what supplies and equipment your school supplies as this varies from school to school.

Authorized Locations for School-Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school using the Location Transfer Request Form (contact the school leader for this form). Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated

contact information (physical address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus. Note that because Connections may need to ship materials to the student, a P.O. Box alone is not a sufficient mailing address; Caretakers must provide a physical address to which materials can be shipped.

Ownership of School-Provided Materials

All school educational materials remain the property of the school and/or the school's vendor partners. Further restrictions to the use of school educational materials are as follows:

- The resale or attempted resale of any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.
- Refusal to return any educational materials constitutes theft and may result in invoicing and/or legal action.
- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.
- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Connection Academy's Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including WebMail messages, computers, and other technology, remain the property of the school and/or the school's vendor partners. The school or its vendor partner (as the case may be) reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect educational materials and review any content or activity conducted on or through the use of school-provided educational materials, including WebMail, computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in his/her education program is strictly prohibited. Any violation of this policy may result in loss of the student's privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school, its vendor or law enforcement.

10.2 Returning School Educational Materials and Equipment

All school-provided **non-consumable** (identified as such on the packing and materials lists) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. Note: The school leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from his or her residence as defined in the Attendance section.
- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has had an approved placement change for a course.
- Equipment and/or materials were sent in error or do not match the packing list.

Note: If the student withdraws from the school after being enrolled in the school for less than 120 calendar days and/or has used less than 10 percent of the consumable materials, then **all materials** (both consumable and non-consumable) must be returned to the school.

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone, by email, or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections Academy and provided with instructions. Families who arrange return shipping on their own prior to being contacted by Connections Academy will not be reimbursed for shipping costs.

Except in the case of repossession, Connections Academy is responsible for the cost of return shipping as long as the Caretaker follows the return instructions and coordinates the return with Connections Academy. The Caretaker is responsible for being at home during the required period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker will be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- UPS (https://www.ups.com/dropoff?loc=en_US)
- FedEx (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the *School-Specific Handbook Supplement*.

Important: Any computer files that need to be kept by the family should be extracted and any CD/DVD materials must be removed from computers before they are returned.. Neither the school nor the school's vendor partners have any responsibility for returning any CD/DVD materials returned in the computer, nor to maintain or restore any files.

Connections Academy equipment is ***not*** available for purchase.

Technology

A virtual school requires the use of technology to promote and support student learning. All school participants, including Caretakers, students, and staff, will use Connexus and the Internet to communicate and share information. In addition, the student, Caretaker and Learning Coach(es) must all be reachable by phone for required communications with teachers and other school staff.

The school's hardware and software requirements for accessing Connexus can be met by using the equipment provided by the school according to your school's specific agreement. If the school does not provide this equipment, families may use a personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Connections Academy specifications (see the Use of Personal Equipment section) and permits the student and/or Learning Coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Connections Academy may contact Technical Support if they have specific questions about the computer's software or hardware.

10.2.1 Use of Connexus

Regular use of Connexus is required in order to participate in the school. The school provides training on using Connexus, and users are required to complete this training. Anyone using Connexus must also comply with the Terms of Use Policy (Appendix 3). By using Connexus, users agree that they have read, understood, and will comply with these terms.

Connexus is generally available 24 hours a day, except for a regularly scheduled weekly maintenance window from 4:00–7:00 a.m. Eastern Time on Sunday. There may be other scheduled maintenance times when Connexus will not be available; these scheduled maintenance times will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period of time.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping his or her user name and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure that students never obtain or use their Learning Coach's passwords. Everyone using Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the log in page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Connexus should be sure they have completed all available trainings and accessed the help resources available from their home pages. If, after completing the training and accessing the help resources, Caretakers and/or students are still unable to resolve their problems, they should consult their teachers for questions relating to the educational program or contact Support Services for any technical questions.

10.2.2 Technology Provided by Connections Academy*

Please see the Technology section of your school's website or *your School-Specific Handbook Supplement*.

10.2.3 Use of Connections Academy Equipment and Installed Software

At some schools, households are provided with temporary use (during administration of state assessments, etc.) and possession of equipment and software provided by Connections Academy. All equipment and software provided to households shall at all times remain the property of Connections Academy.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Connections Academy matches the Packing List. They must notify Connections Academy Support Services within seven (7) school days of receipt of equipment of any discrepancies between the Packing List and what was actually received, or if any equipment does not arrive in good working condition.

Though Connections Academy may provide used equipment for student use, any equipment provided will be in good working condition and should function in accordance with the requirements of the school's educational program. Used equipment is supplied with only Connections Academy-authorized software installed. All computer hard drives are reimaged and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address to which the materials were shipped by Connections Academy. Any movement of materials to any other location within the state must be specifically authorized by Connections Academy, and stationary computer equipment (desktop computer and monitor) can never be taken out of the state. Laptops, where provided, may move temporarily with the student ***as long as the student has completed the Location Change Request Form, has been approved for the Location Change by the school leader, and the student remains actively enrolled in the school***. Please contact your school leader to obtain a Location Transfer Request form if you expect to move (see section 2.5.7, Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus.

Any equipment provided by Connections Academy is to be used only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other email program that is installed directly onto the computer ("unauthorized email") is not permitted.

The use of unauthorized email programs risks contaminating the Connections Academy computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using any unauthorized email programs risks permanently losing any email if the Connections Academy computer has to be restored, reimaged, or returned for repair. Connections Academy will not be responsible for loss of any such emails.

Software

All software settings, default configurations, and administrative privileges will be maintained at the original settings unless a change is authorized by Technical Support.

Connections Academy equipment may contain software that permits remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections Academy, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

Each software application provided by Connections Academy must be used in accordance with the license and/or use agreement that accompanies that software application. Breaking a license agreement is an illegal act and is punishable by law. Under no circumstances can Caretakers or students redistribute any software provided to them by Connections Academy.

Modification of any equipment or software without Connections Academy's consent is strictly prohibited and may result in financial charges to the household for any required repairs.

The Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections Academy provide administrator rights over the system configuration. Users who tamper with the administrative account access will forfeit their rights to the assistance provided by Support Services and may be required to return all Connections Academy computer equipment.

Software installation may also be required when adding approved external hardware. Approved external hardware includes, but is not limited to, printers, keyboards, mice, and USB devices. When purchasing these external hardware devices, families may contact Technical Support representatives, who may assist with installation if staff resources are available. The maintenance of such additional devices is solely the responsibility of the purchaser. In no case may any hardware be installed that requires the computer to be opened.

Educational software not provided by Connections Academy may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Caretakers will be responsible for the costs of any repairs required as a result of unauthorized software installation.

10.2.4 Use of Personal Equipment and Software*

Caretakers may use their own equipment and software as long as they meet the requirements detailed in this section. Connections Academy has no responsibility for providing any support for equipment or software that is not provided by Connections Academy.

If Caretakers do not have access to equipment and software necessary and the school does not provide it, their student(s) may be eligible to apply for a hardship scholarship.

Users can log into Connexus from different devices, such as a mobile phone, tablet, or desktop computer. Most devices are regularly tested to ensure accessibility and functionality.

For the best experience, Connections recommends that users update software and Internet browsers regularly on each device. The following browsers are recommended to access Connexus:

- Google Chrome
- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge
- Apple Safari (Mac only)

Headsets with microphones may be provided where two-way audio use is required by Connections Academy.

Many of the courses available in Connexus require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above; these requirements can be found in each course's Course Directions and Tips.

10.2.5 Use of the Internet*

Refer to your *School-Specific Handbook Supplement* for your school's internet policy.

Internet Safety

All Connections Academy schools comply with the Children's Internet Protection Act (CIPA). Your school handbook supplement provides specific information regarding requirements and your school's obligations under CIPA.

Users should be aware that **some material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors.** In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which a student's Caretaker would be liable. Connections Academy believes that the benefits to Users from access to the internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical use.

To help all users understand acceptable and ethical use, Connections Academy offers an *Internet Safety* course, which all Connections staff members are required to take. Connections strongly recommends that all Caretakers and Learning Coaches also take this course, which is available in the To Do section of the Caretaker and Learning Coach's Home Page. Caretakers and Learning Coaches may also review all internet sites that their student(s) may visit in each course by selecting the "backpack" icon in each course. While Connections Academy has carefully screened these sites and believes they are appropriate for students, this tool makes it easy to review all links. Caretakers and/or Learning Coaches who are uncomfortable with any of the linked sites should contact their child's teacher to discuss alternatives.

Connections Academy also strongly recommends that Caretakers and Learning Coaches monitor their minor student's internet time. To that end, Connections Academy will support and respect each family's right to decide how to manage access. To assist Caretakers in ensuring safe and appropriate use of the internet, Connections Academy provides the following:

- An Internet Safety Course, which all Learning Coaches are urged to complete. A link to the course is provided on the Learning Coach Home Page at the beginning of the school year (or when the student first enrolls) and is always available to Learning Coaches through the Virtual Library.
- All computers provided by Connections Academy are configured with default security settings for their internet browser. There are additional levels of security that can be added which will further help block offensive content. For more information please call Technical Support at 800-382-6010.

- All computers provided by Connections Academy have internet filtering software installed. This software can be activated (or deactivated, once activated) upon request. **If you wish to activate the filtering software, call Technical Support at 800-382 6010.** Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.

Internet Requirements

Use of the internet is a requirement for the Connections Academy program. Caretakers are responsible for arranging for broadband internet service to be available during the school year. Broadband internet service must meet minimum standards for speed, availability, and compatibility to meet Connexus requirements. These minimum standards include the following:

- Broadband internet service with a Minimum download speed of 12-25 Mbps as per the FCC Household Broadband Guide - https://www.fcc.gov/research-reports/guides/household-broadband-guide
- the use of a firewall that will permit access to Connexus

Internet Service Providers (ISPs)

Contact Support Services for any questions concerning the selection of ISPs. Connections Academy is not responsible for problems with or maintenance of internet service accounts. The ISP should be contacted directly for help with these issues.

Use of the internet may also result in the installation of malware if proper procedures are not followed. Caretakers may contact Support Services for assistance with configuring a computer to limit malware, which can include pop-up ads, spyware, and other inappropriate material. (See Appendix 5 for additional information concerning malware.)

*Internet Subsidy**

In some schools, Connections Academy provides payment of an internet subsidy, but there must be at least one student enrolled in the school at the time of the payment. The internet subsidy will be paid according to a payment schedule determined by Connections Academy. If a student enrolls after the start of the school year, the internet subsidy will be prorated; however, due to the high cost of processing small payments, no prorated payments will be made for amounts less than $5.00. Some students may be allowed a higher reimbursement for high-amounts speed service if it is required by their Individualized Education Plan (IEP) or if they are receiving additional remediation services that require high-speed service. The school will notify any Caretakers who are eligible for additional reimbursement

The internet subsidy may be terminated by Connections Academy if the Caretaker(s) are in breach of the provisions of the Parent/Legal Guardian (Caretaker) Acknowledgment and/or the School Handbooks. As permitted by State law and/or regulation, if Connections Academy has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Connections Academy may withhold payment of the Internet subsidy until the invoice is fully satisfied, and/or may apply the Internet subsidy towards payment of the outstanding invoice.

10.2.6 Compliance with Connexus Terms of Use

Any use of Connexus, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Connexus Terms of Use, which is included in Appendix 3. Any violation of the Connexus Terms of Use while using Connections Academy computer equipment may result in warnings, usage restrictions, the loss of a computer or internet subsidy (where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the school and are subject to the guidelines of the Caretaker Due Process section of the *School-Specific* Handbook *Supplement*.

10.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software

As permitted by State law and/or regulation, Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided by Connections Academy while in their possession or the possession of students or Learning Coaches.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation. The school will limit Caretaker liability for repairs for the first instance to a maximum of $250 plus the cost of shipping. The school will cover the portion of the cost over $250 for the first incident.

For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the Caretakers for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes *but is not limited* to damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to, vandalism or malicious destruction, opening the computer casing, installation/removal of internal hardware components, installation/removal of software without the school's permission, and/or manipulation of system BIOS settings. Caretakers may appeal a determination of damage as not being accidental by following the procedures in the Caretaker Grievance section.

Loss or Theft of Equipment

On the first occurrence, where there has been a loss or theft of Connections Academy equipment, Caretakers may be responsible for a maximum replacement charge of $400, plus the cost of shipping a replacement, provided that the following information is submitted to the school:

- a copy of a filed police report or insurance loss report; and

- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the Caretaker indicating that they are not insured

If this documentation is not provided—or if there are any subsequent incidents of loss or, theft—Caretakers may be responsible for the full replacement cost of any equipment and software.

Notice to School

Caretakers must notify Connections Academy (via WebMail message or by calling Support Services) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the loss or occurrence of the damage. Caretakers must contact Technical Support for any and all repairs and must follow all instructions for repair as directed by the Technical Support representatives. Caretakers must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a

Technical Support representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third party involvement, the school may void the damage limitation it offers for accidents and may invoice the Caretakers for the full cost of repair or replacement.

Payment of School Invoices

In the event Caretakers are invoiced for any repair by the school or Connections Academy, payment will be due within five (5) days from the date of receipt of an invoice from Connections Academy. All outstanding invoices must be paid before additional repair services or a replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of the School-Specific Handbook Supplement.

10.2.8 Contacting Support Services

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@connexus.com, or by using the WebMail message feature in Connexus and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

The Support Services Team is available during the school's calendar year from 9:00 a.m. – 9:00 p.m. Eastern Time, Monday through Friday. Voicemail messages can be left for Support Services at any time.

The Support Services Team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the Packing List.
- A user cannot log in to Connexus.
- Equipment, software, or materials supplied by Connections Academy do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Connexus first).
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.
- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting Support Services via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Support Services representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretaker and student name
- Phone number (including extension), email address, and state or school
- Brief description of the problem (If contacting Support Services via email, include this information in the email subject line.)
- IssueAware tracking ticket number if the issue is a continuation of an existing request (If contacting Support Services via email, include this information in the email subject line, in the voicemail message, or to the Support Services representative.)
- Level of severity
- Detailed description of the problem, including any steps required to reproduce the problem

The Support Services representatives' response times depend on the severity of the issue. Support Services strives to respond to all issues within 24 hours, though the response could be that more time is needed, depending on the complexity of the issue identified.

APPENDIX 1 – HONOR CODE

Connections Academy, a virtual school dedicated to student achievement at the highest level, expects academic honesty to be a core value for all its students, Caretakers, and staff. By making the choice to enroll in an alternative, study-at-home program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. Our Honor Code serves to reinforce our students' commitment to academic excellence, and all students in grades six and above must sign this Honor Code as part of the Connections Academy enrollment process.

As a Connections Academy student, I know that academic honesty is critical to my own success, as well as to the mission of my School. I also understand that an Honor Code is, by its nature, limited not only to those situations spelled out in the code, but includes the spirit of honesty and ethics implied by the written code. I agree that I will uphold not only the letter of this code but also its implied intent of ongoing commitment to full academic honesty.

I agree that I will …

- never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own
- never post exam or quiz answers on the Internet or in other public places, nor use answers from posted exams or quizzes
- never provide a forged document or signature to the School
- never plagiarize in written, oral, or creative work
- be well-informed about plagiarism and not use "lack of knowledge" as a reason for engaging in plagiarism

- take assessments only after I have completed the lessons leading up to that test or quiz
- never give or receive unauthorized assistance on assessments. I understand that all assessments are “closed-book” and that my Learning Coach shall not provide assistance in determining answers on assessments.
- read and understand the contents of both the *Student Handbook: General Portion* and my school’s *School-Specific Handbook Supplement*
- adhere to all Connections Academy Student Conduct guidelines for proper use of the internet and of all Connections Academy’s equipment or materials provided to me
- accept the consequences, including disciplinary action, of breaking this Honor Code (More information on Discipline and Due Process for Students can be found in the *School-Specific Handbook Supplement)*.

My signature below confirms that I have read, and agree to abide by, the Connections Academy Honor Code.

_____

Student Signature & Date

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed **and** *Updated: November 21, 2017*

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, its managed schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

Overview

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. section 1232g; CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records, unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. Otherwise, both custodial and noncustodial parents have the right to:

1. Access and inspect their children's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "Eligible Student", at which point FERPA rights transfer from the parent to the student.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Right to Inspect and Amend Educational Records

Under FERPA, the school must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review his or her student's education records within 45 days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records.

Parents, legal guardians, and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student's education records; (2) a copy of all or part of the student's education record; and (3) a list of the types and locations of the student's education records collected, maintained, or utilized by the School.

A written request identifying the records to be inspected must be provided to the School. The school official will arrange for access and will notify the parent or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs.

A parent, legal guardian or Eligible Student has the right to request an amendment to an education record but must do so in writing. The request must clearly identify the part of the record in question, and specify why it is inaccurate or misleading for submission to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student then has the right to request and receive a records hearing review. The request must be made in writing. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary ruling, or placement determinations. Thus, while FERPA affords parent the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent, legal guardian or Eligible Student's request for amendment of education records, the school is not required under FERPA to hold a hearing in the matter.

Disclosure Without Consent

Parents, legal guardians or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent. The school may release education records to/for:

- School officials with legitimate educational interests. School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or school Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the school, such as an attorney, auditor, consultant, etc.; or a parent, student or volunteer serving in an official school capacity. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.
- Other schools when a student graduates or transfers. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Upon receipt of the request, the school will make reasonable attempts to notify the parent or the Eligible Student of the request and the date the records were forwarded.
- Accrediting institutions.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of a health or safety emergency.
- State and local authorities within a juvenile system pursuant to applicable state law.
- Parents if an Eligible Student is a dependent for IRS tax purposes.
- Appropriate parties in connection with financial aid.

Directory Information

FERPA permits the School to designate certain information contained in student educational records as Directory Information. Directory Information is generally defined as information not considered harmful or an invasion of privacy if released.

FERPA permits a School to disclose Directory Information for any purpose to third parties, unless the parent, legal guardian, or Eligible Student has exercised the right to opt–out of the release of their Directory Information. A parent, legal guardian or Eligible Student may opt-out of having his/her Directory Information released by completing the Authorization to Withhold Directory Information Form found in the Permissions Manager section of the Student Information Form (SIF). If refusal is requested, the Directory Information will not be disclosed except with the consent of the parent, legal guardian, or Eligible Student or as otherwise allowed by FERPA. This is an annual election which occurs during the enrollment or returning student process.

The following information regarding students is considered Directory Information by Connections Education LLC and its affiliated schools:

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

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the Disclosure without consent list or not categorized as Directory Information.

Custody, Dependency and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents, legal guardians, or Eligible Students who have concerns or questions should e-mail to privacy@connectionseducation.com. Additionally, parents, legal guardians, or Eligible Students may file a complaint with the Department:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 3 – CONNEXUS TERMS OF USE

These Terms of Use may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Last **Reviewed and** Updated: October 23, 2017

Applicable To All Users

Acceptance of Terms

By using this Education Management System (“Connexus®”), you (hereinafter referred to as the “User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“Terms”). These Terms apply to your use of Connexus® and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (“Connections”) and included in, or available through, Connexus®, (“Connections Content”) as well as any content owned or licensed by a 3rd party content provider that is included in, or available through Connexus with that 3rd party’s permission (“3rd Party Content”) (Connections Content and 3rd Party Content collectively, “the Content”). If the User is a minor, he or she shall be the responsibility of his or her parent/guardian, who shall ensure that the User adheres to the Terms.

Any 3rd Party Content uploaded or otherwise made available by a 3rd Party is and remains the sole property of the 3rd Party or the 3rd Party licensors. By uploading or otherwise making available any 3rd Party Content, you automatically grant and/or warrant that the owner has granted Connections, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the 3rd Party Content through the channel into which you have uploaded or authorized Connections to upload the 3rd Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the 3rd Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and 3rd Party, 3rd Party Content may be removed, obscured, altered or modified by the 3rd Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus® log-in page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Connexus.

Permitted Use

Connexus® is to be used for the purpose of accessing the education program licensed by or for the benefit of the User(s). Connections grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User’s own

personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Connections, (2) use Connexus® in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of Connexus®, 3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or 4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus®.

Any use of Connexus for the following purposes is strictly prohibited. By using Connexus®, you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
- copy or distribute content included in Connexus® (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner’s permission
- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another’s computer or property

- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- display racist, prejudiced, or discriminatory messages or pictures
- violate any state or federal law
- reveal another User’s or a minor’s personal address, phone number, or similar information to others without their consent or verified parental consent
- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner’s permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Connexus® (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner’s permission
- trespass in another's folders, work, or files
- promote commercial activities except as agreed to in writing by Connections
- advertise products or services or engage in political lobbying
- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail
- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to Section 219 of the Immigration and Nationality Act

Each User will have a user name and password (the “Log-in Information”) for the purpose of accessing Connexus® and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus® and/or the Content by unauthorized persons using a User's Log-in Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain employees of Connections will be permitted to “log in as” someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain of the information available in Connexus® is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Connexus® in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third-party intellectual property may result in one or more of the following: termination of access to Connexus®, school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

Content is owned or controlled by Connections or the third party credited as the provider of the Content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Connections. If you have any copyright concerns about any materials posted on Connexus® by others, please let us know. We comply with the provisions of the Digital Millennium Copyright Act applicable to Internet service providers (17 U.S.C. 512). Unless otherwise stated in any specific DMCA designation provided by Connections, please provide us with written notice ("Notice") by contacting our Designated Agent at privacy@connectionseducation.com.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Connexus® ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus®;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Connexus® are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

Connexus® contains trademarks and service marks of Connections and of third parties. These marks may only be used in accordance with Connections' Trademark Usage Guidelines within the Website Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks outside of the Trademark Usage Guidelines, contact privacy@connectionseducation.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

Connexus® may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third-party-linked sites. Connections makes no representation, warranties, or other commitments whatsoever about any third-party websites or third-party resources that may be referenced, accessible from, or linked to Connexus®. A link to a website does not mean that Connections endorses the content, the website owner or use of such website. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Connexus®. Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of Connexus is also subject to the Privacy Policy, which is part of these Terms.

Export Control

Connections controls and operates Connexus® from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use Connexus® from other locations, you are responsible for compliance with applicable state and federal laws, including, but not limited to, export and import control laws and regulations of the United States.

No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Connexus®, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in Connexus®, subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Connexus®. However, materials available through Connexus® are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.
- The User acknowledges that Connections is not liable for the conduct of any party using Connexus® or for any defamatory, offensive, infringing, or illegal materials contained on Connexus® or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus® at its sole discretion and without liability of any kind.

Disclaimer of Warranty

USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE IS AT THE USER'S SOLE RISK. ALL MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, AND SERVICES ARE PROVIDED "AS IS," WITH NO WARRANTIES OR GUARANTEES WHATSOEVER.

CONNECTIONS EXPRESSLY DISCLAIMS TO THE FULLEST EXTENT PERMITTED BY LAW ALL EXPRESS, IMPLIED, STATUTORY, AND OTHER WARRANTIES, GUARANTEES, OR REPRESENTATIONS, INCLUDING, WITHOUT LIMITATION, THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF PROPRIETARY AND INTELLECTUAL PROPERTY RIGHTS. WITHOUT LIMITATION, CONNECTIONS MAKES NO WARRANTIES OR GUARANTEES THAT CONNEXUS® WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE. THE USER UNDERSTANDS AND AGREES THAT IF THE USER DOWNLOADS OR OTHERWISE OBTAINS MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, OR SERVICES, THE USER DOES SO AT THE USER'S OWN DISCRETION AND RISK AND THAT USER WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGES THAT MAY RESULT, INCLUDING LOSS OF DATA OR DAMAGE TO THE USER'S COMPUTER SYSTEM. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF WARRANTIES, SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO THE USER.

Limitation of Liability

UNDER NO CIRCUMSTANCES WILL CONNECTIONS BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES THAT RESULT FROM THE USE OF OR INABILITY TO USE CONNEXUS® OR ANY COMMUNICATION SERVICE. THIS LIMITATION APPLIES WHETHER THE ALLEGED LIABILITY IS BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER BASIS, EVEN IF CONNECTIONS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, CONNECTIONS' LIABILITY IN SUCH JURISDICTIONS SHALL BE LIMITED TO THE EXTENT PERMITTED BY LAW.

Release

THE USER HEREBY RELEASES AND FOREVER DISCHARGES CONNECTIONS, ITS AFFILIATES, EMPLOYEES, CONTRACTORS, OFFICERS AND DIRECTORS, AGENTS, SUCCESSORS, AND ASSIGNS ("RELEASED PARTIES"), FROM ALL ACTIONS, CAUSES OF ACTION, INJURIES, CLAIMS, DAMAGES, COSTS, OR EXPENSES OF ANY KIND GROWING OUT OF OR RELATED TO THE USER OR USER'S MINOR CHILD(REN)'S USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE. THE USER UNDERSTANDS THAT THIS IS A FULL AND COMPLETE RELEASE TO THE MAXIMUM EXTENT ALLOWED BY LAW OF ALL CLAIMS AND DAMAGES TO WHICH YOU OR YOUR MINOR CHILD(REN) MAY HAVE AS A RESULT OF HIS OR HER USE OF CONNEXUS® REGARDLESS OF THE SPECIFIC CAUSE THEREOF.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, employees, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Connexus®, Content, or any Communication Services. Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Connexus® shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Connexus® shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of Connexus®. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of Connexus® and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Connexus (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Connexus®, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Connexus®. Further, you agree that all terminations for cause shall be made in Connection's sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Connexus®.

Additional Terms Applicable to the Connections Community of Schools

WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms. WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

Connections also operates academic Message Boards located within Connexus® to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections. Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below).

In addition to the WebMail system and the Message Boards, Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability with regard to the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Connections has no obligation to do so, Connections reserves the right (i) to monitor anything posted to a Message Board or other Communication Services or anything sent via Connections WebMail, and (ii) to remove anything which Connections considers offensive or otherwise in breach of these Terms or for any other reason as Connections deems necessary in its sole and absolute discretion. Connections also reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Connexus®. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party.

For Users enrolled in schools that are managed by Connections, only, by providing this information, Users within the Connections community of schools grant to Connections and to their school, a license to edit, use, reproduce, publish, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.

Users may also have the opportunity to participate in a LiveLesson® session or view a previously recorded lesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson® session. Any information that a User submits or is captured in a LiveLesson® session may be disclosed and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children. Each recorded LiveLesson® session is either the property of Connections or Connections has been provided permission for its use. Users agree that in exchange for being permitted to participate in a LiveLesson® session, the Users have assigned all rights that the Users have in the Users' and the Users' minor child(ren)'s performance in the LiveLesson® session to Connections. Some LiveLesson® sessions may be recorded, and the

User hereby agrees to the recording of LiveLesson® sessions in which the User participates and the inclusion of any information, including personally identifiable information (written or verbal), provided by the User during the LiveLesson® session.

APPENDIX 4 – PRIVACY POLICY

This Privacy Policy may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Last updated: November 21, 2017

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the global learning company, Pearson, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our Education Management Systems, Connexus® or ROADS® (collectively, the "Websites"), or contact us by phone or other means. This Privacy Policy applies to the Websites where this Privacy Policy is posted and to information we gather from you over the phone, via conventional mail or in person.

Connections reserves the right to change this Privacy Policy at any time. If we make any material changes to this policy, we will post any revised Privacy Policy on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. **By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.**

Information We Collect

We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.

Non-U.S. Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide to us is being provided to us in the United States and will be hosted on United States servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

Non-Personally Identifiable Information

Each time you visit a Website, information is automatically gathered such as your IP address, domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline cookies, you may not be able to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

We may use third-party cookies as part of remarketing activities we conduct with Google and/or other third-party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third-party cookies may record your visits to our Websites and web sites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. You may choose to be exempt from the use of Google remarketing cookies at the Google advertising privacy page. Alternatively, you may opt-out of remarketing on the Google network and similar networks at the Network Advertising Initiative opt out page. Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Personally Identifiable Information

We may collect personally identifiable information you provide voluntarily when requesting information, catalogs, enrollment, or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Connections uses personally identifiable information voluntarily supplied by you to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested. For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in Connexus®. Enrollment information that is collected in this manner may be provided to school districts or other third parties as required by state law, federal law, and/or school operating procedures.

Similarly, if you participate in a virtual learning program through your school and the school has contracted with Connections to utilize ROADS® in connection with the school's virtual learning program, personally identifiable information about you will be input into ROADS® by you and/or your school to facilitate the provision of virtual learning services to you.

Connections may also use personally identifiable information to communicate special messaging, new services, or upcoming events, to provide educational services to students and to otherwise support students, parents, legal guardians, and staff and/or your school with regard to matters such as academic progress, testing, attendance, customer service, or to share information with you related to legislative or regulatory initiatives that could potentially benefit or threaten virtual education in your state, to invite you to share your experience with virtual education, or in the event of an emergency. By providing your mobile number you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

We may share personally identifiable information within our affiliated companies and certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted by law.

Connexus® and ROADS® contain personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform the tasks for which they have been engaged. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law. Additionally, Connexus® and ROADS® contain "student educational records" that will be protected by Connections in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws, and we will only retain and disclose educational records or provide access to them in compliance with applicable law.

If you do not want to receive information unrelated to your enrollment in the school via email from Connections, you can email us at unsubscribe@connectionseducation.com to be excluded from receiving emails from Connections. If you do not want to receive any further information from Connections you can also call us at 877-550-1115 and ask to be removed from all of Connections' contact lists.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use; to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our employees, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally-identifying information with third-parties, except with your prior approval and in compliance with federal and state law.

Message Boards/Discussion Threads

We may offer message boards, or discussion threads through Connexus® or other education management platform. We may also offer LiveLesson sessions; the Connections virtual classroom environment. Please remember that anyone may read your postings on a message board or discussion thread, or view LiveLesson session content. Furthermore, any information that you submit to a message board, or discussion thread, or comments (verbal or in chat pod) included in a LiveLesson session, will then be disclosed and available to all users of that message board, discussion thread or LiveLesson session and is therefore no longer private or protected. We do not guarantee the security of such information that you disclose or communicate online in public areas such as message boards, discussion threads and in LiveLesson sessions. Therefore, all postings or discussions threads made by you are with which you participate are at your own risk.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA).

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com. Please note that if you make a request to prohibit personally identifiable information being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections, your child may no longer continue to be enrolled in Connections and this may terminate his or her participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

Email: privacy@connectionseducation.com

Security

Connections takes reasonable steps to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

California Privacy Policy

California's "Shine the Light" Law

California residents have the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may send an email to privacy@connectionseducation.com with “Request for California Privacy” in the subject line write to Connections Education LLC 10960 Grantchester Way, Columbia, MD 21044 Attn: Legal.

California Do Not Track Disclosures

1. **Online Tracking and Advertising**

We and certain service providers operating on our behalf collect information about your activity on our websites and applications using tracking technologies such as cookies, Flash cookies and Web beacons. Definitions for these tracking technologies, as well as information regarding how to disable them, are available below. This tracking data is used for many purposes including, for example, to:

- Provide useful features to simplify your experience when you return to our sites and applications
- Deliver relevant content based on your preferences, usage patterns and location
- Monitor and evaluate the use and operation of our sites and applications, including technical information about the device or browser you use to access our sites such as your device's IP address, cookie string data and (in the case of mobile devices) your device type and mobile device's unique identifier such as the Apple IDFA or Android Advertising ID
- Analyze traffic on our websites, including your browsing activity on our sites, which pages you visited and when
- Track the online ads we have served (or attempted to serve) to you, including how many times an ad has been served to you, what page the ad appeared on, and whether you clicked on or otherwise interacted with the ad

Tracking data collected by us and our service providers generally does not identify you personally and is not associated with your registration account. Should we associate this tracking data with your registration account, we will treat it as personal information.

2. Online Tracking Technologies

Examples of online tracking technologies include:

- Cookies. Cookies are pieces of information that a website places on the hard drive of your computer when you visit the website. Cookies may involve the transmission of information from us to you and from you directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use cookies to bring together information we collect about you. You can choose to have your computer warn you each time a cookie is being sent, or you can choose to turn off all cookies. You do this through your browser settings. Each browser is a little different, so look at your browser Help menu to learn the correct way to modify your cookies. If you turn cookies off, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Flash cookies. We may use local shared objects, sometimes known as Flash cookies, to store your preferences or display content based upon what you view on our site to personalize your visit. Our third-party service providers also may use Flash cookies to collect and store information. Flash cookies are different from browser cookies because of the amount of, type of, and how data is stored. Cookie management tools provided by your browser will not remove Flash cookies. Learn how to manage privacy and storage settings for Flash cookies. If you disable Flash cookies, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- Web beacons. Web beacons are small pieces of data that are embedded in images on the pages of sites. Web beacons may involve the transmission of information directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use web beacons to bring together information we collect about your browsing behavior.

3. Do Not Track

You can opt-out of our tracking your online activity for targeted advertising purposes (Do Not Track): We respond to "do not track" or "DNT" signals sent from your browser. If our websites receive a DNT signal during a visit, we will not link data we collect to your browser identifier so that new data collected about you will not be used by us for targeted advertising purposes, but older data collected about you may still be used. You may choose not to receive targeted advertising from us and our service providers. To opt-out of tracking by us you should select "AdRoll" and follow the directions on this site. If you opt-out we may still collect some data about your online activity for operational purposes.

Currently, there are various browsers (such as Internet Explorer, Firefox and Safari) that offer a DNT option that allows you to set the DNT signal on your browser so that third-party sites know you do not want to be tracked. For more information on DNT or information on how to set the DNT setting in your browser, go to the Do Not Track website: http://donottrack.us/.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com. Please note that email communications will not necessarily be secure. Accordingly, you should not include sensitive information in your email correspondence with us.

APPENDIX 5 – INFORMATION ABOUT MALWARE AND NUISANCE SOFTWARE

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the Internet. This software exists as adware, spyware, and freeware—generally classified as "malware"—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the Internet today, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

- **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- **Inappropriate sites:** Most of the malicious applications that get installed on the computer without the knowledge of the end user generally come from sites that are inappropriate in nature, such as pornographic sites.
- **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click "yes" instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or “tools” that can be a significant source of problems later on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

- **Example 1:** “[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below.”

  Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- **Example 2:** “By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance.”

  Comment: This also indicates that they can install additional software without your permission.

- **Example 3:** “The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer.”

  Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat-offenders takes time away from responsible users and results in longer delays in helping them.

Please remember that it is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the Internet, including the fact that they should never accept any software download from the Internet without specific authorization from the Connections Academy Support Services team. The Support Services team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. Note that the hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a family.

APPENDIX 6 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION

Last Reviewed and Updated: May 19, 2013.

This Protection of Pupil Rights Amendment (PPRA) Notification (“PPRA Notice”) may be updated periodically. The most current version is always available from the *login page of Connexus*®. Any changes will be effective as soon as they are posted in Connexus.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School's programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Learning Coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories ("Protected Information Survey"):
    1. Political affiliations or beliefs of the student or student's parent
    2. Mental or psychological problems of the student or student's family
    3. Sex behavior or attitudes
    4. Illegal, antisocial, self-incriminating, or demeaning behavior
    5. Critical appraisals of others with whom respondents have close family relationships
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy
    7. Religious practices, affiliations, or beliefs of the student or parents
    8. Income, other than as required by law to determine program eligibility.
- The right to receive notice and an opportunity to opt a student out of the following:
    1. Any other Protected Information Survey, regardless of funding

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

- The right to inspect, upon request and before administration or use, of the following:
    1. Protected Information Surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents or legal guardians or students eighteen (18) years or older or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 7 - CENTRALIZED SUPPORT SERVICES

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. Connections Help, within Connexus, also provides families with support and guidance outside of the Support Services business hours for live assistance.

Enrollment Services

Call 800-382-6010 or send a WebMail message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific “Academic Placement Advisor” option (located under “Placement” in the WebMail address book) for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through his or her courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a WebMail message to “Technical Support” for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3, or send a WebMail message to “General Information” (located under Parent and Student Services in the WebMail address book). General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.

Parent and Student Services

The WebMail message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information.

All other types of questions should be directed to the school staff.

California Connections Academy School Handbook Supplement

2018-2019

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

Table of Contents

2.1 Mission Statement 3

3 School Organization and Roles 3

3.1 Roles and Responsibilities 3

3.3 School Information 4

3.4 School Schedule 8

3.4.1 The 2018-2019 School Year Calendar 8

3.4.2 Required Instructional Hours 9

3.5 Enrollment, Withdrawal, and Transfers 9

3.5.2 Kindergarten and First Grade Admission Policies 10

3.5.3 Enrollment after the Start of the School Year 11

3.5.4 Dual Enrollment in another K-12 Program 11

3.5.5 Dual Enrollment in a College or University 12

3.5.7 Location Change 13

3.6.3 Mandatory Testing 14

4 Attendance 14

4.2 Marking and Verifying Attendance 14

4.3 Attendance Status and Escalation Systems 16

4.4 Truancy 17

5 Grading and Student Evaluation 19

6 High School Programs and Policies 20

7 Services for Special Populations 43

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students 43

7.3 English Language Learners 45

8 Community Events, Trips, and Activities 46

9 Conduct, Grievance, Due Process, and Communication 47

9.2 Bullying and Prohibited Behaviors 49

9.3 Discipline and Due Process for Students 54

9.4 Academic Honesty 60

9.5 Grievance Policy for Caretakers 61

10 Educational Materials Provided by the School 63

10.2.2 Technology Provided by Connections Academy 63

10.2.4 Access to Equipment and Software 64

10.2.5 Use of the Internet 64

Debit Card Issuing Schedule 65

2.1 Mission Statement

The mission of California Connections Academy is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards.

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

3 SCHOOL ORGANIZATION AND ROLES

3.1 Roles and Responsibilities

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

- Capistrano Connections Academy (CapoCA) Title I Parent and Family Engagement Policy and Compact
- California Connections Academy @ Central Title I Parent and Family Engagement Policy and Compact
- California Connections Academy @ North Bay (CalCAN) Title I Parent and Family Engagement Policy and Compact
- California Connections Academy @ Ripon (CalCAR) Title I Parent and Family Engagement Policy and Compact

3.3 School Information

School Information	School Contact
CapoCA (Capistrano) Phone	(949) 461 - 1667
Fax	(949) 240 - 7895
Address	33272 Valle Rd. San Juan Capistrano, CA 92675
CenCA (Central) Phone	(559) 713 - 1324
Fax	(559) 746 - 0497
Mailing Address	Mailing Address Only: 4216 S. Mooney Blvd., Suite 356 Visalia CA 93277
CalCAN (North Bay) Phone	(707) 232 - 5470
Fax	(707) 987 - 5770
Mailing Address	Mailing Address Only: 2150 Portola Ave, Suite D-115 Livermore CA 94551
CalCAR (Ripon) Phone	(209) 253 - 1208
Fax	(209) 253 – 0406
Address	580 N Wilma Ave Suite G Ripon CA 95366
School Leadership	Richard Savage, Executive Director Kara Mannix, High School Principal Amy Hunt, High School Assistant Principal and Ripon Site Administrator Heather Tamayo, Middle School Principal and Capistrano Site Administrator Marcus White, Elementary School Principal and Central Site Administrator Leslie Dombek, High School Assistant Principal and North Bay Site Administrator Scott Ervin, High School Assistant Principal Tracy Pinckney, Middle School Assistant Principal Marissa Carter, Elementary Assistant Principal Mia Hardy, Director of Counseling Services Franci Sassin, Director of Business Services Tanya Gustin, Director of Student Services

Board of Directors	CapoCA (Capistrano) board website CalCAN (North Bay) board website CalCAR (Ripon) board website CenCA (Central) board website
WebMail	All staff and support services are located in the Education Management System's (Connexus®) WebMail address book.
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010

California Connections Academy School Names

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

Legal Name	CalCA Name	Acronym	Authorizer	Counties Served
California Connections Academy @ Ripon	California Connections Academy @ Ripon	CalCA @Ripon	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Santa Clara, Stanislaus
California Connections Academy @ North Bay	California Connections Academy @ North Bay	CalCA @North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
Capistrano Connections Academy	California Connections Academy @ Capistrano	CalCA @Capistrano	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy @ Central (formerly Central California Connections Academy)	California Connections Academy @ Central	CalCA @Central	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare

School Accountability Report Cards

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

CapoCA – Capistrano Connections Academy
CalCAN – Connections Academy @ North Bay
CalCAR – Connections Academy @ Ripon
CenCA – Connections Academy @ Central

Printed copies are available upon request from the school principal.

Local Control Accountability Plan

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

CapoCA – Capistrano Connections Academy
CalCAN – Connections Academy @ North Bay
CalCAR – Connections Academy @ Ripon
CenCA – Connections Academy @ Central

Accreditation

All four (4) CalCA schools are accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC).

3.4 School Schedule

3.4.1 The 2018-2019 School Year Calendar

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

Event	School Status	Date
Labor Day	School Closed	September 3, 2018
First Day of School	School in Session	September 4, 2018
Veterans' Day	No School in Session	November 12, 2018
Thanksgiving Break	No School in Session	November 19-21, 2018
	School Closed	November 22-23, 2018
Winter Break	School Closed	December 24, 2018-January 1, 2019
	No School in Session	January 2-4, 2019
Martin Luther King, Jr. Day	School Closed	January 21, 2019
First Semester End Date	NA	January 30, 2019
Teacher work day	Staff Work Day	January 31, 2019
Teacher Holiday	No School in Session	February 1, 2019
Second Semester Start Date	NA	February 4, 2019
Presidents' Day	No School in Session	February 18, 2019
Spring Break	No School in Session	April 15-19, 2019
Memorial Day	School Closed	May 27, 2019
Last Day of School	School in Session	June 18, 2019
School Closed - Additional Administrator/12 Month Employee Days: July 9-13, 2018		

School Status Legend:
No School in Session = Students and Teachers are NOT in school but Administrators ARE
School Closed = Students, Teachers, and Administrators are NOT in school
School In Session = Students, Teachers, and Administrators ARE in school
Staff Professional Development Day = Students are NOT in school but Teachers and Administrators ARE
Staff Work Day = Students are NOT in school but Teachers and Administrators ARE

3.4.2 Required Instructional Hours

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

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

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time.

3.5 Enrollment, Withdrawal, and Transfers

*No student will be involuntarily removed[1] from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's withdrawal has been issued**.**

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

[1] Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

California Connections Academy schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools. While we are required to collect documents that show that the age and residency requirements have been met, we do welcome students who have unusual circumstances, such as homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless will be enrolled promptly and may be awarded partial credits based on their educational history Contact the respective school office for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a California Connections Academy school.

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

Immunization Status

California laws regarding student immunization status apply to students enrolled in a California Connections Academy school. Students may not be eligible to participate in certain classroom instruction (e.g., science labs), as defined by school policy, if they do not have all required vaccinations. Caretakers should contact the School with any questions.

3.5.2 Kindergarten and First Grade Admission Policies

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

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

Please note that the transitional kindergarten program is subject to annual approval by the

Board of Directors. Therefore, updates or changes to the implementation of the transitional kindergarten program may be added to this Supplement as needed.

3.5.3 Enrollment after the Start of the School Year

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

Additional Information for High School

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

3.5.4 Dual Enrollment in another K-12 Program

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

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

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

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

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

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

3.5.5 Dual Enrollment in a College or University

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in California Connections Academy. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take and students must be in good standing at Connections Academy to be permitted to enroll in college courses.

Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will take into account prior to approval of concurrent enrollment in college classes include the following:

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

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

3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. Prior to any relocation, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled.

Enrollment Following a Change of Residence

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

Families must follow all procedures for the location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family

may need to enroll in a different school. For questions concerning enrollment changes or eligibility, please contact the school.

3.6.3 Mandatory Testing

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

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

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Education Management System (Connexus) and the school verifies that the attendance records are accurate. The day after each attendance month ends, attendance can only be changed in Connexus by the school. The cut off dates for each "attendance month" are determined by the school annually and Caretakers are notified by their homeroom or advisory teacher of these dates.

Connexus Attendance Codes

The following attendance codes are available in Connexus

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

Hours of Schooling

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

Grade Level	Recommended Average Hours per Week
Kindergarten	17 hours
Grade 1-3	24 hours
Grade 4-8	25 hours
Grade 9-12	30 hours

Learning Coach Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in Connexus to indicate whether the student engaged in any educational activities for that school day. They should aim to meet the weekly totals listed above to ensure compliance with state regulations. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student's homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday).
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year.

School Responsibilities

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

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

4.3 Attendance Status and Escalation Systems

Enrolled students are in one of three attendance statuses:

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

The assigned status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and attendance in the program. This not only includes the actual attendance days recorded by the Learning Coach, but also lesson and assignment completion rates, compliance with the requirements of the Master Agreement, Student Performance, and/or amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of days "present" in the attendance records, if a student's work completion rates are not on track or he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Alarm status. It is important to recognize that just marking proper attendance will not keep a student's attendance status On-Track.

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

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

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. The CalCA Schools offer a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work.

Due to this flexibility, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the

truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

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

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in *Section 3.4.2 Required Instructional Hours* of this Supplement. The student is available for regularly scheduled telephone calls with teachers.
- The student attends all mandatory LiveLesson® sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends all required state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

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

According to Education Code 48260, a student is considered truant if he or she has three or more unexcused absences from school in one school year. State law (as per Education Code

48263.6) defines a “chronic truant” as a student who has eighteen or more unexcused absences (10% of the school year) within a single school year.

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

No- Show Policy

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

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

5 GRADING AND STUDENT EVALUATION

CalCA Grading Policy

California Connections Academy follows the Grading Policy as described below:

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

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

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

National Honor Society

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

6 HIGH SCHOOL PROGRAMS AND POLICIES

Promotion

Student grade levels will be determined at the time of enrollment based on prior school history. At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about such things as past enrollment history, previously earned credits, state testing results, and the school counselor's professional judgment. **Typically, students are placed in cohort grade level classifications regardless of credits previously earned.** The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

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

Connections Academy uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in order to be able to complete their coursework in a shortened amount of time. The final recommendation in these situations is made by the student's counselor and/or advisory teacher and the assigned course load will insure that the student will still be considered a full time student.

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

Mathematics Placement

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

The policy for each school is listed below.

Mathematics Placement Policy - Capistrano Connections Academy
Mathematics Placement Policy - Connections Academy @ Central

Mathematics Placement Policy - Connections Academy @ Ripon
Mathematics Placement Policy - Connections Academy @ North Bay

Maximum Age

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

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of 19, remain continuously enrolled, and are making adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

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

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

Graduation and Diploma Requirements

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

- Be enrolled at a CalCA school during the semester immediately prior to graduation, and **not** be enrolled full-time in any other school.
- Earn a minimum of 5 of the credits (or 10 courses) required for graduation at California
- Connections Academy, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation. *
- Earn a total of 22 credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

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

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

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

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

Graduation Requirements

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

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

Visual/Performing Art 0 credits **(see above)**	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art	**Visual/Performing Art** 1 year Dance/drama/theater/music or visual art
Additional Electives 5.5 credits	**Additional Electives** 1 year *Additional year chosen from UC a-g list	**Additional Electives** 1 year *Additional year chosen from UC a-g list
Total Credits: 22	**Total Courses: 15 Year Long Classes**	**Total Courses: 15 Year Long Classes**
TESTING **State Testing Graduation Requirements**: The California High School Exit Exam has been temporarily suspended, and students graduating in 2017 will not be required to pass this.	**TESTING*** ACT Assessment + writing **or** SAT Reasoning Test Two SAT Subject Tests* ***Subject tests are recommended, though not required***	**TESTING** ACT Assessment **or** SAT Reasoning Test *CSU does not require writing scores for ACT or SAT

Note: *Due to the online environment, not all of Connections Academy's lab sciences and visual and performing arts are currently "a-g" approved. Please refer to the options for satisfying "a-g" requirements on the UC website at http://www.ucop.edu/agguide/get-help/options/.*

UC "a-g" Course Approval

The UC "a-g" subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple AP courses and most core English, Math and Social Studies courses have been approved by the University of California.

Some lab science and visual/performing arts courses have also been approved. Additional courses may be submitted annually. "a-g" approved courses for Connections Academy appear on the University of California Doorways Home website. (Go to www.ucop.edu/doorways or to https://doorways.ucop.edu/list/app/home?execution=e2s1). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information.

Alternatives to meet the UC "a-g" requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a 3 or more semester unit (or 4 or more quarter unit) UC-transferable California college course in the UC "a-g" subject(s). Students may also complete "a-g" course requirements prior to coming to, or after leaving a California Connections Academy school.

The UC and CSU "a-g" requirements are detailed below, and can be researched in more detail at the University of California website (www.universityofcalifornia.edu/admissions).

a-g	Content Area	Requirements
"a"	History/Social Science	2 years required
"b"	English	4 years required
"c"	Mathematics	3 years required, 4 years recommended
"d"	Laboratory Science	2 years required, 3 years recommended
"e"	Language other than English	2 years required, 3 years recommended
"f"	Visual and Performing Arts	1 year required
"g"	College Preparatory Electives	1 year required

Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student's unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from California Connections Academy Schools based on satisfactory completion of his/her IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student's transcript will reflect the earning of a Certificate of Completion.

Foster and Homeless Youth Graduation Requirements

A student identified as foster or homeless who enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. If the Executive Director or designee determines that the student is not likely, or not on track, to meet all school graduation requirements but will be able to meet the minimum state requirements, a diploma may be granted upon completion of the state requirements. To be granted a diploma, the student must make a request to the School Counselor in advance.

See the California Department of Education website at http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp for more information. The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, are available upon request. Please contact the School Counselor for more information.

Advancement via Individual Determination (AVID)

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

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Accreditation and Transferability of High School Credits

All four (4) California Connections Academy Schools are accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because these schools are WASC-accredited, all of their high school courses are considered transferable to other high schools.

Early Graduation

At the close of the second semester, the grade level School Principal, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The Principal with then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements.

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the School Principal. The Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the Principal grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes

marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in a CalCA School,* and official transcripts will be available at any time by request through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by their CalCA School, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the advisory teacher or the school records department with any questions regarding transcript requests.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a California Connections Academy transcript. The School's grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: Credit for College Courses).

Semester and year-end GPA calculations will follow a four point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	98 – 100	Yes	4.00	4.50	5.00
A	92 – 97	Yes	4.00	4.50	5.00
A-	90 – 91	Yes	3.67	4.17	4.67
B+	88 – 89	Yes	3.33	3.83	4.33
B	82 – 87	Yes	3.00	3.50	4.00
B-	80 – 81	Yes	2.67	3.17	3.67
C+	78 – 79	Yes	2.33	2.83	3.33
C	72 – 77	Yes	2.00	2.50	3.00
C-	70 – 71	Yes	1.67	2.17	2.67
D+	68 – 69	Yes	1.33	1.83	2.33
D	62 – 67	Yes	1.00	1.50	2.00
D-	60 – 61	Yes	0.67	1.17	1.67
F	0 – 59	No	0.00	0.00	0.00

Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript, but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course in order to improve their grade; however repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will show on the transcript.

Schedule Changes and Adding/Dropping Courses

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a Caretaker (or the student, if 18 or older) must submit a written request to the School Counselor.

Courses may not be dropped within the last 30 calendar days of each semester, the withdrawal deadline. If the School Counselor receives a request to drop a course, the process must be completed no later than 30 calendar days prior to the last day of the semester. If a course has not been dropped by the course withdraw deadline, prior to 30 calendar days before the last day of the semester, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to 30 calendar days before the last day of the semester, it will appear on the student's transcript as a "withdraw pass" or "withdraw fail" depending on the grade earned at the time of withdraw. Courses shown in this manner do not count in the student's GPA calculation.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within the Connexus. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request, or may go directly to www.parchment.com to set up an account and request a transcript. Both official and unofficial transcripts can be generated via the online Parchment system, which can be reached via a link from the School website, on the "Request a Transcript" page. Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through Connexus if the student is currently enrolled, and are able to request a transcript through Parchment if the student is not currently enrolled. Please contact the School with any questions regarding transcript requests.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over 18 years old.)

For students in grades K-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each California Connections Academy school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

In order to ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require 30 days' notice for letters of recommendation**. Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the Virtual Library.

Parents (or students over the age of 18) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of 18 and has graduated, he or she must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time, but may complete that course and start the next course at their own pace. Teacher support will be provided and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

Credit from other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at Connections Academy as well as any transfer credits. Transfer credits shown are based on official transcripts only. An official transcript must be received from the student's previous school(s) in order to issue a diploma to graduating students.

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. .Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher he or she will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.
2. **Portfolio**: The student submits a portfolio documenting coursework, which may include:
    - Samples of prior work
    - List of texts used in prior courses
    - Artwork
    - Writing samples
    - Report card from prior school/home school

- Student Interview
- Other materials as requested by the school counselor

The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

The School Counselor and/or Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Validation**: If the student earns a "C" grade or better in the Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

   For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized in order to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass,"

which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester at California Connections Academy.

High School Courses Taken in Middle School

Students ***may*** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript in order to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student's IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor/Advisory Teacher for permission prior to earning high school credit for college courses taken while the student is still enrolled in Connections Academy. Students wishing to earn high school credit for college courses must have written approval of the School counselor/Advisory Teacher in advance. The number of college courses taken in any semester will be limited by the School based on the student's individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice an processing time will be needed through the end of September. Contact the student's Counselor for more information on the process and timeline. Students must be in good standing at California Connections Academy to be permitted to enroll in college courses. See also Section *3.5.5 Dual Enrollment in a College or University* above for more information. The School Counselor/Advisory Teacher will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of

the student's high school GPA. College credits and letter grades from dual enrollment courses will appear on the California Connections Academy high school transcript. The student is responsible for providing a copy of the college transcript to California Connections Academy at the conclusion of the course. If a student has replaced a core course in his or her schedule (defined here as one needed for high school graduation) with a college course, and has reduced his/her course load of Connections courses, the grade in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances.

Students should provide the following to the School Counselor/Advisory Teacher in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Regional Occupational Centers and Programs (ROCP)

California's 74 Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over 35 years. ROCPs provide high school students 16 years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months.

ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit. Contact your high school Counselor to discuss exceptions.

Work Permits Requests

Students under the age of 18 who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a “Permit to Employ and Work form (CDE Form B1-4)”, otherwise known as a work permit. The School may issue the work permit upon written request, but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school, and are able to issue work permits. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a California Connections Academy designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School's legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who are fully enrolled for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student's prior academic record when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work will be temporary and will expire once school begins.

See the Frequently Asked Questions on the state website (http://www.cde.ca.gov/ci/ct/we/wpfaq.asp#Q30) for more information about work permits and the state requirements.

Course Credit for Independent Project

The CalCA course titled "Independent Study" is a School-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an independent project must complete an application and have the approval of both the teacher and School Counselor in advance.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students ***not*** be permitted to drive unaccompanied to any CalCA school sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a CalCA sanctioned event students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.
- Must possess a valid driver's license and follow all rules regarding licensing.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.
- *Exceptions may be made for science lab courses and for state testing. Contact the School more information about these limited exceptions.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the Virtual Library or the school).
- Document school permission to drive to Events by obtaining the Principal's (or designee) signature on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Adhere to all state and local laws at all times.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of

unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, Connections Academy shall not be liable for any injuries or damage; all liability rests with the student, his/her Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above*. If a student nevertheless permits another student or students to ride with him/her, Connections Academy shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

Suicide Prevention Policies

The Governing Boards of each California Connections Academy school have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found on the Virtual Library. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and also includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for California Connections Academy Schools. Additional resources for staff, students, and family members

can be found on the Youth Suicide Prevention webpage of the California Department of Education: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

LGBTQ Youth

California Connections Academy is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identify or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at http://www.cde.ca.gov/ls/he/se/resources.asp.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students

Enrollment Requirements

At the time of enrollment, all Caretakers who indicate their students have special needs are required to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. In order to serve each student promptly upon enrollment, it is important that any educational assessments and evaluation reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services, and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), California Connections Academy will proceed with admission of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the California Connections Academy school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless his or her IEP specifically provides for participation in independent study. (Education Code § 51745(c)).

Applicants whose IEPs are silent as to participation in independent study are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented and comparable services provided while a 30-day administrative review is conducted.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches.

Conducting IEP Meetings

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually and all IEP meetings occur in compliance with all state and federal laws.

Related Services

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General Portion regarding Location Transfers.

Child Find

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he or she will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along with

the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form in order for the team to proceed with a 504 Evaluation

Due Process for Special Education

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Agency) is responsible for special education oversight and assisting Caretakers if disagreements should arise.

Procedural Safeguards are available in the Virtual Library under "My School: California Connections Academy-Resources Special Education." Any questions or concerns with regard to Procedural Safeguards can be answered by the Special Education Director.

7.3 English Language Learners

All families must complete the California Home Language Survey during the enrollment process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using California's language proficiency assessment screener to determine English fluency within 30 days of enrollment. If the student has taken this test (currently the state is using the California English Language Development Test or CELDT) at a previous school, test results should be provided to the School during the enrollment process. If the student has not previously been tested, California Connections Academy staff will contact the family to arrange testing within 30 days of enrollment. If the student has been designated as an English Language Learner (ELL) at any time, and has NOT yet been re-designated as fluent in English, California Connections Academy is required to administer an annual CELDT test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services.

Re-designating English Language Learners as Fluent in English

California Connections Academy is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. In order to determine if a student may be re-designated as fluent, four factors must be taken into account as follows:

1. Scores on the state assessment of English proficiency (currently the CELDT or ELPAC)
2. Scores on state standardized assessments (currently under the CAASSP system)
3. Student progress and performance in the curriculum
4. Caretaker and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their school work as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES

The CalCA Schools are public charter schools that provide a free virtual public school education to all enrolled students. As part of this free public education, the CalCA Schools offer enrolled students educational field trips, for which no fees are charged to enrolled students. Transportation to and from field trips is *not* provided by the School; however, in order to ensure that students are able to attend as many field trips as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for enrolled students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for enrolled students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because his/her family does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION

Freedom of Speech

The CalCA Schools respect students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, "school premises" includes Connexus as well as the School's physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered "school premises" while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts school work or involves substantial disorder or invasion of the rights of others.

- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

Written Publications Code

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) still remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

Clothing/Buttons and Badges

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are considered to be constitutionally protected speech or communication.

9.2 Bullying and Prohibited Behaviors

California Connections Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community. Please review the school's non-discrimination statement on the Virtual Library and on the school's website.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, race, color, national origin, marital status, disability or any other category protected by state or federal law.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Prohibited behaviors include all of the above.

The School Administration and School Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation by using the Uniform Complaint Procedure found here:

CapoCA – Capistrano Connections Academy Uniform Complaint Procedure
CalCAN – Connections Academy @ North Bay Uniform Complaint Procedure
CalCAR – Connections Academy @ Ripon Uniform Complaint Procedure
CenCA – Connections Academy @ Central Uniform Complaint Procedure

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s') Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Principal or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the Uniform Complaint Procedures available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the My School section of the Virtual Library.

This written report shall be promptly forwarded by the school staff member and/or administrator to the school principal for review, investigation, and appropriate action.

Title IX complaints

Complaints regarding suspected discrimination in any school program based on the protected categories may be directed to the School's Title IX Coordinator. Contact information may be found on the school website. Complaints are filed using the Uniform Complaint Procedures available on the school website.

The Non-Discrimination Policy for the California Connections Academy Schools can be found here.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

9.3 Discipline and Due Process for Students

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

Discipline Measures

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

No student will be involuntarily removed[2] from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., Connexus).

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

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

[2] Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

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

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

- *Cheating on tests or daily work*: A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism*: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence*: An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Abusive conduct*: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying*: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.

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

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

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

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

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

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

Expulsion Committee

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

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

Due Process for Students

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

Suspension (no more than ten (10) days)

An informal hearing will be convened with the student, Caretaker, grade level Principal or Assistant Principal, and other staff members as appropriate. The grade level Principal (or Assistant Principal if designated) will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his 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 Caretaker. The student will be provided all due process as

required by law. The Principal (or Assistant Principal if designated) has the authority to make a decision to suspend a student for up to 10 days.

Suspension of more than 10 days (Expulsion)

If the grade level Principal believes that a student has committed an offense that might require expulsion, the Principal may suspend the student for ten (10) days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the Principal will refer the case to the Executive Director, who may then request a hearing by the Board of Directors, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide written notice to the Caretaker of the student of its determination and the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his or her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the Executive Director, will provide notification to the student and Caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days, or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

California Connections Academy requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Principal.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions, but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides school work for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the Principal or Assistant Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of “F” where applicable, and/or suspension.

9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Master Agreement, the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or disputing the materials and equipment policy such as invoices for computer damage.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, he or she has the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate California Connections Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with his or her supervisor and respond to the Caretaker within three (3) school days.

3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter school or the state Department of Education as a last recourse.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

The CalCA Schools are publicly-funded charter schools, and provide a complete course of study upon enrollment. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. For example, in addition to textbooks and course guides, students may receive such items as yoga DVDs, art supplies, a science kit, or a jump rope, depending on grade level and course enrollments. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you are enrolled in the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested or the missing materials may be provided to you.

10.2.2 Technology Provided by Connections Academy

Consult the Hardware and Connectivity section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below.

The School typically provides one computer per household upon request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may take action against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

If the family indicates to the School that they need access to the Internet to participate in the Program, the School will provide the family with an Internet subsidy. The subsidy is awarded on a per family basis, not a per student basis, and is paid via debit card. The subsidy will be equal to $16.95 a month, but will be paid out three times during the year through a third party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be $50.85. In order for the household to receive the internet subsidy, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Debit Card Issuing Schedule

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families are not given a subsidy for the summer months.

Internet Safety Policy

It is the policy of each CalCA school (the "school") to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children's Internet Protection Act ("CIPA') (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or "Internet filters") shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by each Board for each of the CalCA schools at a public meeting, following normal public notice, in April of 2013.

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT C

Master Agreement

In this exhibit, we provide the following:

- 2018-19 Sample Master Agreement for California Connections Academy Schools

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her grade-specific studies.
2. Enable the student to successfully complete his/her assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Connexus), and the Personalized Learning Plan (PLP).

The student's work will be evaluated regularly by his/her teacher using the methods specified in this Master Agreement, Connexus, and the PLP. All parties agree to report to the teacher regularly, in accordance with the frequency, time, date, method, and location specified below. On reaching the objectives stated in this Master Agreement, the student in grades K–8 will be credited with having completed his/her assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is attached to this Master Agreement and is included as part of each Monthly Assignment and Work Record.

II. Studies

Areas of grade-specific study provided include, but are not limited to: English/Language Arts, Mathematics, Science, History/Social Studies, Social Science, Physical Education, and other electives (electives to be confirmed on consultation with Supervising teacher). Any modifications to this full course of study will be documented in the Monthly Assignment and Work Record. The course of study and possible course credits for students in grades 9–12 will be attached to this Master Agreement within two (2) weeks of the student's enrollment date.

III. Regular Reports

Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveLesson® real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in Connexus Log Entries. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in the Connexus. The student and Learning Coach agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted via U.S. Mail, in person, and/or through Connexus, via an online "drop box" or via email submission. Parents/guardians/caretakers will ensure their student participates in all assessments as required by the school program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program.

IV. Methods of Evaluation

Student evaluation will incorporate a variety of methods that may include, but are not limited to: portfolio items, review of assignments by teachers and the Learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original portfolio and original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in the PLP, Connexus, and lesson manuals.)

VI. Resources

Resources include, but are not limited to: a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, Connexus, lesson manuals, supplementary course material, and special education resources.

VII. Conditions of Independent Study

1. Independent study is an optional, educational alternative that the student voluntarily selects. Students who choose independent study must be offered the alternative of classroom instruction and must have the option of returning to the classroom at any time. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
2. This independent study program is substantially equivalent in quantity and quality to classroom instruction. Students in the school have equality of rights and privileges with students in other public school programs. Students are entitled to school services and resources including, but not limited to: school staff, credentialed teachers, textbooks, supplementary materials, and the services and resources received by other students enrolled in our public school, as specified in the School Charter.
3. For students in grades K–12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which the student must complete the assigned work (i.e., "Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code 51747 (a))
4. As per Education Code 51747, the Board has determined that the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:
   - Missing two (2) consecutive contact appointments between the student and teacher
   - A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Connexus) over a period of four (4) weeks
   - Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month

   The evaluation triggered by the missed assignments will be delivered to the parents and to the student, if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. (Education Code 51747 (b)). The evaluation and written findings may be in electronic format. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, the school may withdraw the student for non-compliance with the Master Agreement.
5. Any student with an Individualized Education Plan (IEP) may not participate in the Independent Study Program provided by California Connections Academy Schools unless the IEP specifically provides for that participation. (Education Code 51745(c)) Questions about a student's IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance.
7. Parents/guardians of all high school students under the age of 18 have reviewed, understand, and agree to the course of study and possible course credits attached to this document and found in Connexus.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
   a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
   b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
   c. English language testing (currently the ELPAC or CELDT) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
   d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Learning Coach Agreement and the School Handbook in order to be enrolled in this Independent Study School. Any breach may result in a review of this Master Agreement and the student's placement in this Independent Study School. The signature below of the parent/guardian grants permission for the specified student to participate in Independent Study as outlined in this Master Agreement.

2018-19 INDEPENDENT STUDY MASTER AGREEMENT

Student Information

Legal Last Name | Legal First Name | Legal Middle Name

Male Female / / 2018–19

Gender (Optional) | Date of Birth | Grade for 2018–19 School Year | School Year

Street Address | County

City | State | ZIP Code

Home Phone | Work Phone | Mobile Phone

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from this Independent Study Program. (NOTE: All signatures must be in original handwriting, including the student signature, regardless of the student's age. Typed or electronic signatures are not acceptable. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

Student Name (Last, First Middle) | Signature | Date

Parent/Guardian Name (Last, First Middle) | Signature | Date

Parent/Guardian Name (Last, First Middle) | Signature | Date

Designated Learning Coach Name (Last, First Middle) | Signature | Date
(if someone other than a parent/guardian has been designated)

Other Name (Last, First Middle) | Signature | Date
(directly responsible for providing assistance to the student)

Internal Use Only: Date Agreement Begins: Date Agreement Ends:

California Connections Academy School (check one): ☐ Capistrano ☐ Central ☐ Ripon ☐ North Bay ☒

Supervising Teacher Name (Last, First Middle) | Signature | Date

TEACHER SIGNATURE PAGE (for school use only)

Student Information

Legal Last Name	Legal First Name	Legal Middle Name

User ID	Date of Birth	Grade for 2018-19 School Year	School Year	Gender
	/ /		2018-2019	

Agreement to Terms

I agree to the use of an electronic method of signature and I acknowledge by entering my name digitally or by signing below that I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement, and I acknowledge that any violation may result in removal of the student from this Independent Study Program.

Internal Use Only: Date Agreement Begins: Date Agreement Ends:

California Connections Academy School (check one): Capistrano Central Ripon North Bay

Supervising Teacher Name (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT D

Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) Sample

In this exhibit, we provide the following:

- 2018-19 Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) Sample, both online and hard copy versions

2018–19 Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA)

Form Facts

This document lists the responsibilities of being a Caretaker and Learning Coach for a student. Before you complete this form, please review the Regulatory Program Description to learn about state regulations that apply to your school.
Each parent or legal guardian* or authorized student (emancipated) must complete this document before you can access Connexus® (www.connexus.com), our education management system (EMS), which you will need during the enrollment process.
Where: Submit enrollment documents to **Connections Academy** by: Fax: 800-887-6590
Mail: 10960 Grantchester Way 3rd Floor, Columbia, MD 21044

* If you are not the biological parent or legal guardian of the student you are registering, do not complete this form; contact us at 800-382-6010 to discuss your situation.

NOTE: Parents/legal guardians will be required to provide the proof of age for each student they are enrolling and, if applicable, custodial documentation to validate their relationship to the student(s). Parents/legal guardians may designate another adult to serve as the Learning Coach by completing the Designated Learning Coach Agreement (DLCA). An eligible student can also designate another adult to serve as his or her Learning Coach by completing the DLCA.

Instructions:
Check the box next to each responsibility. Sign this document to acknowledge your understanding of the responsibilities associated with being the Caretaker and Learning Coach.

Educational Decisions

The following items relate to your ability to make the necessary educational decisions for the student(s) you are registering.

- ☐ I confirm that I have the legal authority to make educational decisions for the student(s) I am registering.
- ☐ I understand that, except for approved part-time programs, I am registering my student(s) in a full-time public program that has a defined school calendar, required assessments, and other requirements.
- ☐ As a Caretaker, I acknowledge that I am responsible for arranging the transport for and appropriate supervision of my student(s) during participation in any school activities.
- ☐ I consent to my student(s) attending all mandatory meetings and standardized tests required by the school.
- ☐ I acknowledge that my role as Learning Coach does not make me an employee, contractor, agent, official, teacher, representative, or affiliate of my student's school.
- ☐ I acknowledge that I am not entitled to receive benefits or compensation from Connections Academy in my capacity as a Learning Coach.
- ☐ I acknowledge that the school has no responsibility for my activities or actions.
- ☐ I understand that I am responsible for reviewing family and enrollment information, and I will notify the school immediately of any errors or changes.

Connexus

Connexus contains nearly all of the tools and resources that you and your student(s) will use for school. You will also need access to Connexus to complete enrollment tasks. The following items are related to the guidelines for Connexus use.

- ☐ I agree to comply with all federal and state laws and applicable Connections Academy policies, terms, and conditions with regard to my access to Connexus.
- ☐ I agree to use Connexus in compliance with the Connexus terms of use and all applicable school policies.
- ☐ I will not use Connexus in a manner that creates a hostile environment by harassing, threatening, intimidating, degrading or abusing any Connexus user(s).
- ☐ I understand that I am being provided access to Connexus with respect to the student(s) I am registering.
- ☐ I agree to access Connexus solely for the purpose for which it is intended.
- ☐ I acknowledge that failure to comply with the obligations set forth in this form, the Connexus terms of use, or any school policies is grounds for immediate termination of my Connexus account without further notice.

Hardware

You and your student will need regular computer and Internet access for school. Refer to the Hardware and Connectivity area of the Connections Academy website (www.connectionsacademy.com) to determine if your school provides any equipment or Internet subsidy. The following items are related to the equipment you and your student(s) use.

- ☐ If I use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the School Handbook and the school's Technology web page.
- ☐ I understand that I will be financially responsible for any school property that is provided to me, including property that becomes damaged, excluding normal wear and tear, is moved to another location, or is not returned when requested by the school.

Documentation and Records

The following items are related to documentation and records that you will complete and submit during the enrollment process.

- ☐ I understand that students are bound by the rules and other provisions set out in the School Handbook: General Portion and the State-Specific Supplement (available in the Virtual Library within Connexus).
- ☐ I have read and understand the Regulatory Program Description, including information about the need for adult supervision for students.
- ☐ All of the information that I will provide in the Student Information Form, Family Information Form, and subsequent enrollment documents will be accurate.
- ☐ I confirm that there is no current court order that restricts my access to the student's educational records or my decision-making authority with regard to my student(s).
- ☐ I understand that it is my responsibility to provide any court order that affects the status of the rights of any parent or legal guardian of my student in any way. Neither the school nor Connections Academy is responsible to make any changes related to any parent's or legal guardian's access to my student(s) educational records or Connexus account until such information is provided and verified.
- ☐ I understand that the terms herein remain enforceable against me, the parent and/or Learning Coach, through the entirety of my student(s) enrollment with the school.
- ☐ I understand that it is my responsibility to immediately complete a new Parent Learning Coach Agreement (PLCA) should any information contained herein change and that the current PLCA on file remains enforceable against me and my student(s) throughout the duration of my student(s) enrollment (including reenrollments) until such time as a new PLCA is submitted and accepted.
- ☐ I understand that Connexus contains personally identifiable information, including "student educational records". Connections protects this information in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws. These records may be accessible by third parties such as service providers, content partners or vendors as necessary to perform tasks for which they have been engaged. These third parties are required to maintain the confidentiality of such information and to use and disclose it only for the work they are performing for us, or as permitted by law.
- ☐ I understand that, to the extent the PLCA form is modified in the future, I agree to be subject to the most current modified version of the form.
- ☐ By signing this form, I am confirming that this student meets any eligibility requirements as listed on the school's Eligibility Requirements web page.

Before signing, please be sure that you have checked all of the boxes on both pages.

Signature of Parent/Legal Guardian or Emancipated Minor

By signing below, I certify that I have the legal right to make educational decisions for the student(s) I wish to enroll, and that I have read, understand, and agree to the terms of this Parent/Legal Guardian (Caretaker) Acknowledgment.

Last Name First Name Middle Name

Signature Date Phone Number

Parent/Legal Guardian (Caretaker) Acknowledgement - Parent Test

Please follow the links below to review the terms of enrollment.

- Regulatory Program Description
- 2018-19 School Handbook
- Technology Information

Confirmation of Conditions of Enrollment

Once you have reviewed the information below and confirmed your agreement, you will have access to Connexus and can continue the enrollment process.

Caretaker/Learning Coach Responsibilities

Please read the following list of responsibilities associated with being the Caretaker (legal decision maker) and Learning Coach.

- I confirm that I have the legal authority to make educational decisions for the student(s) I am registering.
- I understand that, except for approved part-time programs, I am registering my student(s) in a full-time public program that has a defined school calendar, required assessments, and other requirements.
- As a Caretaker, I acknowledge that I am responsible for arranging the transport for and appropriate supervision of my student(s) during participation in any school activities.
- I consent to my student(s) attending all mandatory meetings and standardized tests required by the school.
- I acknowledge that my role as a Learning Coach does not make me an employee, contractor, agent, official, teacher, representative, or affiliate of my student's school.
- I acknowledge that I am not entitled to receive benefits or compensation from Connections Academy in my capacity as a Learning Coach.
- I acknowledge that the school has no responsibility for my activities or actions.
- I understand that I am responsible for reviewing family and enrollment information, and I will notify the school immediately of any errors or changes.

Connexus Access

Connexus, our education management system (EMS), contains nearly all of the tools and resources that you and your student(s) will use for school. You will also need access to Connexus to complete enrollment tasks. The following items are related to the guidelines for Connexus use.

- I agree to comply with all federal and state laws and applicable Connections Academy policies, terms, and conditions with regard to my access to Connexus.
- I agree to use Connexus in compliance with the Connexus terms and all applicable school policies.

- I will not use Connexus in a manner that creates a hostile environment by harassing, threatening, intimidating, degrading, or abusing any Connexus user.
- I understand that I am being provided access to Connexus with respect to the student(s) I am registering.
- I agree to access Connexus solely for the purpose for which it is intended.

Hardware

You and your student(s) will need regular computer and Internet access for school. Refer to the hardware and connectivity area of the Connections Academy website to determine if your school provides any equipment or Internet subsidy. The following items are related to the equipment you and your student(s) use.

- If I use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the School Handbook and on the school's technology web page.
- I understand that I will be financially responsible for any school property that is provided to me, including property that becomes damaged (excluding normal wear and tear), is moved to another location, or is not returned when requested by the school.

Documentation and Records

The following items are related to documentation and records that you will complete and submit during the enrollment process.

- I understand that students are bound by the rules and other provisions set out in the School Handbook: General Portion, and the school-specific Handbook Supplement (available in the Virtual Library on Connexus).
- I have read and understand the Regulatory Program Description including information about the need for adult supervision for students.
- All of the information that I will provide in the Student Information and Family Information Forms and subsequent enrollment documentation will be accurate.
- I confirm that there is no current court order that restricts my access to the student's educational records or my decision-making authority with regard to my student(s).
- I understand that it is my responsibility to provide any court order that affects the status of the rights of any parent or legal guardian in any way. Neither the school nor Connections Academy is responsible to make any changes related to any parent's or legal guardian's access to my student's educational records or Connexus account until such information is provided and verified.
- I have read, understand, and agree to the terms of this Parent/Legal Guardian (Caretaker) Acknowledgment.
- I understand that the terms herein remain enforceable against me, the parent and/or Learning Coach, through the entirety of my student's (students') enrollment with the school.
- I understand that it is my responsibility to immediately complete a new Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) should any information contained herein change. I also understand that the current PLCA on file remains enforceable against me and my student(s) throughout the duration of my student's (students') enrollment (including reenrollments) until such time as a new PLCA is submitted and accepted.

- I understand that Connexus contains personally identifiable information, including “student educational records”. Connections protects this information in accordance with the Family Educational Rights and Privacy Act (“FERPA”) and applicable state laws. These records may be accessible by third parties such as service providers, content partners or vendors as necessary to perform tasks for which they have been engaged. These third parties are required to maintain the confidentiality of such information and to use and disclose it only for the work they are performing for us, or as permitted by law.
- I understand that, to the extent that the PLCA form is modified in the future, I agree to be subject to the most current modified version of the form.
- By signing this form, I am confirming that this student meets any eligibility requirements as listed on the school's eligibility requirements web page.

By entering your name below, you are stating that you have the legal authority to make educational decisions on behalf of the student(s) you are registering and agree to the conditions of enrollment listed above.

Please type your name:

Please enter **today's** date:

NOTE: If you are not the biological parent or legal guardian of the student(s) you are registering, do not complete this form; contact us at 800-382-6010 to discuss your situation.

Parents/legal guardians may designate another adult to serve as the Learning Coach by completing the Designated Learning Coach Agreement form (DLCA). You will be given the opportunity to do this later in the process. An eligible student can also designate another adult to serve as his or her Learning Coach by completing the DLCA.

Continue

EXHIBIT E

ARTICLES OF INCORPORATION, BYLAWS, 501(C)(3) STATUS/TAX EXEMPT LETTER

In this exhibit, we provide the following:

- Revised Amended and Restated Articles of Incorporation
- Final CalOPS Bylaws
- Affirmation Letter from IRS for 501(c)(3) Status

A0817686

NCTO

2595016

FILED
Secretary of State
State of California
AUG 28 2018

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF ALPAUGH ACADEMIES
A California Nonprofit Public Benefit Corporation

The undersigned hereby certify that:

1. They are the president and the secretary, respectively, of Alpaugh Academies, a California nonprofit public benefit corporation.

2. The articles of incorporation of the corporation are amended and restated to read as follows:

I. CORPORATE NAME

The name of the corporation is California Online Public Schools.

II. CORPORATE PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are:

(1) to operate, support, benefit, and promote one or more California public charter schools ("CalCA Public Charter Schools");

(2) to manage, enhance, improve, disseminate, administer, guide and direct the CalCA Model and its use by the CalCA Public Charter Schools;

(3) to establish, manage, administer, guide and direct CalCA Public Charter Schools that provide education based on the CalCA Model; and

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law); or (ii) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

IV. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and under Section 23701d of the California Revenue and Taxation Code.

3. The foregoing amended and restated articles of incorporation have been duly approved by the corporation's board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: May 30, 2018

David Souza, President

Jon Salinger, Secretary

I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

AUG 29 2018

Date:

ALEX PADILLA, Secretary of State

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

REVISED AND RESTATED BYLAWS

OF

CALIFORNIA ONLINE PUBLIC SCHOOLS

(formerly known as ALPAUGH ACADEMIES)

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

TABLE OF CONTENTS

Page

ARTICLE 1 OFFICES 1

ARTICLE 2 PURPOSES 1

ARTICLE 3 MEMBERSHIP 1

ARTICLE 4 DIRECTORS 2

ARTICLE 5 OFFICERS 9

ARTICLE 6 COMMITTEES 10

ARTICLE 7 SELF-DEALING TRANSACTIONS 12

ARTICLE 8 OTHER PROVISIONS 15

ARTICLE 9 INDEMNIFICATION AND INSURANCE 16

ARTICLE 10 AMENDMENTS 19

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

BYLAWS
OF
CALIFORNIA ONLINE PUBLIC SCHOOLS

ARTICLE 1
OFFICES

Section.1 1 Principal Office. The corporation's principal office shall be located at 33272 Valle Rd, San Juan Capistrano, CA 92675. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section.1 2 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where the corporation is qualified to conduct its activities.

ARTICLE 2
PURPOSES

Section.2 1 Description In Articles. The corporation's specific and general purposes are described in its Articles of Incorporation.

ARTICLE 3
MEMBERSHIP

Section.3 1 No Members. Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

Section.3 2 Associates. Nothing in this Article 3 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

ARTICLE 4
DIRECTORS

Section.4 1 Powers. Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, and such local public agency laws as may be applicable to the corporation, the corporation's activities and affairs shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to its general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor as are consistent with law, the corporation's Articles of Incorporation or these Bylaws, as they may deem best;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time as they may deem best;

d. To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

e. To carry on a business and apply any profit that results from such business activity to any activity that it may lawfully engage in;

f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

i. To carry out such duties as are described in any charter or charters authorizing the corporation's operation of one or more charter schools pursuant to the Charter Schools Act of 1992, Education Code Section 47600 *et seq*.

No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section.4 2 Number of Directors. The authorized number of directors shall be not less than five (5) or more than fifteen (15), unless changed by a duly adopted amendment to this provision. The exact number of directors shall be fixed within these limits by a resolution of the Board.

Section.4 3 Qualifications of Directors.

a. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the corporation and its multi-site charter schools, and a dedication to its educational endeavors; provided that any school authorizers who authorize a school operated by the corporation, may, but are not obligated to, appoint a member to the Board.

b. The Board of Directors shall endeavor to appoint at least one (1) Director in the following categories, where one (1) Director may satisfy multiple categories:

1. A parent or guardian of one or more current or former student(s) who is/are/were enrolled in a charter school operated by the corporation.

2. An individual currently employed in the area of education, such as either a teacher, administrator, a college instructor, etc., or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board of Directors.

3. A generally recognized community leader in the area served by the school(s) operated by the corporation, as determined in the discretion of the Board of Directors.

4. 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.

c. Any School District sponsoring a charter school operated by the corporation shall be entitled to elect or appoint a single member of the Board of Directors.

Section.4 4 Appointment and Term of Office.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. Directors shall be selected at an annual meeting of the Board by a majority of the directors holding office as of the date of such meeting and shall take office at the end of the annual meeting at which he or she is elected.

Directors shall hold office for a term of three (3) years, or until a successor has been appointed. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, and the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each Annual Meeting of this corporation, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

Section.4 5 Director Approval of Certain Corporate Actions.

The Board must approve the following actions:

a. the annual budget of the corporation;

b. any non-budgeted expenditures of the corporation over $25,000;

c. any initial contract for the establishment or operation of, or licensing of rights to, a charter school;

d. the removal of directors without cause pursuant to Section 5222 of the California Corporations Code;

e. the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;

f. the approval of the principal terms of a merger of the corporation with another organization;

g. the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;

h. the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and

i. the approval of any borrowing of money.

Section.4 6 Resignation and Removal. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

Section.4 7 Vacancies.

a. A vacancy on the Board shall be deemed to exist if a director dies, resigns, or is removed, or if the authorized number of directors is increased.

b. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.

c. Vacancies on the Board shall be filled by the vote of a majority of directors then in office. Each director so selected shall hold office until the expiration of the term of the replaced director and until a successor has been appointed.

d. No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section.4 8 Place of Meeting. Meetings of the Board shall be held at the principal office of the corporation or at any other place(s) within the State of California designated in the notice of the meeting or, if there is no notice, at such place as has been designated from time to time by resolution of the Board.

Section.4 9 Meetings; Annual Meeting. The Board shall hold an annual meeting for the purpose of organization, appointment of officers and the transaction of other business. Such meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board. Notwithstanding any other provision of these Bylaws, to the extent required by law or by charter, or contract, all meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (California Government Code Sections 54950 *et seq*.) ("Brown Act").

Section.4 10 Regular Meetings. Regular meetings of the Board, including annual meetings, shall be held with notice given pursuant to the Brown Act, on such dates and at such times and places as may be fixed from time to time by the Board.

Section.4 11 Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the president, the secretary or any two directors, and shall be held with public notice given pursuant to the Brown Act. The party calling such special meeting shall determine the place, date and time thereof.

Section.4 12 Notice of Special Meetings.

a. Special meetings of the Board may be held only after each director has received four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, including a voice messaging system or other system or technology

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, provided that such notice otherwise complies with the Brown Act.

b. Any such notice shall be addressed or delivered to each director at the director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

c. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

d. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section.4 13 Quorum. A majority of the voting Directors then in office shall constitute a quorum, and every act or decision done or made by a majority of the voting directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section.4 14 Participation in Meetings By Conference Telephone and Electronic Video. Except as otherwise may be provided in the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, so long as all Directors participating in such meeting can hear one another. Participation in a meeting through use of conference telephone constitutes presence in person at such meeting. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a director or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

Section.4 15 Waiver of Notice. Except as otherwise may be provided in the Brown Act, notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section.4 16 Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment.

Section.4 17 Action Without Meeting. Except as otherwise required pursuant to the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such directors. For purposes of this section only, the phrase "all members of the Board" shall not include any "interested persons" as defined in Section 4.20.

Section.4 18 Rights of Inspection. Subject to applicable federal and state laws regarding student confidentiality, every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the corporation's physical properties. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section.4 19 Fees and Compensation. Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the directors. Subject to Section 4.20 of this Article 4, nothing herein shall preclude a director from serving the corporation in any other capacity, including, but not limited to, as an officer, agent, or employee of the corporation and receiving compensation for such service.

Section.4 20 Restriction on Interested Directors.

Not more than forty-nine percent (49%) of the directors serving on the Board may be "interested persons." An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section.4 21 Standard of Care.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. A director shall perform the duties of a director, including duties as a member of any committee of the Board upon which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

b. In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

1. One or more of the corporation's officers or employees whom the director believes to be reliable and competent in the matters presented;

2. Legal counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or

3. A committee of the Board upon which the director does not serve, as to matters within its designated authority, provided the director believes merits confidence and the director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section.4 22 Property Rights. No director shall have any right or interest in any of the corporation's property or assets.

Section.4 23 Non-liability of Directors. Except as required by the California Nonprofit Public Benefit Corporation Law, no director shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section.4 24 General Public Agency Prohibitions Governing Certain Transactions. Notwithstanding the foregoing Sections, nothing in this Article 4 shall be construed to authorize any transaction otherwise prohibited by California Government Code Sections 81000 et seq., or other applicable laws.

Section.4 25 Common Directorships. Pursuant to Section 5234 of the California Nonprofit Public Benefit Corporation Law, the corporation shall not be a party to a transaction with another corporation, firm or association in which one or more of its directors is also a director or are directors ("Overlapping Director(s)") unless, prior to entering into the transaction, after full disclosure to the Board of all material facts as to the proposed transaction an the Overlapping Directors overlapping directorship, the Board finds that the transaction in just and reasonable as the corporation and authorizes, approves or ratifies the transaction in good faith by a vote of the Directors then in office sufficient without including the vote of the Overlapping Director. This provision does not apply to transactions covered by Section 5233 of the California Nonprofit Public Benefit Corporation Law.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

ARTICLE 5
OFFICERS

Section.5 1 Officers. The officers of the corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section.5 2 Appointment of Officers. The corporation's officers, except such officers as may by appointed in accordance with the provisions of Section as otherwise specified in Sections 5.3 or 5.6 of this Article, shall be chosen at an annual meeting by, and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be appointed.

Section.5 3 Subordinate Officers. The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section.5 4 Removal. Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment.

Section.5 5 Resignation. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section.5 6 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section.5 7 President. The president is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. The President shall preside at all meetings of the Board. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section.5 8 Vice President. In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed by the Board.

Section.5 9 Secretary. The secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meeting of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The secretary shall give, or cause to be given, notice of all the meetings of the Board required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section.5 10 Chief Financial Officer. The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any director.

The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated from time to time by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the directors, upon request, an account of all transactions as chief financial officer and of the corporation's financial condition. The chief financial officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6
COMMITTEES

Section.6 1 Board Committees. The Board may, by resolution, create one or more standing or *ad hoc* committees, each consisting of at least two (2) members of the Board, to serve at the Board's pleasure. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the chairs of such Board committees shall be appointed by the President. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. Unless otherwise provided in

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

these Bylaws or by the laws of the State of California, each committee shall have all of the Board's authority to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

a. Fill vacancies on the Board or on any committee which has the authority of the Board;

b. Fix the compensation, if any, of the directors for serving on the Board or on any committee;

c. Amend or repeal the Bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;

e. Appoint any other committees of the Board or the members thereof;

f. Spend corporate funds to support a nominee or applicant for director; or

g. Approve any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 7.4 of Article 7.

Section.6 2 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed by, and held and taken in accordance with, the provisions of Article 4 of these Bylaws concerning meetings of the Board, and such changes in the context of those provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time or regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee and public notice shall be given pursuant to the Brown Act. The Board may adopt rules for the government of any board committee not inconsistent with the provisions of these Bylaws. Minutes shall be kept of each meeting of each committee.

Section.6 3 Executive Committee. The Executive Committee, if created, shall be a Board-appointed committee. When the Board is not in session, the Executive Committee shall have the power and authority of the Board to transact the corporation's regular business, subject to any prior limitation imposed by law, the board, or these Bylaws. The Executive Committee shall report to the Board at the next Board meeting all actions taken.

Section.6 4 Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board itself, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the chair for such committees. If a director is on a committee, he or she shall be the chair. Each member of a committee shall

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee.

d. A vacancy in any committee or any increase in membership thereof shall be filled for the unexpired portion of the term by the president with approval of the Board.

ARTICLE 7
SELF-DEALING TRANSACTIONS

Section.7 1 Definition. Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the directors ("interested director(s)") has a material financial interest and does not meet the requirements of Section 7.2 below, except that the following will not be deemed a self-dealing transaction, but are subject to the general standard of care by the board:

a. An action by the Board fixing the compensation of a director as a director or officer of the corporation.

b. A transaction that is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the public or charitable program.

c. A transaction of which the interested directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the preceding fiscal year or One Hundred Thousand Dollars ($100,000).

Section.7 2 Action of the Board. If a transaction is thought to be a self-dealing transaction, the interested director has the burden of showing the following to sustain validity of it:

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the directors then in office without counting the vote of the interested director(s), and with knowledge of the material facts concerning the transaction and the interested director's interest in the transaction. Except as provided in Section 7.4 below, action by a committee of the Board will not satisfy this requirement.

b. That either:

1. Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or

2. The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

c. The corporation entered into the transaction for its own benefit;

d. The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction.

Section.7 3 Interested Director's Vote. In determining whether the Board had validly met to authorize or approve a self-dealing transaction, interested directors may be counted to determine the presence of a quorum, but an interested director's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section.7 4 Committee Approval. A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction and the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction and the Board ratifies the transaction at its next meeting by a vote of a majority of the directors then in office without counting the vote of the interested director or directors.

Section.7 5 Prior Approval by the Attorney General. Remedies specified in the California Nonprofit Public Benefit Corporation Law for an improper self-dealing transaction are not available if the Attorney General of the State of California approves the transaction before its consummation. The corporation may seek the approval of the Attorney General by application setting forth all relevant and material facts.

Section.7 6 Persons Liable and Extent of Liability. If a self-dealing transaction has not been approved as provided above, the interested director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, taking into account any benefit received by it and whether or not the interested director(s) acted in good faith and with the intent to further the corporation's best interests.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

Section.7 7 Statute of Limitations. An action to remedy an improper self-dealing transaction, brought by a proper party as defined by Section 5233(c) of the California Nonprofit Public Benefit Corporation Law to remedy an improper self-dealing transaction, must be commenced either:

a. Within two (2) years after written notice setting forth the material facts of the transaction was filed with the Attorney General in accordance with the Attorney General's regulations; or

b. If no such notice is filed, within three (3) years after the transaction occurred, except for the Attorney General, who shall have ten (10) years after the transaction occurred within which to file an action.

Section.7 8 Corporate Loans and Advances. The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, if, in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation or any subsidiary.

Section.7 9 Annual Statement of Certain Transactions and Indemnifications. Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the directors no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 8.3, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

a. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (I) more than Fifty Thousand Dollars ($50,000) or, (II) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names and relationship to the corporation of any "interested persons" involved in such covered transactions, such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

1. Any director or officer of the corporation, or its parent or subsidiary; or

2. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

b. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the corporation to any officer or director of the corporation.

For purposes of this Section, any person described in either subparagraph 1. or 2. of subsection a. above is an "interested person."

ARTICLE 8
OTHER PROVISIONS

Section.8 1 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section.8 2 Checks, Drafts, Etc. All of the corporation's checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by as required by the fiscal control policies of the corporation as adopted by the Board, and in compliance with such other requirements as the Board from time to time may require.

Section.8 3 Annual Report. The corporation shall provide to each of the directors and such other persons designated by the Board, within one hundred and twenty (120) days after the close of its fiscal year, a report prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time. The report shall contain the following information in reasonable detail:

a. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

b. The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

c. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

d. The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

Section.8 4 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual tax exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of tax exemption. Additionally, if the corporation provides services or information to the general public that can be obtained from the federal government free of charge or for a nominal charge, such availability shall be conspicuously disclosed in an easily recognizable format in any solicitation or offer made by the corporation.

Section.8 5 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires. The captions and headings in these Bylaws are for convenience only and are not intended to limit or define the scope or effect of any provision.

Section.8 6 Authority to Vote Securities. The President or any other officer(s) authorized by the Board are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the president or authorized officer.

Section.8 7 Fiscal Year. The fiscal year of the corporation shall be a fiscal year ending June 30.

Section.8 8 Robert's Rules of Order. Except to the extent otherwise provided in these Bylaws, the corporation's meetings shall be conducted and governed by the parliamentary procedures set forth in Robert's Rules of Order.

Section.8 9 Termination and Dissolution. This corporation shall exist only so long as is necessary to accomplish its general and specific purposes. Once the Board determines that the corporation's purposes have been fulfilled, it shall immediately resolve to terminate and dissolve the corporation in accordance with applicable law and the corporation's Articles of Incorporation.

ARTICLE 9
INDEMNIFICATION AND INSURANCE

Section.9 1 Definitions.

For the purposes of this Article 9, "agent" means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil,

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 9.4 or 9.5.b. of this Article.

Section.9 2 Indemnification in Actions by Third Parties.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section.9 3 Indemnification in Actions by or in the Right of the Corporation.

The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

a. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

c. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section.9 4 Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 9.2 or 9.3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section.9 5 Required Determinations. Except as provided in Section 9.4, any indemnification under this Article 9 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 9.2 or 9.3 of this Article by:

a. A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section.9 6 Advance of Expenses. Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article. The provisions of Section 7.8 do not apply to advances made pursuant to this Section 9.6.

Section.9 7 Other Indemnification. No provision made by the corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article 9. Nothing contained in this Article shall affect any right to indemnification to which: (i) persons other than such directors and officers may be entitled by contract or other provisions of the California Tort Claims Act, if applicable; or (ii) such directors may be entitled under the provisions of the California Tort Claims Act, if applicable; or (iii) either may otherwise be entitled. The corporation shall have the power to indemnify, to advance expenses to, or to procure insurance for any person who is an agent of the corporation (as the term "agent" is defined in Section 9.1) as long as such actions are consistent with this Article 9 and comply with the California Nonprofit Public Benefit Corporation Law.

Section.9 8 Forms of Indemnification Not Permitted. No indemnification or advance shall be made under this Article 9 , except as provided in Sections 9.4 or 9.5.b. of this Article, in any circumstances where it appears:

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

a. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section.9 9 Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article 9; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section.9 10 Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 9.1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section.9 11 Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article 9, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Sections 810, et seq.) to the fullest extent allowed under said Act, if applicable.

ARTICLE 10
AMENDMENTS

Section.10 1 Bylaws.

These Bylaws will be reviewed not less often than once every four (4) years and documented as to date of review. New Bylaws may be adopted, or these Bylaws may be amended or repealed by the vote of a majority of directors then in office.

Section.10 2 Effective Date.

These Bylaws shall become effective as of July 1, 2018, unless the Board directs otherwise. Any amendments to these Bylaws shall become effective immediately upon adoption unless the Board directs otherwise.

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

DocuSign Envelope ID: 7B51BDAF-D437-4706-B07E-5584A748E653

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify that I am the Secretary of Alpaugh Academies, and that the foregoing Bylaws constitute the Bylaws of such corporation as duly adopted by the corporation's Board of Directors on May 30, 2018.

Date: 7/22/2018, 2018

DocuSigned by:
Jon Salinger
B34C8EF6D63B4A8...

Jon Salinger, Board Secretary

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0029

In reply refer to: 4077967774
Nov. 06, 2018 LTR 4168C 0
51-0596749 000000 00
00025730
BODC: TE

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

013979

Employer ID number: 51-0596749
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Sep. 10, 2018, about your tax-exempt status.

We issued you a determination letter in July 2009, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Section 509(a)(2).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific

4077967774
Nov. 06, 2018 LTR 4168C 0
51-0596749 000000 00
00025731

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE ROAD
SAN JUAN CAPISTRANO CA 92675

time).

Thank you for your cooperation.

Sincerely yours,

Stephen A. Martin
Director, EO Rulings & Agreements

EXHIBIT F

STATEMENT OF AGREEMENT

In this exhibit, we provide the following:

- Educational Products and Service Agreement (current) – "Confidential" – as sample of Statement of Agreement

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

CONFIDENTIAL INFORMATION

CONNECTIONS ACADEMY OF CALIFORNIA, LLC

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT BETWEEN ALPAUGH ACADEMIES, INC., OPERATING UNDER THE TRADENAME CALIFORNIA CONNECTIONS ACADEMY @ NORTH BAY AND CONNECTIONS ACADEMY OF CALIFORNIA, LLC

(June 30, 2014)

This **EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT** ("Agreement"), is made and entered into by and between **CONNECTIONS ACADEMY OF CALIFORNIA, LLC**, a California limited liability company ("Connections") and **ALPAUGH ACADEMIES, INC.,** a non-profit education corporation operating under the trade name CONNECTIONS ACADEMY @ NORTH BAY (the "Charter School") (Connections and Charter School are sometimes referred to herein individually as "Party" and collectively the "Parties").

RECITALS

WHEREAS, the Charter School has created an independent study charter education program operating pursuant to a Charter from the Middletown Unified School District ("Sponsor") pursuant to the Charter School Law.

WHEREAS, Connections has a proven record of providing innovative educational products and services outside the traditional classroom and successfully managing the day-to-day operation of charter schools, including but not limited to providing the "Educational Products and Services" as defined in Section 1.12 below.

WHEREAS, Connections is currently providing to Alpaugh Connections Academy, Inc. ("Alpaugh") educational products and services at a charter school Alpaugh operates under the trade name Central California Connections Academy that comply with the requirements for an independent study charter school providing non-classroom-based programs of instruction as provided for in the Charter School Law;

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

WHEREAS, Alpaugh now desires to contract with Connections to provide an additional Charter School entitled California Connections Academy @North Bay with Educational Products and Services from Connections, and Connections desires to contract with Alpaugh to provide the Charter School with such Educational Products and Services;

WHEREAS, Alpaugh and Connections are entering into this Agreement to set forth the obligations and duties of each Party with respect to the provision and management of Educational Products and Services by Connections on behalf of the Charter School;

NOW THEREFORE, in consideration of the foregoing, of the covenants and agreements contained in this Agreement, and for other good and valuable consideration, the sufficiency of which is acknowledged, the Parties agree as follows:

1. Definitions.

1.1 **"Academic Year"** shall mean the school year as defined by the School Calendar (as defined in Section 1.24.

1.2 **"Administrative Staff"** shall include the employees holding the positions described in Section 4.2.

1.3 **"Affiliate"** shall mean any entity controlling, controlled by, or under common control with Connections. Pearson PLC and its affiliates shall be deemed Affiliates of Connections.

1.4 **"Budget"** shall mean the operating budget for the Charter School, as approved by the Charter School Board according to the provisions of Section 10.

1.5 **"Caretaker"** shall mean a parent or legal guardian of the Student or another adult specifically designated by the Student's parent or legal guardian, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the School Handbook.

1.6 **"Charter"** shall mean the authorization to operate a Charter School granted by the Sponsor that specifies the Charter School's mission, program, goals, students served, methods of assessment, ways to measure success, or any such other provisions allowed or required by the Charter School Law.

1.7 **"Charter School Board"** shall mean the Board of Trustees (Directors) of the Charter School.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

1.8 **"Charter School Law"** shall refer to the California Charter Schools Act of 1992 contained in Education Code Section 47600 et seq.

1.9 **"Computer Technology"** shall mean (a) computer hardware, software, or both, that shall meet or exceed any specifications in the Charter, or are otherwise required by law, for each eligible household in which one or more Students reside, and (b) any hardware, software, or both, required by Administrative Staff or Teachers.

1.10 **"Confidential Information"** shall have the meaning set forth in Section 11 of this Agreement.

1.11 **"Course(s)"** shall be comprised of a set of lessons and assessments including both Tangible Instructional Materials and Intangible Instructional Materials (as defined in Sections 2.1 and 2.2, respectively), augmented by State specific materials and instruction provided by Teachers through a variety of methods, including Livelesson® presentations, that collectively 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.

1.12 **"Educational Products and Services"** shall mean, collectively, the Educational Products described in Section 2 and the Educational Services described in Section 3 below.

1.13 **"Effective Date"** shall be the date first written above.

1.14 **"Eligible Students"** shall have the meaning set forth in Section 5 of this Agreement.

1.15 **"Enrolled"** shall apply to an Eligible Student who has (a) met all the enrollment requirements of the Charter School; (b) completed all of the requirements for admission to the Charter School; (c) has been notified of their acceptance in the Charter School; (d) has not been expelled or withdrawn from the Charter School for any reason; and (e) has not enrolled in another full-time public or private school.

1.16 **"Instructional Materials"** shall mean, collectively, the Tangible Instructional Materials, described in Section 1.2.1, and the Intangible Instructional Materials, described in Section 1.2.2 below.

1.17 **"Intellectual Property"** shall mean collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

recognized in any country or jurisdiction worldwide now or in the future, including but not limited to, moral rights and similar rights, and shall in all cases include marketing data and materials and other related collateral developed by Connections, regardless of whether such data, materials and collateral are developed specifically for the Charter School.

1.18 **"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, both of which shall be reviewed and approved annually by the Charter School Board. Learning Coaches are not employees or contractors of Connections and shall not receive any compensation for their services.

1.19 **"Performance Review"** shall mean a review of Connections' performance under this Agreement, conducted at the Charter School Board's discretion; the design, performance criteria and the methodology which shall be developed by the Charter School Board in consultation with Connections.

1.20 **"Personalized Learning Plan"** or **"PLP"** shall have the meaning set forth in Section 3.1 of this Agreement.

1.21 **"Program"** shall mean the full-time online learning program provided by Connections and offered to Students.

1.22 **"Program Guide"** shall mean the description of the curriculum and instructional program offered by Connections that is published annually in either electronic or printed form or both.

1.23 **"Related Services"** shall mean services related to the provision of speech therapy, occupational therapy, physical therapy, counseling, social skill development, psycho-educational evaluations, closed captioning, sign language interpreting, transition and job coaching, academic support for the vision and hearing impaired, adapted physical education, assistive technology, and other services of a similar nature.

1.24 **"School Calendar"** shall be the days when the Educational Services under this Agreement will be delivered to Students, Learning Coaches and/or Teachers and Administrators,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

as approved by the Charter School Board. Connections will operate on the days established to be the School Calendar for the Academic Year, except that Students may continue to report attendance and/or complete work during scheduled school holidays to the extent permitted under California law. The School Calendar for each Academic Year is subject to prior approval by the Charter School Board and shall meet any regulatory requirements for days and hours of instruction required by law.

1.25 **"School Handbook"** shall mean the set of policies, rules and guideline that are to be followed by Students and their Caretakers. The initial School Handbook and any material changes thereto shall be subject to the approval of the Charter School Board.

1.26 **"Special Education Director"** is that person employed to oversee the Special Education Services per Section 4.2 2(d) below. It is the Special Education Director's responsibility to keep informed of (and to inform Connections 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 Connections approved model for special education instruction.

1.27 **"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 (including the applicable policies and procedures adopted by the Special Education Plan ("SELPA")) and federal law requirements.

1.28 **"Special Education Services"** shall mean all necessary special education 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.

1.29 **"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 ("IDEIA"), or Section 504 of the Federal Rehabilitation Act of 1973.

1.30 **"Student"** shall mean an individual who is Enrolled in the Charter School.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

1.31 **"Student Records"** shall mean those "educational records," as defined in the Family Education Rights and Privacy Act ("FERPA"), 20 USC 1232g (a)(4)(A), which the Charter School or Connections is required to retain in accordance with state law.

1.32 **"Teachers"** are persons employed to provide educational instruction to Students pursuant to the terms of the Charter and this Agreement.

1.33 **"Term"** shall have the meaning set forth in Section 7 of this Agreement.

2. Educational Products to be Provided by Connections.

During the Term, Connections shall provide or cause to be provided to the Charter School the following Educational Products at the prices set forth in Section 10, which may be adjusted from time to time at the mutual agreement of both Parties:

2.1 Tangible Instructional Materials. A non-exclusive, non-transferable, royalty-free sub-license to use tangible educational materials, which may include items such as textbooks, novels, science kits, and other tangible educational materials provided during each applicable Academic Year during the Term of this Agreement ("Tangible Instructional Materials"). The Charter School Board shall have the right to annually review and approve the Tangible Instructional Materials. The Charter School acknowledges and agrees that Connections, its Affiliates, and/or their vendors are the sole owners of the Tangible Instructional Materials and that any payments to Connections for the use of the Tangible Instructional Materials shall be solely for the applicable Academic Year (or in some instances solely for the applicable semester) for each Student and/or Teacher who receives Tangible Instructional Materials in connection with the provision by Connections of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership rights by Connections to the Charter School, the Sponsor, the Students, or Teachers of the Tangible Instructional Materials. All right, title, and interest in and to the Tangible Instructional Materials and any content contained in the Tangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its Affiliates, and/or their vendors, as the case may be. Connections shall have the right to recover any reusable Tangible Instructional Materials at the conclusion of each Academic Year or when the Student is no longer Enrolled, whichever is sooner. Connections may invoice Students for any Tangible Instructional Materials that are not returned, unless prohibited by applicable law. Connections

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

acknowledges that the Charter School may not provide any "thing of value" (as defined in Education Code Section 51747.3) to Students. Connections and the Charter School shall cooperate to ensure that Tangible Instructional Materials are, to the extent possible, recovered, and that no Student, Caretaker or Learning Coach retains or obtains ownership of any such Tangible Instructional Materials. To the extent that any Tangible Instructional Materials are listed in the Program Guide as being available in both physical and electronic form, Connections shall provide the Tangible Instructional Materials, at a minimum, in electronic form, and in compliance with any IEP or Section 504 plan.

2.2 Intangible Instructional Materials. A non-exclusive, non-transferable, and royalty-free sub-license to use intangible educational materials that may include items such as online lesson content, lesson plans, Teachlet® tutorials and other intangible educational materials included in any Courses listed in the Charter School's Program Guide during each applicable Academic Year during the Term of this Agreement ("Intangible Instructional Materials"). The Charter School Board has the right to annually review the Intangible Instructional Materials. The Charter School acknowledges and agrees that Connections, its Affiliates and/or their vendors are the sole owners of the Intangible Instructional Materials and that any payments to Connections for the use of the Intangible Instructional Materials shall be solely for the applicable Academic Year (or in some instances solely for the applicable semester) for each Student or Teacher who receives Intangible Instructional Materials in connection with the provision by Connections of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership by Connections to the Charter School, the Sponsor, the Students, Teachers or Learning Coaches of the Intangible Instructional Materials. All right, title, and interest in and to the Intangible Instructional Materials and any content contained in the Intangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its vendors as the case may be.

2.3 Charter School Provided Materials. Educational materials provided to Students directly by the Charter School using Charter School funds, shall remain the property of the Charter School and the Charter School shall remain solely responsible for the management, including storage, replacement, and repair, of such educational materials.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

2.4 Computer Technology. The Charter School may use Connections owned or leased Computer Technology for the benefit of Students, Teachers and/or Administrative Staff. Any Computer Technology provided by Connections will be the exclusive property of Connections or its contractors and will be returned upon the termination of this Agreement or when the Student is no longer enrolled, whichever is sooner. The Computer Technology may be updated from time to time as Connections deems appropriate. The Charter School shall not be responsible for ensuring the return to Connections of Computer Technology supplied by Connections to Students, but will be responsible for returning any Computer Technology provided by Connections to Administrative Staff and Teachers. To the extent that such Computer Technology is not recovered, Connections may invoice Students, or in the case of Administrative Staff and Teachers, invoice the Charter School, unless prohibited by law, for Computer Technology not returned. Connections acknowledges that the Charter School may not provide any "thing of value" (as defined in Education Code Section 51747.3) to Students. Connections and the Charter School shall cooperate to ensure that Computer Technology is, to the extent possible, recovered, and that no Student, Caretaker or Learning Coach, obtains ownership of any such Computer Technology. The Charter School may also elect to purchase or lease its own Computer Technology. If the Charter School elects to purchase or lease Computer Technology for use by Students, it agrees that such Computer Technology will meet or exceed the same specifications as that offered to the Charter School for lease by Connections.

2.5 Office Products and Supplies. The Charter School may engage Connections to provide office supplies and office related products that are not purchased by the Charter School ("Office Products and Supplies"). The Charter School acknowledges and agrees that Connections, its Affiliates and/or their vendors are the sole owners of any such Office Products and Supplies until such time as Connections has received payment for them in full, at which time title shall transfer to the Charter School. If the Charter School does not use Connections to provide such Office Products and Supplies as described in this Section, then the Charter School shall be responsible for providing them at its own cost.

2.6 Education Management System. Connections will provide to the Charter School a non-exclusive, nontransferable, royalty-free, limited sub-license during the Term for the use of Connexus®, the Education Management System ("EMS") used by Administrative Staff, Teachers, Students, Caretakers, Learning Coaches and other individuals required, or otherwise

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

authorized, to access the system in order to provide or receive the Educational Services specified in this Agreement. The EMS will include features and functions required to meet the requirements of the Charter including: Assignment Management and Tracking, Communication Tools and Reporting. Connections may update the features and functions of the EMS from time to time. The Charter School will comply with the Terms of Use or other Connections policies applicable to access and use of the EMS. The Charter School acknowledges and agrees that Connections is the sole owner of its EMS through which certain of the Educational Services are delivered, and any content contained in the EMS is owned by Connections, its Affiliates and/or its vendors. This Agreement does not constitute a transfer by Connections to the Charter School, Administrative Staff, Teachers, Students, Learning Coaches, or Caretakers of any Intellectual Property rights in its EMS or any content contained in the EMS. All right, title, and interest in and to the EMS and any content contained in the EMS, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its Affiliates and its vendors.

3. Educational Services to be provided by Connections.

During the Term, Connections shall provide or cause to be provided to the Charter School the following Educational Services for the fees set forth in Section 10, which may be adjusted from time to time at the mutual agreement of both Parties.

3.1 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 required by the Charter.

3.2 Assessments. A series of assessments administered to Students to gauge mastery of core concepts and readiness for the State of California's standardized tests, or other such tests mandated by the State of California from time to time, including but not limited to: (a) a placement evaluation; (b) an additional skills assessment designed to measure a Student's level against state standards, which will generally be administered to Students enrolled during the first two (2) months of the Academic Year and those enrolled during the last two (2) months of the Academic Year; (c) other quantitative and qualitative assessments that will vary based on the grade and the Student's progress, as shall be mutually agreed upon by the Charter School Board

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

and Connections; (d) Progress Reports that shall be prepared for each Student at least quarterly, or as otherwise agreed to by the Charter School, and (e) any methods of pupil assessment required by the Charter.

3.3 Standardized Tests. All Students shall be required to participate in the State of California's standardized tests, or other such tests mandated by the State of California from time to time, to the same extent as students enrolled in any other California public charter school. Connections shall be responsible for establishing a testing plan that provides reasonable access to testing sites based on the Student's residence. Connections shall establish and administer the procedures necessary for the delivery of such tests and shall provide to the Charter School Board information concerning the percentage of Students participating in the testing program set forth in Education Code Section 60600 et seq. to the extent that their participation is legally required.

3.4 Community Coordinator(s) and Group Activities. In addition to using school staff, Connections shall recruit individuals willing to volunteer their services to coordinate community activities that allow Students to apply their academic skills while interacting with other Students in their immediate geographic area ("Community Coordinator"). These activities will be opportunities for support, socialization and learning. Prior approval for these events must be obtained from the Lead School Administrator and permission slips or signatures must be collected for each Student. The main communication tool for Community Coordinators will be the message boards or other medium for such communications maintained by Connections. The Community Coordinator shall be responsible for posting timely and relevant information in these message boards, or other medium for such communications maintained by Connections, moderating discussions and reporting any inappropriate or dangerous behavior to the Lead School Administrator or his or her designee. Community Coordinators shall not be considered employees or contractors of Connections. Connections shall not be responsible for providing transportation to these group activities or otherwise providing for the cost of such activities, unless otherwise agreed or mandated by the individualized education plans ("IEP's"). The local Community Coordinator shall work with Teachers, parents and Students to enrich the learning experience and distribute information about their local community. Connections shall be responsible for obtaining background checks required under state law for Community Coordinators. Community Coordinators shall be deemed volunteers of the Charter School,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

unless and until the Charter School Board adopts a policy that reclassifies the relationship between the Charter School and the Community Coordinators.

3.5 Contracted Services. Connections shall provide human resource services including, but not limited to, recruiting, payroll, (including, but not limited to, paying the Administrative Staff and Teaching Staff directly, and collecting and remitting taxes), benefits administration, and supervision. Connections agrees to require sufficient background checks, including fingerprinting, as specified by law, for each employee or prospective employee, and to otherwise meet any other applicable regulatory requirements.

3.6 Educational Resource Center. Connections shall provide access to additional educational support staff in the areas of tutoring, special education, gifted education and curriculum services, with such staff being available to Teachers, Students and Learning Coaches, according to the terms of the School Handbook and other policies and procedures established by Connections. Such resources will be available via email and toll-free telephone during School Calendar days, during the hours of 6 a.m. to 3 p.m. Pacific Time.

3.7 Instructional Staff Support and Development. All Teachers will receive access to all Instructional Materials supplied to Students as necessary to conduct their teaching responsibilities. Board Members, Administrative Staff, the Special Education Director and Teachers (collectively "Charter School Staff") will be trained in Connections protocols and other best practices. In addition, as part of its fee for Educational Services paid to Connections, Connections will make available to Charter School Staff continuing professional development and other related training, leadership development and peer to peer networking opportunities (collectively "Training") that support the Charter School mission and delivery of the Educational Services and which shall be sufficient, at minimum, to allow the respective Charter School Staff to comply with applicable California law that specify Training requirements. All costs associated with Connections sponsored Training shall be the responsibility of Connections, including related travel, housing, meal and hospitality costs, except to the extent Connections notifies the School prior to the Training opportunity of those costs the School will be required to cover. All Connections' sponsored training will be for the purpose of promoting the Charter School's education mission and other related official school business. Nothing in this section

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

shall be interpreted to inhibit the Charter School from providing other Training opportunities at its own cost.

3.8 Technical Support and Maintenance. Connections shall provide technical support and maintenance for Computer Technology provided by it to Students, Teachers and Administrative Staff via email and toll-free telephone during the School Calendar days, during the hours of 6 a.m.to 6 p.m. Pacific Time. Connections will only be responsible for providing repairs according to the policies outlined in the School Handbook, as approved by the Charter School Board. For Students using computer hardware and software not supplied by Connections, Connections shall provide initial technical support for non-Connections supplied hardware and software to make sure that Students have the minimum requirements necessary to participate in the Educational Services, and then shall continue to provide technical support as necessary for the Students' use of the EMS. Connections may contract with outside vendors for the provision of all or any portion of the technical support and maintenance as required herein.

3.9 Student Records. Connections shall work with the Charter School to provide maintenance of Student Records in accordance with state, local and federal requirements. Connections shall maintain the confidentiality of all Students' records in compliance with applicable local, state, and federal laws, and pursuant to the confidentiality provisions set out in Section 11 of this Agreement. Connections shall maintain such records as are required to comply with all attendance rules and apportionment requirements specified by applicable law. The Charter School is the official keeper of the Student Records. Subject to applicable law (including, but not limited to, FERPA), and not withstanding anything in this Agreement that may be interpreted to the contrary, the Student Records shall remain the property of the Charter School. To the extent any information in the Student Records is not immediately available to the Charter School, it shall be provided to the Charter School within five (5) business days of the Charter School's written request for such information. Connections may retain a copy of such records subject to the confidentiality requirements of this Section.

3.10 Services to Special Needs Students. Connections shall be responsible for (a) assisting the Charter School in the development of Special Education Protocols that will govern the manner in which Special Education Services are provided and (b) providing consultative support to the Special Education Director in support of the Special Education Services provided by the Charter

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

School. In providing the services set forth in this Section, Connections will comply with the Charter and any applicable provisions of any Memorandum of Understanding between the Charter School and its Authorizer with respect to Special Needs Students. Further, as part of its fee for services under this Agreement, Connections is responsible for payment of all costs related to Special Education Services, specifically excluding special education teaching and administrative services, provided by the Charter School directly or through a third party so long as such Special Education Services are provided consistent with 4.2 2(d) below.

3.11 Facility and capital expenditures. The Charter School may elect to contract with Connections to provide and/or maintain in good working order one or more offices. If Connections provides the facility under the terms of this section, it shall maintain at least one (1) office within the geographic boundaries of the Sponsor or within the borders of the county if a suitable location cannot be identified within the sponsor boundaries. Any office space provided or managed by Connections shall be ADA- compliant and meet any other requirements of the Charter, Charter School Law, the Brown Act (as applicable to public meetings of the Charter School Board) or other regulation. The locations, lease terms, and capital purchases required for all facilities provided under this Agreement will be subject to the approval of the Charter School Board.

(a) Connections agrees that it will have no beneficial financial interest in any approved lease.

(b) All leases negotiated on behalf of the Charter School or entered into by Connections on behalf of the Charter School shall contain a cancellation clause consistent with the requirements of the Charter, unless otherwise approved by the Charter School Board.

(c) In the event that this Agreement is terminated prior to its expiration, if Connections has provided the facility for the Charter School, Connections shall have the unilateral option to assign any lease obtained on behalf of the Charter School to the Charter School, subject to landlord approval if such approval is required, and any capital equipment or furniture and fixtures owned by Connections, if any, and located in the facility may be purchased by the Charter School at the then current book value as recorded on Connections' financial records.

(d) Any capital equipment, furniture or fixtures ("Capital Assets"), as well as any other furniture, equipment or fixtures purchased by Connections on behalf of the Charter School using

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

federal or state grant funds or any other sources of public money, shall be assigned to the Charter School at no transfer cost, free and clear of all liens, claims, encumbrances and interests, and deemed the property of the Charter School.

(e) If Connections has provided the facility for the Charter School, Connections shall permit Charter School to hold public meetings of the Charter School at such offices, without payment of rent.

3.12 Financial and Other Reporting.

(a) Connections will provide treasury and accounting reports for all Connections activities under this Agreement, and for any other Charter School activities as may be reasonably requested by the Charter School. Connections will be responsible for providing to the Charter School Board any such reports as are required by law, or the Charter, including a report of budgeted and actual expenses, and will assist in providing any information required by the Sponsor, Charter School, the SELPA, the Lake County Department of Education, California State Department of Education or any auditors.

(b) To enable the Charter School Board to monitor Connections' performance, information on the performance of the Charter School and its Students shall be provided to the Charter School Board, as required by this Agreement or upon request after reasonable advance notice. Connections specifically acknowledges its responsibility to make information concerning the operation of the Charter School available to the School Board in order to enable the Charter School to fully satisfy its obligations under the Charter.

(c) Connections shall work with the Charter School in responding to requests for public records, subject to ultimate control of the Charter School Board.

(d) Financial and other data will be available to the Charter School Board separately from Connections' operations or any other schools managed by Connections.

3.13 Management of Computer Technology. In the event that the Charter School procures its Computer Technology from Connections, Connections shall provide for the management of such Computer Technology. In the event that the Charter School does not procure the Computer Technology from Connections, it may separately contract with Connections for the management of such Computer Technology. If the Charter School procures its Computer Technology from a

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

source other than Connections and chooses not to contract with Connections for the management of such Computer Technology, the Charter School is responsible for managing any such Computer Technology and releases Connections from any liability arising out of or related to the Charter School's procurement and/or management of such Computer Technology.

3.14 Management of Instructional Materials. Connections will provide for the management of the Instructional Materials, which shall involve procurement, contracting, storage, fulfillment, and other services required to obtain and deliver such Instructional Materials.

3.15 Other Management Services. Connections will provide the administrative support necessary to deliver the Educational Products and Services (as described in Sections 2 and 3, respectively) for which it will be entitled to management fees as defined in Section10. Administrative support shall include, but not be limited to, such services as the posting of required public notices, preparation and delivery of Charter School Board materials and preparation of minutes accurately reflecting the Charter School Board meetings. Connections will have the right to add applicable charges for any new or additional services agreed upon by the Parties but not previously provided for under this Agreement to the Fee Schedule described in Section 10.

3.16 Non-delegable Duties. Notwithstanding anything to the contrary in this Agreement, if any service, responsibility, duty, power or authority delegated by the Charter School Board to Connections pursuant to this Agreement may not be so delegated under applicable law, such delegation shall be null and void and the Parties shall adjust the financial terms of this Agreement accordingly.

3.17 Other. Connections will be responsible to provide such other services not specifically described herein but which are required by the Charter. Connections will have the right to add applicable charges for any new or additional services agreed upon by the Parties but not previously provided for under this Agreement or the Fee Schedule described in Section 10, Connections responsibility for any service(s) covered by this section shall not arise unless and until such time as the Charter School Board delegates responsibility for such service to Connections and approves a Fee Schedule setting forth the fee(s) being charged to provide such service(s). To the extent that any of the terms, conditions, or provisions of the Charter conflict or are inconsistent with the provisions of any other paragraph or section of this Agreement, whether

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

or not such inconsistency is expressed or noted herein, the provisions of such other section or paragraph of such Charter shall in all instances prevail over the provisions of this Agreement, subject to adjustment of the Fee Schedule to account for any new or additional services not covered by the Fee Schedule.

3.18 Program Oversight. As part of the fee for Educational Services paid to Connections, and in order to facilitate the Schools ability to oversee Connections Program responsibilities ("Program Oversight"), Connections shall make key personnel reasonably available for advisement and consultation with members of the Charter School Board, its Sponsor and/or the Lead School Administrator or his/her designee. Except to the extent otherwise agreed, expenses incurred by Connections, including reasonable hospitality related expenses, in connection with Program Oversight, shall be the responsibility of Connections.

3.19 District Oversight Assistance. In recognition of the Charter School's desire to assist its Authorizer in fulfilling its oversight duties by providing greater exposure to online learning, in general, and the products and services offered by Connections, specifically, Connections has authorized the Charter School to offer the following to the Authorizer during the term of this Agreement:

(a) For the 2014-2015 Academic Year and for each subsequent Academic Year thereafter, International Connections Academy (iNACA) will provide twenty (20) semester course enrollments for every one hundred students (100) enrolled in the Charter School on October 1st of that Academic Year at no charge to the Authorizer. The number of semester course enrollments offered will be no fewer than twenty (20) in any given Academic Year. It is acknowledged by Charter School that once a student is enrolled in a course, the course enrollment will be consumed and cannot be used by another student, regardless of the length of time a student is enrolled in the course, or the reasons for any subsequent withdrawal. Any unused semester course enrollments will expire at the end of each Academic Year and cannot be used in subsequent years.

(b) iNACA shall be responsible for recruiting, training, and assigning Teachers. iNACA will attempt to use California-certified teachers but does not guarantee that the teacher for any course will meet the certification requirements for a teacher in California. The offer of semester course enrollments expires with the expiration or termination of this Agreement.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

(c) iNACA shall be responsible for posting final grades in the supplemental courses but the responsibility of transcripting credits is the responsibility of the Authorizer.

(d) Connections also agrees that during the term of this Agreement, and as long as the Charter School is authorized by Authorizer, it will offer to Authorizer, at Authorizer's cost, additional supplemental courses at a twenty percent (20%) discount to the then-current list price charged by Connections during the term of this Agreement, Charter School shall have no obligation to pay for such additional supplemental courses.

4. Charter School Obligations.

4.1 Compliance with Law and Regulation. The Charter School and the Charter School Board shall conduct all such oversight activities as are required by the Charter School Law or other applicable law, including meeting any requirements in the Charter, conducting all required Charter School Board meetings in accordance with any applicable open meeting laws, and acting in compliance with its Charter and the Charter School's bylaws.

4.2 Administrative Staff.

(a) Lead School Administrator. The Charter School shall employ one or more persons who shall be designated as the "Principal" of the Charter School and approve each such person's compensation package. The Principal, if there is only one such position, or a Teacher, if carrying out the responsibilities of the Principal, under circumstances where there is no Principal, shall be sometimes hereinafter referred to as the "Lead School Administrator At the Board's discretion, the Lead School Administrator may be employed on a part-time basis and/or may also serve as a Teacher.

i. Responsibility. The Lead School Administrator shall be the primary interface between Connections and the Charter School and shall be responsible for assuring the delivery of the Educational Services. 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 Charter School Board, supervising administrative personnel, inspiring Teachers to teach and Students to learn and Learning Coaches to engage in their Student's learning. The Lead School Administrator shall work primarily under the direction of the Chief Educational Officer of Connections, or their designee, subject to oversight by the Charter School Board. The Teachers and the Special Education Director shall report to the Lead School

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Administrator or such individual as shall have been designated by him or her. The Lead School Administrator shall keep the Charter School Board and Connections informed of all Teaching Staff related actions and decisions on a regular basis, and shall report to and be responsible to the Charter School Board on all collective bargaining matters, if applicable.

ii. Evaluation and Replacement of Lead School Administrator.

1. The Charter School Board delegates to Connections the responsibility for evaluating the Lead School Administrator. The Lead School Administrator shall be evaluated annually on a basis that is mutually agreeable to Connections and the Charter School Board. The Charter School Board shall receive a copy of the results of that evaluation. Nothing set forth herein shall prevent the Charter School Board from rescinding its delegation and developing its own independent evaluation of the Lead School Administrator. In the event of such recission, the Charter School shall annually evaluate the Lead School Administrator and shall provide the results of that evaluation to Connections no later than February 1 of each year of the Term. Following such recission, Connections shall provide the Charter School Board with its recommended standards for evaluating the Lead School Administrator's performance for the following Academic Year. The Charter School Board shall include these standards in its evaluation of the Lead School Administrator. The standards used may be changed by mutual agreement between the Parties. The use of these standards shall not limit the Charter School Board from including additional performance criteria in its evaluation. Connections shall bring to the Charter School Board's attention concerns about, as well as requests and recommendations related to, the performance and employment of the Lead School Administrator. All such concerns, requests and recommendations shall be made in writing, with specificity. Both the Charter School and Connections shall preserve the confidentiality with respect to any such written concerns, requests, and/or recommendations, except as required by law.

2. The Charter School Board shall have the right to replace the Lead School Administrator in the event that the Charter School Board is dissatisfied with his or her performance. Prior to such removal, the Charter School Board shall give Connections thirty (30) days written prior notice of such removal, including the reasons for such removal. Additionally, Connections shall have the right to request that the Charter School replace the Lead School Administrator, in the event that Connections is dissatisfied with his or her performance,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Connections shall notify the Charter School of its request in writing, including the basis for the request, such as evidence that the Lead School Administrator has failed to comply with employee or school policies or has caused or will cause harm to the Charter School. In that event, the Charter School shall promptly take steps to replace the Lead School Administrator within ninety (90) days, or such time as shall be mutually agreed on by the Parties, or the Charter School shall notify Connections that the Lead School Administrator will not be replaced. Any replacement of the Lead School Administrator will be done so as to minimize the disruption to Students. If Connections has a concern about the Charter School Board's action or lack of action relating to the termination or retention of the Lead School Administrator, Connections may refer the matter to the Charter School Board's Counsel of Record for review and analysis.

(a) Other Administrative Staff. The Charter School may employ one or more persons who shall be designated as Assistant Principals. Such staff shall report to the Lead School Administrator or his or her designee. Other Administrative Staff shall be employed in the same manner as Teachers and may also act as Teachers, to the extent qualified to do so, in addition to their other responsibilities.

(b) Other Clerical or Support Administrative Positions. The Charter School may also employ one or more individuals in clerical, support, or management positions as may be required to support school operations, such individuals shall also be considered Administrative Staff.

(c) Special Education Director. In furtherance of Section 4.3 below and in consultation with Connections, the Charter School shall employ as a member of the Administrative Staff a properly credentialed individual for the position of Special Education Director who shall be responsible for overseeing the provision of Special Education Services, including the developing and 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.

(d) Special Education Services. The Charter School will adopt Special Education Protocols that comply with state and federal law, the Charter and any applicable provisions of any Memorandum of Understanding between the Charter School and its Authorizer with respect to Special Needs Students. In consultation with Connections, the Special Education Protocols

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

will be subject to review and revision from time to time throughout the Term. The Special Education Protocols and all modifications to the Special Education Protocols are subject to Connections' approval. The Special Education Director will fully and consistently implement such Special Education Protocols in the provision of Special Education Services and will accept guidance from Connections with respect to providing Special Needs Students with a free and appropriate education ("FAPE").

(e) Connections shall have the right to request that the Charter School replace the Special Education Director in the event that Connections is dissatisfied with his or her performance, and so notifies the Lead School Administrator in writing. In the event that the Charter School refuses to comply with Connections' request to replace the Special Education Director, the Charter School shall have 60 days to a develop a plan that fully and consistently implements the Special Education Protocols, as well as addresses any other areas of concern identified by Connections related to the provision of Special Education Services ("Special Education Remediation Plan"). The Special Education Remediation Plan should be developed in consultation with Connections and is subject to Connections' approval. It is the Special Education Director's responsibility to fully and consistently implement the Special Education Remediation Plan.

(f) It is understood and agreed by both Parties that during any period of time that the Charter School fails to: (i) adopt Special Education Protocols approved by Connections, (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 Charter School's attention by Connections, Connections and its agents, employees, and assigns, will not be deemed to have engaged in any wrongdoing, misconduct, negligence, or default under Section 13.1 of this Agreement, with respect to Special Education Services.

4.3 Teaching Staff.

(a) Employment. Charter School shall employ Teachers who will be responsible for providing on-line instruction, including those possessing a special education certificate.

(b) Recruitment. The Charter School delegates to Connections all responsibility for recruiting and training teachers and shall endeavor to maintain a teaching staff at a ratio as set

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

forth in Title 5, Section 11704 of the California Code of Regulations, or at a ratio as defined in any State Board approved waiver of Title 5, Section 11704, subject to the Charter School Board's authority to override any action taken by Connections in connection with such delegation. 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 Section 47605(1).

(c) Hiring, Supervising, Evaluating and Disciplining. The Charter School Board delegates to the Lead School Administrator, under the supervision of Connections, the responsibility for hiring, assigning, supervising, evaluating, disciplining, including recommendations related to dismissal, of Teachers, subject to the Charter School Board's authority to override any action taken by the Lead School Administrator in connection with such delegation. The Lead School Administrator shall carry out his/her delegated responsibilities in accordance with federal and state law, as well as Charter School Board adopted policies and procedures.

(d) Board Directed Action. The Charter School Board may, at any time, request that the Lead School Administrator promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher. The Lead School Administrator shall provide a prompt report to the Charter School Board and Connections on any and all actions taken in response to such a request. In the event the Lead School Administrator fails to take timely action to respond to the complaints or concerns raised and make a report, or in the event the actions taken by the Lead School Administrator are deemed inadequate, the Charter School Board may instruct Connections to remove or replace a Teacher within sixty (60) days of receipt of written notice from the Charter School Board of its decision to remove such Teacher, or immediately upon such written notice when the Charter School Board believes there is a risk of any illegal conduct, or a risk to the health or safety of any Student. Any such written notice shall set forth the basis on which the Charter School Board is relying in requiring any Teacher removals. If Connections has a concern about the legality of any Charter School Board requiring removal of a Teacher, Connections may refer the matter to Charter School Board's counsel of record for review and analysis.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

4.4 Shared Services Agreement. The Board may employ all or some of the Administrative Staff and Teachers through the use of the Agreement for Provision of Teaching and Administrative Services entered into by and between the Charter School, and other charter schools managed by Connections Academy of California, LLC which shall govern the terms of such employment relationship with the Charter School.

4.5 Other Services. All services not specifically delegated to Connections shall be the responsibility of the Charter School. Further, to the extent that the Charter School elects not to contract with Connections for any of the products or services provided for in this Agreement, it shall provide such products or services consistent with any requirements of Charter School Law or other applicable law and any requirements in the Charter.

4.6 Insurance. The Charter School shall comply with any insurance provisions as set forth in Section 15.

5. Eligible Students.

5.1 Admission Requirements. Any child qualified under the laws of California for admission to a public charter school is eligible to become a Student of the Charter School subject to (a) any applicable limitations in law; (b) verification of their residency or other requirements established by law, including the completion of a Master Agreement per semester; and, to the extent as permitted by law, (c) possessing an existing IEP that specifically provides for the participation of a Special Needs Student in an Independent Study Program. Connections will not charge Students tuition or fees, except as authorized by State law and approved by the Charter School Board.

5.2 Number. The Charter School Board may establish a maximum number of Students to be enrolled during each Academic Year and Connections shall not exceed that number without specific approval from the Charter School Board and the Sponsor, if applicable. In addition, Connections may limit the number of Students in each grade served under this Agreement to conform to the Budget, lottery policy, and enrollment cap(s), if any, approved by the Charter School Board.

5.3 Priority. Connections agrees to follow the admissions preferences as laid out in the Charter and admission policy adopted by the Charter School Board, including the procedures for

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

conducting a lottery. Any 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, in accordance with the terms of the School Handbook and any additional documents and procedures.

5.4 Recruiting and Community Education. Connections will be responsible for developing a plan for periodic community informational meetings and correspondence and other activities as required to recruit Students and to inform other interested parties about the Charter School. The plan of recruiting and community education activities is subject to prior review and approval by the Charter School Board.

5.5 Public Website. Connections will maintain a public website on behalf of the Charter School that will contain, at minimum, any information required by the Charter School Law.

5.6 Enrollment. The Charter School delegates to Connections responsibility for accepting Students into the Charter School. However, the Charter School has no responsibility to pay Connections for any Students Connections admits who are not eligible for Average Daily Attendance (ADA). Connections shall maintain a list of the Students on behalf of the Charter School and shall provide such list to the Charter School Board promptly upon request. The list shall include any Student Record information required by applicable state law.

5.7 Full-time Status. Students shall be permitted to enroll in the Charter School exclusively on a full-time basis. Dual or part-time enrollment will not be permitted except by prior written agreement by Connections and the Charter School, and neither Party shall have any obligation to accept a dual or part-time enrollment or provide any payment for services provided by other parties.

6. Withdrawal.

A Student may withdraw from the Charter School at any time during the Academic Year. Only to the extent permitted by California law, the Charter, and the Charter School's policies, Students who do not, or Students of Caretakers who do not, comply with the terms of the School Handbook or the Charter School's independent study policy may also be withdrawn.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Connections will use its reasonable best efforts to collect any information required by law concerning a previously enrolled Student's next school. Connections will report on the status of withdrawals to the Charter School Board at each regularly scheduled Charter School Board meeting or whenever requested by the Charter School Board. Connections will be responsible for reimbursing any state and federal funds that it has received to the extent funding is disallowed as a result of a Student's withdrawal.

7. Term and Termination.

7.1 Term. The term of this Agreement shall commence upon the Effective Date and shall expire on a date coterminous with the expiration of the Charter (the "Term").

7.2 Early Termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:

(a) By both Parties if they agree in writing to the termination;

(b) By either Party, 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 or, 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;

(c) By Connections, if the payments to which Connections is entitled under Section 10 of this Agreement are materially reduced as a result of a change in funding provided to the Charter School or applicable law impose requirements that are materially different from those previously provided under this Agreement and Connections is unwilling or unable to make the required changes;

(d) By either Party, if the Charter is terminated or if the Charter School is no longer authorized by the Sponsor as required by applicable California law;

(e) By the Charter School, if the Charter School Board determines at the end of an Academic Year that the Educational Products and Services do not meet the requirements for a computer-based charter school, and/or independent study and non-classroom based charter school, as defined by applicable laws, but only if Connections is unable to cure such deficiency

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

after being given reasonable notice thereof and the opportunity to cure any alleged failure to meet such requirements;

(f) By the Charter School, if the Charter School Board determines, after a Performance Review, in the Charter School's sole reasonable discretion, that this Agreement should be terminated for failure to perform, but only if Connections is unable to cure such deficiency after being given reasonable notice thereof specifying in detail the deficiency and the opportunity to cure any alleged deficiency in performance. The determination as to whether Connections has cured the deficiency shall be made in the sole reasonable discretion of the Charter School; provided, however, that such determination shall be made by the Charter School by no later than March 1 of the year immediately preceding the upcoming Academic Year;

(g) By Connections, if there are irreconcilable differences with respect to the manner in which Connections and/or the Charter School carries out its responsibilities under the terms of this Agreement; or

(h) By either Party in the event that the Parties fail to agree on a Budget in accordance with Section 10.2 .

7.3 Notice of Termination. In the event of termination of this Agreement prior to its expiration, written notice by certified or registered mail, return receipt requested, no later than March 1 of the then current Academic Year shall be provided and shall list the reason(s) for termination and the effective date of the termination. Termination shall only occur at the end of an Academic Year except if such termination is the result of Sections 7.2 (a), (b), (c), (d), or (g).

7.4 Obligations on Termination. In the event this Agreement is terminated by either Party for any reason:

(a) Connections shall assist and cooperate with the Charter School in the transition of the provision of Educational Products and Services from Connections to the Charter School, or another service provider, so as to minimize the disruption to the Students, it being the intention that the Charter School shall remain open and operating in its normal course;

(b) 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

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

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;

(c) All access to the EMS and other Educational Products and Services shall continue for a reasonable amount of time to allow for a transition to Connections' successor(s), after which time it shall be discontinued;

(d) Connections shall provide to the Charter School copies of all Student Records not otherwise in the Charter School's possession at no additional cost; and

(e) The Charter School shall pay Connections all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination;

8. Representation Regarding Non-discrimination.

Connections, the Charter School and the Charter School Board will not 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 state law.

9. Health and Safety.

9.1 Connections specifically acknowledges that it shall not do anything to interfere with and shall assist the Charter School in its responsibility to adhere to the following standards regarding health and safety:

(a) Reporting child abuse or neglect of which it has reasonable suspicion, as required by state law;

(b) Adopting policies prohibiting the use of drugs, alcohol, weapons and tobacco on school grounds or at school events; and

(c) Complying with all state immunization laws.

10. Financial Terms.

10.1 Payments. The following shall represent the financial responsibilities between the Parties.

(a) As compensation for the Educational Products and Services provided by Connections under this Agreement, Connections and the Charter School shall negotiate in good

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

faith a schedule of fees for services (the "Fee Schedule") for each year of the Term that shall apply to the following Academic Year. Upon the approval of such Fee Schedule by the Charter School Board, the Parties acknowledge and agree that the amounts are reasonable, necessary and fair market value compensation for the services rendered under this Agreement. To the extent that the Fee Schedule includes any fees that are based on a "percentage of revenue," such fees shall be assessed against funds received by the Charter School from all governmental sources received by the Charter School from whatever source, whether from state, local, or federal government agencies, including but not limited to Title 1 funds, grants, income, or other funding sources (the "Revenues" and together with all Revenues in a given Academic Year, collectively "Total Revenues").

(b) Any costs required by the Charter not specifically included in this Agreement shall be paid by the Charter School.

(c) The Parties may agree to have Connections act as its payment agent for various other expenditures not included in the Fee Schedule. Connections will be entitled to reimbursement for these expenses on a monthly basis as they are incurred upon the submission of appropriate documentation.

(d) Connections will invoice the Charter School monthly according to the Fee Schedule. Payment will be due within five (5) business days of action by the Charter School Board which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. Connections may charge interest at lesser of the rate of one and one half percent (1.5%) per month or the maximum interest rate permitted by California law, for any invoices paid more than sixty (60) days unless such failure to pay is the result of funds being withheld from the Charter School due to a failure by Connections to perform under the terms of this Agreement, or if the Charter School has insufficient funds to pay the invoice as the result of outstanding receivables, deferred payment by the State or Sponsor of funding due, or if the Charter School is disputing any charges. The Charter School shall notify Connections of the basis for any dispute within five (5) days of determination of such dispute and shall work to resolve the 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 and/or ADA as a result of an audit. Any differences in amounts that were previously paid under

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

this Agreement as a result of such audits shall only be applied to or against the next payment or payments otherwise due under this Section, or if no payment is due, Connections shall refund such amount to the Charter School.

(e) To the extent that any adjustments as a result of an audit are the result of Connections failure to adequately perform its responsibilities under this Agreement or the Charter, and only after all administrative remedies available to challenge the audit findings have been exhausted by the Charter School Board, Connections will be required to either: (i) return any required funds to the Charter School in the amount determined by the state funding authority, or (ii) to the extent that funds are withheld from future funding of the Charter School, reduce the fees invoiced the Charter School by the amount that funding is withheld.

10.2 Budgets. No later than the earlier of June 1 or fourteen (14) working days prior to any deadline specified in the Charter or other regulatory mandate, Connections agrees that it will present to the Charter School a proposed budget that is balanced (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year. The Budget shall be in reasonable detail, shall meet all regulatory reporting requirements and shall be based on the applicable Fee Schedule. In the event that the Charter School Board and Connections do not agree with the proposed balanced Budget, the Parties agree to work together in good faith to resolve any disagreements by the earlier of June 30 or such date as is required in any regulatory requirement or the Charter Renewal for budget submission.

10.3 Protection Against Deficits. In the event that, as of June 30 of any year during the Term, Total Revenues are less than the Charter School's expenditures, including payments to Connections as well as those incurred and paid by the Charter School, but excluding any payments for capital expenditures (the "Total Expenditures"), and in the event that the Charter 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 an amended budget, Connections shall issue a credit or make a cash payment to the Charter School to the extent required to maintain positive Net Assets at least equal to $10,000 as of each June 30 during the Term of this Agreement. To the extent that the Net Assets at the end of any June 30 exceeds $10,000 and in the event that credits have

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

previously been issued and not repaid, Connections shall be entitled to the repayment of any such credits.

10.4 Receipts and Expenditures for Title Funding, Special Education, Gifted Education, Grants etc. To the extent that the Charter School is eligible to receive additional revenue over and above the State and Charter School per student funding , Connections will be responsible for collecting such funds on behalf of the Charter School and will make any required disbursements in accordance with its responsibilities as required under this Agreement or by law.

10.5 Breakdown of Charges. No later than September 30 of each year during the Term, Connections, for information purposes only, will provide to the Charter School a breakdown of its charges including a breakdown between Tangible and Intangible Instructional Materials, and amounts charged for staff compensation, a sublicense to the EMS, Computer Technology, etc. This shall not change the amounts due to Connections by the Charter School, but shall provide the Charter School with support for the charges for the products and services provided by Connections.

10.6 Sales Tax. The Charter School shall provide Connections with documentation demonstrating its tax exempt status, if any, for all applicable taxes, including sales and use tax. To the extent that the Charter School is not tax exempt, the Charter School shall be responsible for federal, state, or local taxes assessed, if any, based on the Educational Products and Services provided to the Charter School under this Agreement. If any sales and use taxes are assessed on purchases made from Connections, Connections will provide a credit to the Charter School equal to the amount of the sales or use taxes paid by the Charter School.

10.7 Charter School Funds. All Charter School funds received by the Charter School, from whatever source, retain their character as Charter School funds until such time as they are paid out to a third party, including Connections, as payment for a service performed (or to be performed) for, or at the direction of, the Charter School or for a product obtained at the direction of the Charter School, at which time such monies paid to such third parties shall lose their Charter School fund character.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

11. Confidential Information.

11.1 Confidential Information Defined. As used in this Agreement, "Confidential Information" means all information and any idea in whatever form, tangible or intangible, pertaining in any manner to the business of a disclosing Party (or any of its Affiliates) or to a disclosing Party's or its Affiliates' customers or business partners, unless it must be disclosed by applicable law, . It is acknowledged that the following information will be included, without limitation, in the definition of Confidential Information, whether in written or verbal form, and including electronic data recorded or retrieved by any means: (1) educational content, curricula, teaching outlines, lesson plans, testing processes, and procedures; (2) Student Records and other student-related or Caretaker personal information; (3) information regarding business strategy and operations such as business plans, 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; (4) information regarding product development such as product designs and concepts, development methods, computer software, inventions and other work product; (5) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (6) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts, disciplinary records and other personnel data; (7) the terms of this Agreement; and (8) other similar non-public information that may provide the disclosing Party with a strategic advantage or could harm the disclosing Party if publicly disclosed.

11.2 Obligation to Protect. To the extent permitted by law, each Party shall maintain the confidentiality of the other Party's Confidential Information. Receiving Party agrees to use and disclose Confidential Information only as required in performing its obligations under this Agreement and for no other purpose and to hold all such Confidential Information in the strictest confidence, and except with the prior written authorization of the disclosing Party, not to (a) disclose it to any person, firm or corporation, or (b) use it for the benefit of anyone other than for the disclosing Party. Notwithstanding the foregoing, the Charter School shall be permitted to make such disclosures and retain such materials as is required for the Charter School to comply with applicable laws, and in accordance with Section 3.9. Connections shall make such information and facilities available to authorized Charter School personnel, Sponsor, California

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

regulatory authorities, and any other person, as required to comply with applicable laws, and in accordance with Section 3.10.

11.3 Protection of Student Records. The Parties acknowledge and agree that under California Law and 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA") including any regulations promulgated thereunder, each Party has certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA. The Parties agree that they shall perform their obligations under this Agreement in compliance with FERPA and any regulations promulgated thereunder. The Parties designate the Charter School Board members, staff, employees, independent contractors and volunteers who are providing educational or administrative services to the Student as agents of the Charter School having a legitimate educational interest and thus entitled to access the educational records under FERPA. The Parties shall also maintain Student Records in accordance with any other applicable state, local and federal laws.

11.4 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, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.

12. Ownership of Intellectual Property and Tangible Personal Property Supplied by Connections.

12.1 Intellectual Property. Charter School agrees that Connections or its licensor is the sole owner of the EMS and Connections, its Affiliates, and/or its contracted vendors are the owners of any Intangible Instructional Materials and other content contained in the EMS ("Content") made available pursuant to Section 2.6. Further, the Charter School will acquire no rights in trademarks, patents, copyrights or trade secrets related to the EMS, the Intangible Instructional Materials or the Content by reason of the Charter School's use of the same in connection with this Agreement. The Charter School grants, and agrees to cause its employees and agents to grant, to Connections and its successors and assigns, a non-exclusive perpetual, irrevocable, worldwide and royalty-free license to use (including to provide Educational Products and Services), modify, market and create derivative works based upon any instructional or other copyrightable materials created by employees and agents of the Charter School, without

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

identifying or seeking the consent of the Charter School or any of its employees or agents. Any such derivative works created shall be the sole property of Connections and its transferees.

12.2 Tangible Personal Property. This Agreement does not constitute a sale or other transfer to the Charter School or Sponsor of any Educational Products supplied by Connections pursuant to Section 2. All right, title, and interest in and to such Educational Products will remain with Connections.

12.3 Trademarks. Connections and its Affiliates are the owner of various trademarks, service marks, logos, or trade names used in its business of providing Educational Products and Services, which can be found at http://www.connectionsacademy.com/Libraries/PDFs/CACommonLawTrademarks.sflb.ashx (collectively, the "Licensed Marks"). Connections grants to the Charter 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 Connections. The Charter School agrees to make reasonable efforts to use the Licensed Marks in accordance with any trademark usage guidelines provided by Connections, the most up to date version of which can be found at http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx. Connections retains all right, title and interest in and to the Licensed Marks and any related proprietary rights not expressly granted to the Charter School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of Connections. In the event of a termination of this Agreement, the Charter School agrees to terminate use of the Licensed Marks and amend any publicly recorded and unrecorded documents, including the Charter School trade name, to remove the name "Connections Academy" and any other Licensed Marks that may be contained therein (including, if applicable, the Charter School name) within sixty (60) days after the effective date of termination, unless otherwise agreed to by the Parties.

12.4 Use of Charter School Funds. No Charter School funds shall be used in the development or procurement of any Tangible or Intangible Materials, or any aspect of the curriculum or educational materials ("Curriculum Materials"). Charter School funds paid to Connections for services rendered in accordance with the terms of this Agreement and used in the development or

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

procurement of such Curriculum Materials shall not be deemed Charter School Funds once such payment is received by Connections.

12.5 Aggregating Data. Student specific data, including corresponding Caretaker data, is the property of the Charter School, Student and/or the Caretaker ("Student Information"), unless and to the extent that Connections' obtains such Student Information from a source other than the Charter School, including directly from Student (if emancipated minor or over the age of minority) or such Student's Caretaker. Connections will not use any such Charter 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). Connections may freely aggregate Charter School owned Student Information for use 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. All such aggregated data shall be the property of Connections. Connections may freely use all such aggregated data and identify its source as being Capistrano Connections Academy without the consent of the Charter School.

13. Indemnification.

13.1 Indemnification by Connections of the Charter School Board. To the extent not covered by insurance or not barred by applicable law, Connections shall defend, indemnify and hold the Charter School Board and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney's fees) to which the Charter School Board and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by Connections, its agents, employees, or assigns in the execution or performance of this Agreement. In no event shall this indemnification apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Charter School Board director, officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of Connections shall survive the termination of this Agreement. The Charter School shall have the right, at its own expense, to participate in the defense of any suit, without relieving Connections of any of its obligations hereunder.

13.2 Indemnification by the Charter School. To the extent not covered by insurance or not barred by any applicable law, the Charter School shall defend, indemnify and hold Connections

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney's fees) to which Connections and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by the Charter School, its agents, employees, or assigns in the execution or performance of this Agreement. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Connections officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of the Charter School shall survive the termination of this Agreement. Connections shall have the right, at its own expense, to participate in the defense of any suit, without relieving the Charter School of any of its obligations hereunder.

13.3 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.

14. Limitation of Liabilities.

14.1 In no event will the Charter School, or its directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of Connections, its directors, officers, employees, or agents.

14.2 In no event will Connections and their respective employees or agents be responsible or liable for the debts, acts or omissions of the Charter School, its directors, officers, employees, or agents.

15. Insurance.

15.1 Connections Insurance. Connections will maintain and keep in force no less than substantially such amounts of insurance as are provided for in **Exhibit A** to cover insurable risks associated with operations under this Agreement, whether such operations are conducted by

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Connections, or by any subcontractor or anyone directly or indirectly employed by any of them. Such coverage will include worker's compensation insurance for any employees provided under the terms of this Agreement that are paid directly by Connections, including any dual employees of Connections and the Charter School. Any coverage offered to the Charter School by Connections shall meet the requirements of any Memorandum of Understanding with the Sponsor or the Charter or applicable law. The Charter School, as well as its directors, officers, employees and volunteers, shall be included as an "additional insured" at no additional charge. The Authorizer shall be included as an "additional insured" at no additional charge if required in the Charter or the MOU. Any charges associated with such insurance shall be included in the Fee Schedule.

15.2 Charter School Insurance. The Charter School shall maintain and keep in force insurance at no less than the minimum levels required by the Charter, the Memorandum of Understanding with the Authorizer, applicable law, or all of these. Connections shall be responsible for providing and keeping in force that insurance identified on Exhibit A, which shall include primary coverage for the Corporation including its Charter School, and its directors, officers, employees, and volunteers. Further, the Charter School may elect to maintain additional coverage, in which event Connections shall arrange for the requisite coverage on behalf of the Charter School and include the cost in the Fee Schedule. Connections shall be included as an "additional insured" as to any such coverage. The Charter School will also maintain and keep in force Director and Officer's Insurance in the amount required by the Sponsor or by the Charter, but in no event less than One Million Dollars ($1,000,000) in the aggregate.

15.3 Liability Insurance. Liability insurance for any facility leased directly and/or managed by the Charter School and any capital equipment or furniture and fixtures owned by the Charter School will be the responsibility of the Charter School. To the extent such insurance is provided for in Exhibit A, as may be modified from time to time, Connections shall be responsible for providing and keeping in force such liability insurance.

16. Notices.

Any notice, demand, or request from one Party to the other Party hereunder shall be deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand,

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the Parties at the following addresses:

If to the Charter School:	Alpaugh Academies - California Connections Academy @ North Bay 4020 South Demaree Street, Suite B Visalia, CA 93277 Attention: Board President
CC:	Procopio Cory, Hargreaves & Savitch, LLP 525 B Street, Suite 2200 San Diego, CA 92101 Attention: Greg Moser
If to Connections:	Connections Academy of California, LLC c/o Connections Education 1001 Fleet St, 5th Floor Baltimore, MD 21202 Attention: President
CC:	Connections Education LLC 1001 Fleet St, 5th Floor Baltimore, MD 21202 Attention: General Counsel

CONFIDENTIAL

17. Miscellaneous.

17.1 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.

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

17.2 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 Connections or its managing member, notice of which shall be provided by Connections to Charter School Board, shall not be subject to the provisions of this section.

17.3 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.

17.4 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.

17.5 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.

17.6 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.

17.7 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 Orange County, California, and each Party hereby consents to the jurisdiction and venue of any such courts for such purposes.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

17.8 Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original agreement.

17.9 Compliance with laws, policies, procedures, and rules. Each Party will comply with all applicable federal and state laws including all of the specific requirements of the Charter, applicable local ordinances and the Charter School's policies whether or not specifically listed in this Agreement.

17.10 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.

17.11 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.

17.12 Attendance at Meetings. During the Term, Connections will have the right to designate an individual or such individuals who shall have attendance rights at all Charter School Board meetings. Such rights are limited exclusively to attendance and provide no rights to participate without the express permission of the Charter School Board. Given the role Connections' plays in Charter School operations, with respect to closed sessions, Connections representatives have an official role to play, and may attend closed sessions, provided that: (1) the particular representative(s) is involved in the subject matter or operations of the closed session and necessary for such discussion; (2) in the judgment of the Charter School Board there is no actual or potential conflict of interest between Connections and that particular Connections representative and the Charter School with respect to the subject matter of the closed session.

17.13 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 it will not contest the validity or enforceability

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

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 facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile 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.

17.14 Survival. The rights and responsibilities of Sections 7.4, 10, 11, 12, 13, 14, 15, 16, 17.1, 17.2, 17.3, 17.4, 17.6, 17.7, 17.9, 17.10, 17.11, 17.13, 17.14 and 17.15 shall survive the termination of this Agreement.

17.15 Status and Relationship of the Parties. Connections is a limited liability company organized under the laws of California, and is not a division or a part of the Charter School. The Charter School is a California non profit public benefit corporation authorized by the Charter School Law and is not a division or part of Connections. 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 Connections shall be deemed to be an agent or employee of the Charter School. Connections shall be solely responsible for its acts and the acts of its agents, employees and subcontractors and the Charter School shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Connections and the Charter School is based solely on the terms of this Agreement, and the terms and conditions of any other written agreement executed by Connections and the Charter School.

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

IN WITNESS WHEREOF, the Parties agree to the terms of this Agreement and have executed this Agreement by their authorized representatives to be effective as of the Effective Date written above.

ALPAUGH ACADEMIES/CONNECTIONS ACADEMY @ NORTH BAY , INC.

By: DocuSigned by: David Souza 29CFE0EBEA4A4C5...

Title: President

Date: 8/5/2014

CONNECTIONS ACADEMY OF CALIFORNIA, LLC

By: DocuSigned by: Barbara Dreyer 88C24F02EFF14DE...

Title: President

Date: 8/5/2014

CONFIDENTIAL

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

Exhibit A – Certificate of Insurance Requirements

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 07/17/2014

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 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	CONTACT NAME:	
Marsh & McLennan Agency-SBS, a service of Seabury and Smith, Inc. 9830 Colonnade Boulevard, Suite 400 PO Box 659520 San Antonio, TX 78265-9520	PHONE (A/C, No, Ext): 888-591-1954	FAX (A/C, No): 210-737-3584
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	**NAIC #**
	INSURER A : HANOVER INSURANCE COMPANY	
INSURED Connections Education, LLC Alpaugh Academies 1001 Fleet Street, 5th Floor Baltimore, MD 21202	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	**GENERAL LIABILITY**			ZHDA041664	07/01/2014	07/01/2015	EACH OCCURRENCE	$1,000,000
	X COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$1,000,000
	CLAIMS-MADE X OCCUR						MED EXP (Any one person)	$15,000
	X Product/Completed						PERSONAL & ADV INJURY	$1,000,000
	included in Gen Agg						GENERAL AGGREGATE	$2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$
	POLICY PRO-JECT X LOC							$
A	**AUTOMOBILE LIABILITY**			AWDA33930500	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident)	$1,000,000
	X ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						WC STATU-TORY LIMITS / OTH-ER	
	ANY PROPRIETOR/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	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of Coverage

CERTIFICATE HOLDER	CANCELLATION
Alpaugh Academies 4020 South Demaree Street, Suite B Visalia, CA 93277	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

© 1988-2010 ACORD CORPORATION. All rights reserved.

DocuSign Envelope ID: F98358E5-95B0-4299-8E65-2F9A216F5E76

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 07/17/2014

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 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	CONTACT NAME:
Marsh & McLennan Agency-SBS, a service of Seabury and Smith, Inc. 9830 Colonnade Boulevard, Suite 400 PO Box 659520 San Antonio, TX 78265-9520	PHONE (A/C, No, Ext): 888-591-1954 FAX (A/C, No): 210-737-3584 E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : HARTFORD ACCIDENT & INDEM. CO.	
INSURER B : HANOVER INSURANCE COMPANY	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

Alpaugh Academies
1001 Fleet Street, 5th Floor
Baltimore, MD 21202

COVERAGES **CERTIFICATE NUMBER:** **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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	GENERAL LIABILITY							
	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	$
								$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						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		54WECCM5547	07/01/2014	07/01/2015	X WC STATU-TORY LIMITS OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) N						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
B	Directors & Officers Liability Prior&Pending 04/28/06			LHD879490205 Claims Made Policy	07/01/2014	07/01/2015	Limit Deductible	1,000,000 2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of Coverage

CERTIFICATE HOLDER

Alpaugh Academies
4020 South Demaree Street, Suite B
Visalia, CA 93277

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

© 1988-2010 ACORD CORPORATION. All rights reserved.

ACORD 25 (2010/05) **The ACORD name and logo are registered marks of ACORD**

DS#48641988

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT G

MEMORANDUM OF UNDERSTANDING

In this exhibit, we provide the following:

- Memorandum of Understanding - SAMPLE

Financial and Operational
MEMORANDUM OF UNDERSTANDING
Between
Alpaugh Academies, Inc.

operating under the trade name (DBA)

California Connections Academy @ North Bay
and
Middletown Unified School District

1. RECITALS

The governing Board of Middletown Unified School District (hereinafter referred to as "District") granted a charter called California Connections Academy @ North Bay to Alpaugh Academies, a non-profit corporation, operating under the dba (business name) California Connections Academy @ North Bay (hereinafter referred to as "School") on January 15, 2014, pursuant to the *Charter Schools Act* of 1992, as amended. This charter, among other matters, calls for the District and the School to enter into a mutually agreeable Memorandum of Understanding ("MOU") 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 charter shall control.

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.

2.1 Interpretation. Nothing in the MOU, is intended to supersede any term or condition of the charter granted to the School.

3. TERM

The term of this MOU shall be from July 1, 2014 and expire on the earlier of June 30, 2019 or the date the school's charter expires, unless either party gives notice of its intent to terminate or to seek modification of the MOU. Notice to amend or terminate the MOU during the term shall only be effective as of July 1 of any fiscal year and must be noticed in writing at least 120 calendar days in advance. Upon such notice, both parties agree to meet and discuss the terms of

this and future MOUs in good faith and in a timely fashion so that an MOU is in force throughout the term of the charter and has been reviewed and updated annually. This MOU will remain the operative agreement until parties take action to renew, amend or terminate the MOU.

4. STATUS OF CHARTER SCHOOL

The following characteristics describe the School and its relationship to the District for purposes of this MOU:

Legal status:

__X__ Separate Legal Entity ___ 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 (Tulare SELPA)

5. FUNDING SOURCES

5.1 Direct Funding. The School shall receive direct state funding in accordance with Ed. Code sec 47633. The School will be responsible for providing the State Department of Education and/or the District with all data required for direct funding. The School may seek 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 School and its Students generate such entitlements. The District will 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.

5.3 State and Federal Funds. To the extent that any state or federal funds generated by students attending the School are received by the District rather than going directly to the School, the District shall distribute such funds to the School in a manner and timeline similar to other public schools. These funds will be "passed through" in full to the School as soon as possible after receipt by the District, and no later than 30 days after such receipt.

5.4 Special Education Funds. It is anticipated that the School will be a Local Educational Agency ("LEA") in a different SELPA. As an LEA in a different SELPA, the School will receive Special Education Funding through its SELPA, not through the District. The School will bear full financial responsibility for the provision of special education services. The School will be required to pay for all excess costs related to the provision of special education services to its Students. If funds are received by the District or the District SELPA that are intended for the

School, these funds will be passed through promptly to the School. The School will bear no financial obligation to assist the District in meeting the costs of the District's special education obligations.

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. Any such monies received shall not reduce the annual apportionment received from the District. Such funds shall be subject to the School's annual audit.

6. CASH FLOW AND TRANSFER

6.1 Payments From District to School of in-lieu property tax funds: A monthly payment schedule, including the estimated amounts of all payments, will be mutually agreed upon prior to the start of each fiscal year. The School will receive payment from the District monthly based on this payment schedule (See **Table 1**). The District will make payments to the School within thirty (30) days of the first day of each month. The monthly amount due may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below. Other State or Federal funds, if any, "passed through" to the School by the District will be made on an ongoing basis as described in Section 5.3.

6.2 Payments From School to District. The School shall pay funds due to the District as described in this MOU on a monthly schedule. **Table 2** contains details of ongoing funds due and shall be updated annually before the end of the fiscal year. The District shall provide a written invoice monthly, and the School shall pay the District as soon as possible and no later than thirty (30) days after the receipt of the invoice.

- Oversight fees are described in Section 8.3 of this Agreement. The monthly amount due may be adjusted by mutual agreement pursuant to the adjustment and reconciliation process described in Section 7 below.

- Facilities fees, if applicable, are described in Section 20 and **Table 2** of this Agreement.

6.3 Other Services. The estimates of costs for other services 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, or may be incorporated in this MOU. Payments may be incorporated herein with mutual written consent of parties.

7. ADJUSTMENTS AND RECONCILIATION

The amounts described **in Tables 1 and 2** 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 governance board, the monthly transfer schedule outlined in Ed. Code sec 47635(b), estimates of state and local funding rates, and the guidelines of the CDE School Fiscal Services Division.

Either party may communicate with the other, at any time, 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. Such communication shall in any case occur at least once on or before April 15 of each year, at which time the parties shall present their best estimates of funds owing through the remainder of the fiscal year. The communication may be done in person, electronically or by phone as long as the method is satisfactory to both parties. Payments to the School will be adjusted following the P1 and P2 adjustments to revenues made by the state. Payments to the School 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

The School and District agree that the "supervisorial oversight" as used in Ed. Code sec. 47613 shall include the following:

1. All activities related to the charter revocation, renewal and material revision processes, as described in Ed. Code sec. 47607 and of the School Charter.

2. Activities related to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements and applicable laws.

3. Review of and timely response to the annual Local Control Accountability Plan and any related processes as outlined in the School's Charter.

4. Participating in the dispute resolution process as described in Section V. E. of the Charter.

5. Development and updating of this MOU to clarify and interpret the charter and the operational relationship of the District and the School.

6. Completion of the following duties required under Education Code Section 47604.32:

    a. Identify at least one (1) District staff member as a contact person for the School.

    b. Visit the School at least annually.

c. Ensure that the School complies with all reports required of charter schools by law.

d. Monitor the fiscal condition of the School, including review of annual fiscal audit of the School.

e. Provide timely notification to the California Department of Education if any of the following circumstances occur: Renewal of the charter is granted or denied; the charter is revoked; or, the School will cease operation for any reason.

7. Inspection of teacher credentials as required by Education Code Section 47605 (l).

8. Communication between the School and District staff that relates to these oversight and monitoring activities will not be considered "other services" as defined in Section 12 of this MOU.

8.1 Local Control Accountability Plan. In accordance with Education Code 47605.5, and starting on July 1, 2015, 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 Section VIII. A. The report shall include performance reflected in the California Academic Performance Index, applicable requirements under No Child Left Behind or equivalent federal requirements, and any other required elements.

8.2 Monitoring Activities by District. As more specifically provided for in the Education Code, Section 47604.32 (b), the District may conduct an annual monitoring visit of the School ("Annual Monitoring Visit"). The Annual Monitoring Visit may be conducted anytime during the academic year, and shall be conducted during normal school hours and in a manner that minimizes any potential disruption to the students, teachers and administrative staff. The District will make all attempts to provide at least five school days advance notice to the School for the Annual Monitoring Visit. With respect to any visit other than the Annual Monitoring Visit, the District will attempt to provide a minimum of five school days advance notice prior to any such visit and shall make an effort not to disrupt instruction during any such visit but may visit the School at any time and without advance notice.

8.3 Oversight Fees. In accordance with Education Code Section 47613 (a) and (f), the District will charge the School for the actual costs of this oversight. Parties agree that this equates to one (1%) percent of the School's revenues as defined in Education Code Sections 47613 and 47632. No accounting of the costs of oversight duties shall be required or provided. The annual amount owed for the oversight fees 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.

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 Lake County Office of Education (LCOE), and/or the California Department of Education, as required by law, on a timely basis. 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. The School is currently using the Aeries Student Information System to report attendance of its students, as well as other state reports. If the School does not want to use Aeries for ADA reporting, the School and District will agree to an alternative.

9.2 California Basic Education Data System (CBEDS) and California Longitudinal Pupil 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. This also will include submission of any CBEDS reports. The School and District may negotiate for the District to provide support for CALPADS reporting on a fee for service basis, but only if such a service is mutually agreeable to both parties.

9.3 Other Data. The District and the School shall work cooperatively to supply any other information necessary to enable the School and District to calculate entitlement to all available funding sources and to comply with any other state reporting requirements.

9.4 Student Enrollment Information. Prior to and throughout the operation, the School agrees to notify the District when a student who lives within the boundaries served by the District, and who is known to be currently attending a District school, applies for enrollment and has completed the initial enrollment documents. The notification will go via email to the Superintendent or his designee. The need for this notification will be revisited after the first year of operation.

10. BUDGET AND FINANCE

The School shall annually provide the following financial information to the District:

a. A proposed budget, approved by the School's governing board for the upcoming fiscal year. The budget will show estimated revenue and expenditures based on identified and reasonable assumptions and will take into consideration, among other data, information and/or recommendations provided by the County Office. The approved budget will be available before June 30 of the preceding fiscal year.

b. Following final budget revisions at the State, District and School level, the School will provide the revised operational budget in effect as of October 31 as part of the first interim

financial report. The School will notify the District prior to the submission of the first interim report 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 School's governing board.

d. In accordance with Education Code Sections 42100 and 47604.33, mid-year financial reports displaying the financial status of the School as of October 31st, and January 31st, will be submitted to the District no later than December 15th, and March 15th, respectively. Financial information will be provided in a format mutually agreed upon by the School and District.

e. The School will provide the District with unaudited actual reports for the full prior year no later than September 15, as required by Education Code Section 47604.33. Financial information will be provided in a format mutually agreed upon by the School and District. The School will typically use the State alternative charter school format.

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 would be made in writing and reasonable timeframes would be established to allow the School to produce such additional financial information.

11. FISCAL AUDIT

The School, at its own expense, 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 School shall retain an auditor certified to audit public schools. This audit will include attendance records (as described in the Charter). The School shall forward a copy of the audit to the District after review by the School's governing board of the final audit results. An annual audit will be completed by December 15th following the close of the school year. The School will provide a response and corrective action plan to the District for any negative finding or exception. The School will also consider input from the District in resolving any findings or exceptions.

12. OTHER SERVICES

12.1 Fees for Other Services. The District may provide other technical support to the School if such support is mutually agreeable. These support services may be provided at an hourly rate and would be billed to the School monthly, quarterly or annually based on the actual number of staff hours accrued during the previous month, quarter or year. The hourly rate charged to the School shall represent the District's payroll and benefit cost for the employee(s) providing the service to the School, plus an additional ten (10%) percent administrative overhead fee.

12.2 Scheduling of Services. The School will submit appropriate documentation to initiate, schedule or monitor any services provided by the District. The School agrees to work cooperatively with District staff to coordinate the scheduling and scope of the services to be provided.

12.3 Optional Services. The School may opt for the following services from the District or from another provider. If School is located on District property, District may need to approve service providers for facility issues in order to ensure the facility stays up to District standards.

a. Information/computer systems support for attendance accounting and student information data management. Technical and software support provided by District personnel will be billed on an hourly basis, including student information system support and services for student data preparation for state testing.

b. Fiscal consultation and planning (for services beyond the scope of Supervisorial oversight).

c. Risk management.

d. Staff development and training: Provided on a per diem rate to be agreed upon prior to the training session. Training services may be obtained by attendance at district classes, or be organized specifically for School staff.

e. Intra-district mail services: Only available at District sites.

f. Food Services.

g. District Testing Services, including testing locations on District facilities.

h. Beginning Teacher Support and Assessment Program: The School may, under a separate contract with the District, use the District BTSA program to provide induction services to the School teaching staff. Election to participate in this program will occur prior to the start of each BTSA session or segment. The School will negotiate the cost per teacher with the District based on the current state funding levels for the program, as well as District costs.

12.4 Termination of Services. If either the District or the School decides to terminate the provision of ongoing services, that party must give the other at least sixty (60) days' notice of its determination to terminate services being provided.

13. SPECIAL EDUCATION AND RELATED SERVICES

The School has elected to be a Local Educational Agency ("LEA") for special education purposes pursuant to Education Code 47641. This Agreement constitutes written verifiable

assurances that the School will provide special education services in compliance with all applicable laws and regulations. The School has requested membership in the Tulare County SELPA. The School retains the right to apply to or switch to a different SELPA if that would serve the School better. In the event of such change, the School will provide advance written notice to the District. The responsibilities of the School as the LEA, and SELPA in supporting the LEA, will be the following (It will be the responsibility of the School to confirm that the SELPA will provide support as listed below):

13.1 Funding. The SELPA shall provide the School all state or federal revenues that are generated by students enrolled with the School ("Students") that are distributed to the SELPA by the state and in accordance with SELPA policies ("Funding"). The parties recognize the Funding 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 by the SELPA, the School will bear sole financial responsibility for the provision of special education services regardless of cost.

13.2 Financial Responsibility. The School shall provide a properly credentialed special education staff, as well as a credentialed and qualified coordinator for special education, and coordinator for Section 504 and ADA. The School shall be responsible for all special education services to the School's students and shall be financially responsible for the provision of those services, including all costs in excess of Funding received. Services will be in compliance with all applicable state and federal laws and regulations. The School, at its option, may mitigate its risk of incurring such excess costs by participating in any risk pooling arrangements of the SELPA in the same manner as any other LEA of the SELPA, or in any other risk pooling or insurance arrangements that the School may access on its own, and at its own expense.

13.3 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, including referrals, identification, assessments, Section 504 team meetings, implementation of Section 504 Plans, and any mediations, complaints, or hearings regarding the School's responsibilities under Section 504 and/or ADA. It is further recognized that the School may contract with the District, employ its own staff and/or contract with other vendors to deliver services required by Section 504 Plans Students of the School, and as otherwise required by applicable state and federal laws.

13.4 Identification and Referral of Students. The School shall inform Students and their Parents/Guardians of its role as LEA and shall make available information pertaining to the provision of special education services. The School has the responsibility to make referrals for identification and assessments of any Students who are enrolled in the School who are believed to be eligible for special education assessment and/or services. All referrals shall immediately be provided to the School's special education staff and/or the School's contracted service provider for consultation, identification and assessment.

13.5 Assessment of Special Education Students. The School will determine what assessments, if any, are necessary and arrange for such assessments for all referred Students, including annual

assessments, and tri-annual assessments. The School will also be responsible for responding to requests for Independent Education Evaluations (IEEs) and funding IEEs, as deemed necessary or appropriate.

13.6 Supervisorial Oversight. The District will have "supervisorial oversight", as that term is defined in Ed. Code § 47613, over the School's carrying out its responsibilities under this Section of the MOU. The parties acknowledge that School has responsibility, as an LEA, for compliance with its responsibilities under this Section of the MOU, and for following the policies and procedures of the SELPA, of which it is a member. In the event District receives or initiates a complaint or inquiry regarding School's discharge of its responsibilities under federal and state special education laws, it shall forward such complaint or inquiry to School and School shall be solely responsible for responding to such complaint or inquiry. To the extent that either party believes that there are issues regarding the School as it relates to special education services, the parties agree that a representative of SELPA shall be entitled to provide input as that relates to the School's responsibilities under this Section of the MOU.. The parties agree that all information regarding activities addressed by this Section of the MOU shall be kept confidential in accordance with FERPA and/or HIPAA, as applicable. The oversight services performed by the District referenced in this section, together with the oversight services to be provided by the District pursuant to the MOU, will be subject to the oversight fee provided for in Section 8.3 of the MOU.

13.7 Individualized Education Program. The School shall be responsible for arranging all necessary IEP meetings for Students. The School shall be responsible for providing adequate notice for these meetings, providing meeting arrangements, having all required IEP team members of the School present at the meeting, including but not limited to the designated representative of the School, the Student's special education teacher from the School, if appropriate, and a School representative who is knowledgeable about the regular education program at the School. Further, the School's responsibilities shall include documentation of the IEP meeting and the provision of parent rights.

13.8 Eligibility and Placement. Decisions regarding Students' eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team, with the exception of parents who "withdrawal their consent for special education services". Team membership shall be in compliance with federal law and shall include all required meeting participants from the School. Services and placement shall be provided to all eligible School Students in accordance with the IDEA and the policies, procedures and requirements of the SELPA. The School shall be responsible for referrals, identification, assessments, IEP team meetings, implementation of IEPs, and providing a continuum of placement options for School's Students. The School may not recommend placement or make a placement in a District program without the prior written consent of the District.

13.9 Interim Placement for Transfer Students. For Students who enroll in the School with an IEP from a school other than the School, where the IEP specifically provides that Independent

Study is appropriate for Student, it is the responsibility of the School to provide services comparable to those described in the previously approved IEP, for a period not to exceed 30 days, by which time the School shall either adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. In the event a student enrolls without disclosing the existence of an IEP, upon learning the student was provided with an IEP at the student's prior placement, the School will convene an IEP team meeting to determine whether Independent Study is appropriate, and if not, provide the parent with prior written notice of the IEP team's determination.

The School will also require, as part of its admissions process, that prospective Students consent to acquisition of their cumulative files, including all special education files from their prior school. For Students who were previously enrolled in the District, the District agrees to forward the student's cumulative file, including all special education files to the School within ten (10) days of written notification.

13.10 Special Educational Services and Programs. The School has the discretion to contract all or part of its above responsibilities for the provision of special education and related services to a third party provider, including, but not limited to, the District. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the School staff, the School shall provide such services through a contract with a third party special education provider(s). All services required by the IEP will be provided by the School and its contractor(s).

13.11 Student Transportation. The School agrees that it shall be solely responsible for any and all transportation offered or required by special education Students of the School, including but not limited to any and all transportation required in any student IEP or otherwise required by state and/or federal law for special education students.

13.12 Parent/Guardian Concerns. Parent/Guardian concerns regarding special education services shall be directed to the School, who shall be solely responsible for addressing such concerns.

13.13 Complaints. The School shall address, respond, investigate, and take any and all necessary action to respond to all complaints received under, among other things, the school's uniform complaint procedure, involving special education and IDEA or 504/ADA compliance.

13.14 Due Process Hearing. The School may initiate a due process hearing or "mediation only request" on behalf of Students enrolled in the School, as the School determines is legally necessary to meet its responsibilities under state and federal law. The School agrees that if it does initiate such a proceeding, it shall be solely responsible for bearing all costs and fees associated with such proceeding. In the event that Parents/Guardians file for a due process hearing or mediation only request against the School, the School shall be wholly responsible for the costs and fees associated with the defense of the proceeding(s), except to the extent otherwise required by Section 19.4. School agrees to take all necessary steps to remove the District as a

party to any of these proceedings and to fully defend and indemnify the District should it be named as a party to a dispute as it relates to any services provided by and/or duties performed by the School, except to the extent that these proceedings arise from an act or omission of the District required by law.

13.15 SELPA Activities and Meetings. The School shall participate in SELPA meetings and activities to the extent allowable under SELPA policies. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the School and its staff. If such training is provided by the District while the School is a member of SELPA other than the Lake County SELPA, the School may be charged for its participation in such training.

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. The School will provide testing sites and staff to administer the assessments.

14.2 CELDT (California English Language Development Test) Testing. The School will administer the CELDT as required by law. Arrangements for ordering, administering, and being reimbursed for the state 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. Upon request, District may provide one (1) testing site for test administration and a trained test administrator as needed. The District may charge a mutually agreed to usage fee for use of facilities. The District agrees to work collaboratively with the School regarding testing and designation of English Language Learners.

14.3 Staff Development. The District agrees to notify the School of staff development and training sessions that apply to either administration or interpretation of both State and District tests, so that the School staff may choose to attend. If such training is requested by the School, the District will provide an estimate in advance of the anticipated cost of such training sessions.

15. DISTRICT REPRESENTATIVE TO SCHOOL GOVERNING BOARD

The District is entitled to a single representative to the School governing board under Education Code Section 47604 (b). Until and unless changed in writing by the District, the District will appoint a liaison to the School governing board that shall not be a board member but will serve as a liaison between the School governing board and the District.

16. NOTIFICATIONS TO SCHOOL PARENTS

16.1 High School Course Transferability: The School will notify all parents of high school students of the transferability of the School's courses to other high schools and colleges. As described in Ed. Code 47605 (b) (5) (A) (iii), as long as the school maintains accreditation with the Western Association of Schools and Colleges (WASC) all courses offered by the school will be considered transferable to other high schools, and all coursed offered by the school that are approved by the California University System under the "A" to "G" admissions criteria will be considered to meet college entrance requirements. The School currently elects to make this notification via the School Handbook, but may elect to change the route of notification, and if the route of notification is changed, the school will notify the District of the change.

16.2 Other Required Notifications. The School will notify the public and/or parents as required by law. Such notifications may be made through the School's public website, the School Handbook, and/or webmail notifications.

17. 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 School will adopt policy 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 School agrees 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 cooperate with each other if further assistance beyond student records is needed following a student transfer.

18. PERSONNEL AGREEMENT

As stated in the Charter in Section V. C., Rights of School District Employees, the District and the School may negotiate a "loan" agreement for District personnel in accordance with the charter, the School and District personnel policies, and other applicable law. Neither party is obligated to make staff available to the other party or to negotiate such an agreement.

19. INSURANCE AND INDEMNIFICATION

19.1 General liability. The School shall purchase and maintain in force during the term of the Charter, 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, providing coverage for bodily injury and property damage resulting from negligent acts of the, School, its governing board, its officers, agents, employees. Abuse and molestation coverage shall also be maintained

in amounts of not less than One Million (1,000,000) per occurrence and in the aggregate. The insurance program will name the District as an additional insured or the equivalent thereof.

19.2 Workers' Compensation. The School agrees to carry 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.

19.3 Property Insurance. If the School is housed on District property, the terms and conditions of that will be set forth in a separate agreement. Should the School be housed on property/facilities not owned by the District, the School shall maintain property insurance with minimum coverage for replacement value of the School's property and contents.

19.4 Indemnification. The District agrees to indemnify and hold the School 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.

The School 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.

19.5 Evidence of Coverage. The School will provide the District evidence of insurance coverage annually upon request.

20. FACILITIES USE AGREEMENT

20.1 Facilities Use Agreement. Aside from the provision of facilities under Section 14.2, if the School has a need to use any District facilities, and the District agrees to work in good faith with School to determine what can be provided. Upon agreement 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 fees, between the District and School for the use of a District facility.

20.2 Proposition 39 Waiver. The parties agree that the District shall have no responsibility to construct, fund, improve, or modernize the School's facility. The parties further agree that 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.

21.2 Termination. Except as otherwise provided herein, this Agreement may not be terminated except in the event of a material breach of the Agreement by a Party and in that event only after the non-breaching Party provides written notice to the breaching Party specifically identifying the breach and a minimum of sixty (60) days opportunity to cure the specified breach in order to avoid termination. In the event of termination, any amounts owed as of the date of termination shall be paid within sixty (60) days of such date.

The Parties' indemnity obligations and rights with respect to any liabilities and claims for damages, death, sickness or injury to persons or property from acts and/or omissions during the term of this Agreement shall survive the termination or expiration of this Agreement.

21.3 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.

21.4 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:

Middletown Unified School District
Attn: Dr. Korby Olson
20923 Big Canyon Rd.
Middletown, CA 95461

To the School at:

California Connections Academy @ North Bay Charter School
Attn: Board Chairman, Alpaugh Academies
c/o 4020 South Demaree Street, Suite B
Visalia, CA 93277

AND:

MOU between MUSD and ALPAUGH ACADEMIES OPERATING UNDER TRADE NAME CALIFORNIA CONNECTIONS ACADEMY @ NORTH BAY

Procopio, Cory, Hargreaves and Savitch
Attn : Greg Moser
525 B Street, Suite 2200
San Diego, CA 92101

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

On behalf of the Middletown Unified School District:

By:_____ Date: 2/27/14
Superintendent or designee

On behalf of California Connections Academy @North Bay Charter School:

By: David T. Souza Date: 3/11/2014
Dave Souza, Board President, Alpaugh Academies

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT H

BUSINESS PLAN

In this exhibit, we provide the following:

- 3 Year Budget Projections
- Cash Flow Explanation

CALIFORNIA CONNECTIONS ACADEMY NORTH BAY

CASH FLOW EXPLANATION

California Connections Academy North Bay (CalCA North Bay) contracts with Connections Education (Connections) to provide educational products and services for the charter school. In addition, Connections provides human resources, administrative, financial, accounting, and payroll services, among other services, for the school. The services provided are explained in the professional services agreement (Statement of Agreement) between the charter school and Connections. Since this is provided as a 'turnkey' program, many of the charter school's expenses are either paid to Connections for products and services (such as fees for access to Connexus®, their proprietary Educational Management System, and their virtual curriculum, and so forth) or are reimbursed by the school to Connections (such as some payroll expenses, facility costs, and so forth) The charter school is invoiced monthly by Connections for all of the agreed upon costs, and the California Online Public Schools (CalOPS) Board and CalCA North Bay Director of Business Services review and approve these invoices prior to payment to Connections.

Connections has considerable experience supporting public virtual schools in 27 states and has gained significant expertise in dealing with the unique aspects of public school funding, including funding in California. In order to protect CalCA North Bay from experiencing cash flow problems as a result of delays in state or local funding, arrangements have been made to allow the charter school to pay the invoices only if the school has sufficient funds available at that time. The school must pay for services rendered as soon as funds become available, but there is no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between CalCA North Bay and Connections, any additional delays in state payments, such as those imposed by California on all public schools in past years, will have little negative effect on the charter school.

The professional services agreement (Statement of Agreement) will include language such as the following: *Connections will invoice the Charter School monthly according to the Fee Schedule. Payment will be due within five (5) business days of approval of such payment by the Charter School Board which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. Connections may charge interest at the maximum annual legal rate of twelve percent (12%) for any invoices over sixty (60) days unless such failure to pay is the result of funds being withheld from the charter school….or if the Charter School has insufficient funds to pay the invoice as the result of outstanding receivables, deferred payment by the State or Charter Authority of funding due, or if the Charter School is disputing any charges.*

The Governing Board is well aware of the challenges of the state's potentially multiple and complex deferrals of payments to public schools, including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, CalCA North Bay can rely on its arrangement with Connections to provide short term financing during times when cash is not incoming from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school by Connections.

California Connections Academy North Bay
3 Year Budget Projection

	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**

California Connections Academ North Bay
3 Year Budget Projection

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	**141,098**	**172,268**	**201,795**
Cumulative Ending Fund Balance	**172,268**	**201,795**	**235,731**
Annual Expense % of Cume Fund Balance	8%	9%	9%
"Teacher Compensation" (incl. direct spec. ed) > 40% of ADA revenue *	41%	41%	42%
Instructional Expenses > 80% of total revenue	81%	81%	81%

California Connections Academy North Bay

3 Year Budget Projection

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**

	2019-2020	2020-2021	2021-2022
Grade	**Funded ADA**	**Funded ADA**	**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

THIS PAGE IS INTENTIONALLY LEFT BLANK

EXHIBIT I

INSURANCE 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 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** X OCCUR **EXCESS LIAB** ☐ CLAIMS-MADE ☐ DED X 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.

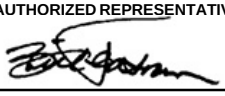
CERTIFICATE HOLDER

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



© 1988-2015 ACORD CORPORATION. All rights reserved.

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)

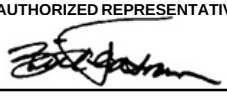
CERTIFICATE HOLDER

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



© 1988-2015 ACORD CORPORATION. All rights reserved.

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

© 1993-2015 ACORD CORPORATION. All rights reserved.
The ACORD name and logo are registered marks of ACORD

ALPAUGH ACADEMIES, INC.

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

THE YEAR ENDED JUNE 30, 2018

OPERATING:

CALIFORNIA CONNECTIONS ACADEMY @ CENTRAL
CALIFORNIA CONNECTIONS ACADEMY @ NORTH BAY

DRAFT

INDEPENDENT AUDITORS' REPORT 1

BASIC FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION 3

STATEMENT OF ACTIVITIES 4

STATEMENT OF CASH FLOWS 5

STATEMENT OF FUNCTIONAL EXPENSES 6

NOTES TO FINANCIAL STATEMENTS 7

SUPPLEMENTARY INFORMATION

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE 12

SCHEDULE OF INSTRUCTIONAL TIME 13

SCHEDULE OF AVERAGE DAILY ATTENDANCE 14

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS 15

NOTES TO SUPPLEMENTARY INFORMATION 16

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS* 17

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE 19

SCHEDULE OF FINDINGS AND QUESTIONED COSTS 21

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS 22

DRAFT

INDEPENDENT AUDITORS' REPORT

Board of Directors
Alpaugh Academies, Inc.
Visalia, California

Report on the Financial Statements

We have audited the accompanying financial statements of Alpaugh Academies, Inc., a California Nonprofit Public Benefit Corporation which operates two California public charter schools – California Connections Academy @ Central (Central), and California Connections Academy @ North Bay (North Bay) -- the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

DRAFT

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Academy as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

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

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

	Central	North Bay	Total
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	54,374	52,815	107,189
Accounts Receivable - Federal and State	706,896	615,959	1,322,855
Prepaid Expenses and Other Assets	9,388	1,958	11,346
Total Current Assets	770,658	670,732	1,441,390
Total Assets	$ 770,658	$ 670,732	$ 1,441,390
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable and Accrued Liabilities	719,677	596,995	1,316,672
Total Current Liabilities	719,677	596,995	1,316,672
NET ASSETS			
Unrestricted	(18,567)	948	(17,619)
Temporarily Restricted	69,548	72,789	142,337
Total Net Assets	50,981	73,737	124,718
Total Liabilities and Net Assets	$ 770,658	$ 670,732	$ 1,441,390

DRAFT

UNRESTRICTED NET ASSETS	Central	North Bay	Total
REVENUES:			
State Revenue:			
State Aid	$ 3,642,659	$ 1,051,081	$ 4,693,740
Federal Revenue:			
Grants and Entitlements	175,934	73,494	249,428
Local Revenue:			
In-Lieu Property Tax Revenue	195,107	470,077	665,184
Interest Income	2,126	77	2,203
Other Sources of Revenue	-	27,000	27,000
Other Revenue	1,186	798	1,984
Net Assets Released from Restrictions	5,452	2,211	7,663
Total Change in Unrestricted Revenues	4,022,464	1,624,738	5,647,202
EXPENSES:			
Program Services	3,179,978	1,265,103	4,445,081
Management and General	890,329	353,550	1,243,879
Total Expenses	4,070,307	1,618,653	5,688,960
CHANGE IN UNRESTRICTED NET ASSETS	(47,843)	6,085	(41,758)
TEMPORARILY RESTRICTED NET ASSETS			
Net Assets Released from Restrictions	(5,452)	(2,211)	(7,663)
Change in Temporarily Restricted Net Assets	(5,452)	(2,211)	(7,663)
CHANGE IN NET ASSETS	(53,295)	3,874	(49,421)
BEGINNING NET ASSETS	104,276	69,863	174,139
ENDING NET ASSETS	50,981	73,737	124,718

DRAFT

	Central	North Bay	Total
CASH FLOWS FROM OPERATING ACTIVITIES			
Change in Net Assets	$ (53,295)	$ 3,874	$ (49,421)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided Used by Operating Activities:			
Change in Operating Assets:			
Accounts Receivable	342,466	25,443	367,909
Prepaid Expenses and Other Assets	(2,629)	(523)	(3,152)
Change in Operating Liabilities:			
Accounts Payable and Accrued Liabilities	(626,264)	(29,636)	(655,900)
Net Cash Used by Operating Activities	(339,722)	(842)	(340,564)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(339,722)	(842)	(340,564)
Cash and Cash Equivalents - Beginning of Year	394,096	53,657	447,753
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 54,374	$ 52,815	$ 107,189

DRAFT

	Program Services			Management and General			
	Central	North Bay	Total	Central	North Bay	Total	Grand Total
Salaries and Wages	$ 1,048,390	$ 438,370	$ 1,486,760	$ 194,821	$ 81,204	$ 276,025	$ 1,762,785
Pension Expense	150,375	62,450	212,825	16,506	6,891	23,397	236,222
Other Employee Benefits	256,856	107,401	364,257	47,731	19,896	67,627	431,884
Payroll Taxes	25,556	10,554	36,110	8,350	3,474	11,824	47,934
Management Fees	56,961	23,198	80,159	299,469	115,901	415,370	495,529
Legal Expense	-	-	-	3,718	1,195	4,913	4,913
Accounting Expense	-	-	-	90,139	40,550	130,689	130,689
Instructional Materials	691,057	265,908	956,965	-	-	-	956,965
Other Fees for Services	284,403	105,442	389,845	98,396	39,185	137,581	527,426
Advertising and Promotion Expense	-	-	-	38,648	15,454	54,102	54,102
Office Expense	4,978	2,018	6,996	6,226	2,527	8,753	15,749
Information Technology Expense	537,630	197,832	735,462	-	-	-	735,462
Occupancy Expense	36,451	18,830	55,281	10,763	4,471	15,234	70,515
Travel Expense	36,890	15,475	52,365	6,151	2,976	9,127	61,492
Conference and Meeting Expense	17,535	6,849	24,384	2,129	861	2,990	27,374
Insurance Expense	-	-	-	1,030	-	1,030	1,030
Other Expense	32,896	10,776	43,672	66,252	18,965	85,217	128,889
Total	$ 3,179,978	$ 1,265,103	$ 4,445,081	$ 890,329	$ 353,550	$ 1,243,879	$ 5,688,960

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Alpaugh Academies, Inc. (a California Nonprofit Public Benefit Corporation) was organized and incorporated in 2006. Alpaugh Academies, Inc. operates two California public charter schools, including California Connections Academy @ Central (Central), and California Connections Academy @ North Bay (North Bay).

The Schools are funded principally through State of California public education monies received through the California Department of Education. The charters may be revoked by the Sponsor for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

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

Use of Estimates

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

Basis of Accounting

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

Functional Allocation of Expenses

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Academy are defined as:

Unrestricted

All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academy.

Temporarily Restricted

These net assets are restricted by donors to be used for specific purposes. The Academy currently has $142,337 of temporarily restricted net assets for unspent College Readiness Grant.

Permanently Restricted

These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property Taxes

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

Compensated Absences

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

Alpaugh Academies, Inc. is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code (IRC) Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. Alpaugh Academies, Inc. files informational returns in the U.S. federal jurisdiction, and the state of California.

Subsequent Events

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

NOTE 2 CONCENTRATION OF CREDIT RISK

The Academy maintains bank accounts with one institution. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. At times, cash in these accounts exceeds the maximum insured amount. The Academy has not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS)

Plan Description

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy (Continued)

The Academy's contributions to STRS in the past three years is as follows:

Year Ending June 30,	Required Contribution	Percent Contributed
2016	$ 139,860	100 %
2017	$ 183,438	100 %
2018	$ 236,222	100 %

NOTE 4 CONTINGENCIES

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

NOTE 5 COMMITMENT/OTHER SOURCES OF REVENUE

The Academy entered into educational products and services agreements with Connections Academy of California, LLC (Connections) to manage the virtual education program and operations of both Central and North Bay. The agreements expire on June 30, 2021 and June 30, 2019, accordingly. The agreements for services also includes a Protection Against Deficits clause which states that in any year, during the term of the agreements, if either site of the Academy does not have sufficient positive net assets to offset the difference between total revenues and total expenditures, Connections shall issue a credit or make a cash payment to the Academy to the extent required to maintain positive net assets of $10,000. During the year ended June 30, 2018, Connections issued credits which totaled $27,000. The amount is shown as Other Sources of Revenue in the statement of activities.

NOTE 6 SUBSEQUENT EVENT

The Academy merged with two other corporations, Capistrano Connections Academy School, and Friends of California Virtual Education, on August 28, 2018. The name of the corporation thereafter changed into California Online Public Schools.

DRAFT

SUPPLEMENTARY INFORMATION

DRAFT

California Connetions Academy @ Central (Central) and California Connections Academy @ North Bay (North Bay) are California public charter schools.

The charter of Central was approved in May 2006 by Alpaugh Unified School District for 7th through 12th grade, and amended to add grades Kindergarten through 6th grade was approved in October 2006.

The charter of North Bay was approved in in January 2014 by Middletown Unified School District for Kindergarten through 12th grade.

California Connections Academy @ Central charter school number authorized by the State: 0804.

California Connections Academy @ North Bay charter school number authorized by the State: 1653.

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (2 year term)
David Souza	President	June 2018
Jon Salinger	Secretary	June 2018
Tim Batiuk	Treasurer	June 2019
Diana Rivas	Member	June 2019

ADMINISTRATORS

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

DRAFT

The Academy is a nonclassroom based charter school; minimum instructional minute and day requirements are not applicable.

DRAFT

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Central:				
Grades TK/K-3	-	69.42	-	69.46
Grades 4-6	-	81.53	-	81.87
Grades 7-8	-	74.83	-	74.30
Grades 9-12	-	182.83	-	175.26
ADA Totals	-	408.61	-	400.89
North Bay:				
Grades TK/K-3	-	21.73	-	21.94
Grades 4-6	-	16.26	-	16.77
Grades 7-8	-	36.24	-	37.69
Grades 9-12	-	93.24	-	91.43
ADA Totals	-	167.47	-	167.83

DRAFT

	Central	North Bay	Total
June 30, 2018 Annual Financial Report			
Fund Balances (Net Assets)	$ 40,752	$ 70,328	$ 111,080
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Accounts Receivable - Federal and State	10,229	3,409	13,638
Net Adjustments and Reclassifications	10,229	3,409	13,638
June 30, 2018 Audited Financial Statement			
Fund Balances (Net Assets)	$ 50,981	$ 73,737	$ 124,718

DRAFT

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

DRAFT

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

Board of Directors
Alpaugh Academies, Inc.
Visalia, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Alpaugh Academies, Inc. (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Alpaugh Academies, Inc.
Visalia, California

We have audited Alpaugh Academies, Inc.'s (the Academy) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The Academy's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the Academy's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

DRAFT

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Yes
Determination of funding for nonclassroom-based instruction	Yes
Annual instructional minutes – classroom based	Not applicable
Charter School Facility Grant Program	Not applicable

Opinion on State Compliance

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

DRAFT

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
TABLE OF CONTENTS
YEAR ENDED JUNE 30, 2018

INDEPENDENT AUDITORS' REPORT	**1**
FINANCIAL STATEMENTS	
STATEMENT OF FINANCIAL POSITION	**3**
STATEMENT OF ACTIVITIES	**4**
STATEMENT OF CASH FLOWS	**5**
STATEMENT OF FUNCTIONAL EXPENSES	**6**
NOTES TO FINANCIAL STATEMENTS	**7**
SUPPLEMENTARY INFORMATION	
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE	**12**
SCHEDULE OF INSTRUCTIONAL TIME	**13**
SCHEDULE OF AVERAGE DAILY ATTENDANCE	**14**
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS	**15**
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	**16**
NOTES TO SUPPLEMENTARY INFORMATION	**17**
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*	**18**
INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE	**20**
INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE	**23**
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	**25**
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS	**28**

DRAFT

INDEPENDENT AUDITORS' REPORT

Board of Directors
Capistrano Connections Academy School
San Juan Capistrano, California

Report on the Financial Statements

We have audited the accompanying financial statements of Capistrano Connections Academy School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

DRAFT

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

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

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 10,147,688
Accounts Receivable - State and Federal	2,678,646
Accounts Receivable - Other	96,486
Prepaid Expenses and Other Assets	76,392
Total Current Assets	12,999,212
Total Assets	$ 12,999,212

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 12,228,130
Deferred Revenue	321,403
Total Current Liabilities	12,549,533
NET ASSETS	
Unrestricted	412,162
Temporarily Restricted	37,517
Total Net Assets	449,679
Total Liabilities and Net Assets	$ 12,999,212

DRAFT

See accompanying Notes to Financial Statements.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018

	Unrestricted	Temporarily Restricted	Total
REVENUES			
State Revenue:			
State Aid	$ 7,820,062	$ -	$ 7,820,062
Other State Revenue	1,960,025	-	1,960,025
Federal Revenue:			
Grants and Entitlements	1,037,645	-	1,037,645
Local Revenue:			
In-Lieu Property Tax Revenue	22,545,462	-	22,545,462
Contributions	100,000	-	100,000
Investment Income	62,290	-	62,290
Other Revenue	63,974	-	63,974
Net Assets Released from Restrictions	40,883	(40,883)	-
Total Revenues	33,630,341	(40,883)	33,589,458
EXPENSES			
Program Services	26,350,600	-	26,350,600
Management and General	7,596,964	-	7,596,964
Total Expenses	33,947,564	-	33,947,564
CHANGE IN NET ASSETS	(317,223)	(40,883)	(358,106)
Net Assets - Beginning of Year	729,385	78,400	807,785
NET ASSETS - END OF YEAR	$ 412,162	$ 37,517	$ 449,679

DRAFT

See accompanying Notes to Financial Statements.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES	$ (358,106)
Change in Net Assets	
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable - Federal and State	(371,517)
Accounts Receivable - Other	(47,423)
Prepaid Expenses and Other Assets	(8,106)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	4,764,499
Deferred Revenue	321,403
Net Cash Provided by Operating Activities	4,300,750
NET CHANGE IN CASH AND CASH EQUIVALENTS	4,300,750
Cash and Cash Equivalents - Beginning of Year	5,846,938
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 10,147,688

DRAFT

See accompanying Notes to Financial Statements.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2018

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 8,864,588	$ 1,591,803	$ 10,456,391
Pension Expenses	1,271,415	135,050	1,406,465
Other Employee Benefits	2,171,824	389,992	2,561,816
Payroll Taxes	214,546	68,123	282,669
Management Fees	479,914	2,423,053	2,902,967
Legal Expenses	-	23,965	23,965
Accounting Expenses	-	687,125	687,125
Instructional Materials	5,651,193	-	5,651,193
Other Fees for Services	2,349,407	818,078	3,167,485
Advertising and Promotion Expenses	-	323,301	323,301
Office Expenses	194,794	78,380	273,174
Information Technology Expenses	4,218,623	-	4,218,623
Occupancy Expenses	405,289	87,741	493,030
Travel Expenses	311,693	31,908	343,601
Conference and Meeting Expenses	136,339	19,656	155,995
Insurance Expenses	-	2,529	2,529
Other Expenses	80,975	916,260	997,235
Total	$ 26,350,600	$ 7,596,964	$ 33,947,564

DRAFT

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

The charter may be revoked by the Capistrano Unified School District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

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

Use of Estimates

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

Basis of Accounting

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

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

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

Net Asset Classes

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

Unrestricted – All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes (Continued)

Temporarily Restricted – These net assets are restricted by donors to be used for specific purposes. The School has $37,517 in temporarily restricted net assets related to unspent College Readiness Grant funding.

Permanently Restricted – These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables

Accounts receivable represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2018. Due from federal and state governments consists of funds due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property Taxes

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

Compensated Absences

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

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as Unrestricted promises to give. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events

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

NOTE 2 CONCENTRATION OF CREDIT RISK

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

The School maintains cash in the Orange County Treasury (the County). The County pools these funds with those of other educational organizations in the county and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2018, as provided by the pool sponsor was $2,084,395.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT (CONTINUED)

Funding Policy (Continued)

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

Year Ended June 30,	Required Contribution	Percent Contributed
2016	$ 757,760	100 %
2017	$ 1,008,882	100 %
2018	$ 1,406,465	100 %

NOTE 4 OPERATING LEASES:

The School leases its facilities under a lease agreement where the last lease expires in July of 2019. Lease expense under this agreement for the year ended June 30, 2017 was $200,887.

Future minimum lease payments are as follows:

Year Ending June 30,	Amount
2019	$ 236,948
2020	20,287
Total	$ 257,235

NOTE 5 CONTINGENCIES

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

NOTE 6 SUBSEQUENT EVENT

The School merged with two other corporations, Friends of California Virtual Education and Alpaugh Academies, Inc. on August 28, 2018. The name of the corporation thereafter changed to California Online Public Schools.

DRAFT

SUPPLEMENTARY INFORMATION

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018

Capistrano Connections Academy is a California public charter school.

The charter was approved on June 14, 2004 by Capistrano Unified School District for Kindergarten through 8th grade. The School's charter was renewed by Capistrano Unified School District in March 2014 for an additional five year term.

The Charter amendment to add 9th grade was approved on July 26, 2005.
The Charter amendment to add 10th grade was approved on July 11, 2006.
The Charter amendment to add 11th grade was approved on July 16, 2007.
The Charter amendment to add 12th grade was approved on June 16, 2008.

Charter School number authorized by the state: 0664

The board of directors and the administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (Term Length)
Elaine Paylich	President	2018 (2 Years)
Joseph Ruiz	Secretary	2018 (2 Years)
Michael Henjum	Treasurer	2019 (2 Years)
Adam Pulsipher	Member	2019 (2 Years)
Brook Watkins	Member	2019 (2 Years)

ADMINISTRATORS

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

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2018

Capistrano Connections Academy School is a nonclassroom based charter school; minimum instructional minute and day requirements are not applicable.

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2018

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades TK/K-3	-	520.52	-	515.31
Grades 4-6	-	560.15	-	559.73
Grades 7-8	-	666.17	-	672.25
Grades 9-12	-	1,758.03		1,729.72
ADA Totals	-	3,504.87	-	3,477.01

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

June 30, 2018 Annual Financial Report		
Fund Balances (Net Assets)	$	371,999
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State		77,680
Net Adjustments and Reclassifications		77,680
June 30, 2018 Audited Financial Statement		
Fund Balances (Net Assets)	$	449,679

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2018

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Pass-Through Program From			
California Department of Education:			
No Child Left Behind Act			
Title I, Part A, Basic Grants:			
Low-Income and Neglected	84.010	14329	$ 477,525
Title II, Part A, Teacher Quality	84.367	14341	79,958
Special Education - IDEA	84.027	13379	480,162
Total U.S Department of Education			1,037,645
Total Federal Expenditures			$ 1,037,645

DRAFT

See Independent Auditors' Report and accompanying Notes to Supplementary Information.

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2018

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

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

NOTE 5 INDIRECT COST RATE

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

DRAFT

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

Board of Directors
Capistrano Connections Academy School
San Jose Capistrano, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Capistrano Connections Academy School (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2018, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Capistrano Connections Academy School
San Jose Capistrano, California

Report on Compliance for Each Major Federal Program

We have audited Capistrano Connections Academy School (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2018. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

DRAFT

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2018-001. Our opinion on the major federal program is not modified with respect to these matters.

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

The School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as item 2018-001 to be a significant deficiency.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we did identify certain deficiencies in internal control over compliance, described in the accompanying schedule of findings and questioned costs as item 2018-001 to be a significant deficiency.

DRAFT

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the School as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements. We issued our report thereon dated REPORT DATE, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Capistrano Connections Academy School
San Jose Capistrano, California

We have audited Capistrano Connections Academy School's (the School) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes

DRAFT

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instructional/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2018

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified

2. Internal control over financial reporting:

   - Material weakness(es) identified? _____ yes ____x____ no

   - Significant deficiency(ies) identified that are not considered to be material weakness(es)? _____ yes ____x____ none reported

3. Noncompliance material to financial statements noted? _____ yes ____x____ no

Federal Awards

1. Internal control over major federal programs:

   - Material weakness(es) identified? _____ yes ____x____ no

   - Significant deficiency(ies) identified that are not considered to be material weakness(es)? ____x____ yes _____ none reported

2. Type of auditors' report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ____x____ yes _____ no

Identification of Major Federal Programs

CFDA Number(s)	**Name of Federal Program or Cluster**
84.010	Title I, Part A, Basic Grants Low-Income and Neglected

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? ____x____ yes _____ no

DRAFT

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

2018 – 001

Federal Program: Title I
CFDA Number: 84.010
Federal Agency: U.S. Department of Education
Name of Pass-Through Agency: California Department of Education

Significant Deficiency in Internal Control over Financial Reporting

Condition: No system was in place to track interest earned on Title I funds received. More than the maximum of $500 was earned from Title I funds and not remitted to the California Department of Education.

Criteria or specific requirement: (C) - Title 2, Code of Federal Regulations, Part 200, Section 200.305, requires grantees and sub-grantees to remit interest earned on advances to the federal agency. Sub-grantees are required to remind any interest amounts exceeding $100 per year to the California Department of Education.

Context: This tracking was not performed for any federal program. However, based on additional calculations performed during the audit, other federal programs did not accrue any interest on funds received during the year ended June 30, 2018.

Effect: Delay in remittance of interest earned on federal funds received, and noncompliance with cash management requirements for the program.

DRAFT

Cause: Tracking of Title I funding was primarily on an expense accrual basis rather than tracking of cash. Delays in expenditures of funds for Title I expenditures resulted in the accrual of interest that was not tracked in existing procedures.

Recommendation: We recommend that internal controls be implemented to track the amount of interest accrued on unspent federal. We recommend that this calculation is performed on at least a quarterly basis to remit interest earned on federal funds over $500 to the California Department of Education.

Views of responsible officials and planned corrective actions:

Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported in accordance with the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

DRAFT

CAPISTRANO CONNECTIONS ACADEMY SCHOOL
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2018

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

DRAFT

CAPISTRANO CONNECTIONS ACADEMY

Recommendation for 2018-001

We recommend that internal controls be implemented to track the amount of interest accrued on unspent federal funds. We recommend that this calculation is performed on at least a quarterly basis to remit interest earned on federal funds over $500 to the California Department of Education.

Planned Corrected Action:

1. **Planned Corrective Action**: The school will move federal funds received promptly into a non-interest bearing account as soon as possible upon receipt. In addition, the balance of federal funds in any interest bearing account will be monitored monthly and interest will be calculated based on the interest rate of the account for that month. If interest over $500 is earned, it will be remitted back to the California Department of Education at the end of that same quarter, following the procedures laid out on the CDE website.

2. **The contact person responsible for this corrective action is:** Frances Sassin, Director of Business Services

3. **When will this plan be implemented:** This plan will be implemented immediately, effective upon receipt of the first federal funds for the 2018-19 fiscal year.

Sincerely,

Frances Sassin
Director of Business Services

CAPISTRANO CONNECTIONS ACADEMY

VALUE SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2018

FINDINGS—FINANCIAL STATEMENT AUDIT

There were no financial statement findings in the prior year.

FINDINGS— FEDERAL AWARD PROGRAMS AUDITS

There were no federal award program audit findings in the prior year.

FRIENDS OF CALIFORNIA VIRTUAL EDUCATION
DBA: CALIFORNIA CONNECTIONS ACADEMY @ RIPON

FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018

DRAFT

INDEPENDENT AUDITORS' REPORT 1

BASIC FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION 3

STATEMENT OF ACTIVITIES 4

STATEMENT OF CASH FLOWS 5

STATEMENT OF FUNCTIONAL EXPENSES 6

NOTES TO FINANCIAL STATEMENTS 7

SUPPLEMENTARY INFORMATION

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE 12

SCHEDULE OF INSTRUCTIONAL TIME 13

SCHEDULE OF AVERAGE DAILY ATTENDANCE 14

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS 15

NOTES TO SUPPLEMENTARY INFORMATION 16

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS* 17

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE 19

SCHEDULE OF FINDINGS AND QUESTIONED COSTS 21

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS 22

DRAFT

INDEPENDENT AUDITORS' REPORT

Board of Directors
Friends of California Virtual Education
Ripon, California

Report on the Financial Statements

We have audited the accompanying financial statements of California Connections Academy @ Ripon (the Academy), a California public charter school, operated by Friends of California Virtual Education, a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

DRAFT

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Academy as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

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

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 1,052,908
Accounts Receivable - Federal and State	5,307,923
Prepaid Expenses and Other Assets	9,513
Total Current Assets	6,370,344
Total Assets	$ 6,370,344

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 6,206,562
Deferred Revenue	117,942
Total Current Liabilities	6,324,504
NET ASSETS	
Unrestricted	(12,402)
Temporarily Restricted	58,242
Total Net Assets	45,840
Total Liabilities and Net Assets	$ 6,370,344

DRAFT

	Unrestricted	Temporarily Restricted	Total
REVENUES			
State Revenue:			
State Aid	$ 8,017,836	$ -	$ 8,017,836
Other State Revenue	609,641	-	609,641
Federal Revenue:			
Grants and Entitlements	334,096	-	334,096
Local Revenue:			
In-Lieu Property Tax Revenue	1,430,472	-	1,430,472
Other Sources of Revenue	505,400	-	505,400
Interest Income	5,801	-	5,801
Other Revenue	24,632	-	24,632
Net Assets Released from Restrictions	16,758	(16,758)	-
Total Revenues	10,944,636	(16,758)	10,927,878
EXPENSES			
Program Services	8,559,643	-	8,559,643
Management and General	2,344,002	-	2,344,002
Total Expenses	10,903,645	-	10,903,645
CHANGE IN NET ASSETS	40,991	(16,758)	24,233
Net Assets - Beginning of Year	(53,393)	75,000	21,607
NET ASSETS - END OF YEAR	$ (12,402)	$ 58,242	$ 45,840

DRAFT

CASH FLOWS FROM OPERATING ACTIVITIES	$ 24,233
Change in Net Assets	
Adjustments to Reconcile Change in Net Assets to Net Cash Used by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable - Federal and State	(1,962,336)
Accounts Receivable - Other	3,090
Prepaid Expenses and Other Assets	(1,929)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	1,209,957
Deferred Revenue	117,942
Net Cash Used by Operating Activities	(609,043)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(609,043)
Cash and Cash Equivalents - Beginning of Year	1,661,951
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 1,052,908

DRAFT

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 2,877,515	$ 539,776	$ 3,417,291
Pension Expense	410,329	45,777	456,106
Other Employee Benefits	704,991	132,245	837,236
Payroll Taxes	69,217	23,111	92,328
Management Fees	152,090	772,575	924,665
Legal Expenses	-	10,032	10,032
Accounting Expenses	-	220,804	220,804
Other Fees for Services	700,675	255,602	956,277
Advertising and Promotion Expenses	-	100,617	100,617
Office Expenses	71,884	25,731	97,615
Information Technology Expenses	1,388,123	-	1,388,123
Occupancy Expenses	130,613	29,589	160,202
Travel Expenses	109,753	10,802	120,555
Conference and Meeting Expenses	48,036	5,903	53,939
Insurance Expense	-	1,852	1,852
Instructional Materials	1,692,492	169,586	1,862,078
Other Expenses	203,925	-	203,925
Total	$ 8,559,643	$ 2,344,002	$ 10,903,645

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

The charter may be revoked by the Ripon Unified School District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

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

Use of Estimates

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

Basis of Accounting

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

Functional Allocation of Expenses

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Academy are defined as:

Unrestricted

All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academy.

Temporarily Restricted

These net assets are restricted by donors to be used for specific purposes. The Academy had $58,242 of temporarily restricted net assets on June 30, 2018 for unspent College Readiness Grant.

Permanently Restricted

These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

Receivables

Accounts receivable primarily represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2018. Due from federal and state governments consists of funds due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible; therefore no provisions for uncollectible accounts were recorded

Property Taxes

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

Compensated Absences

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

DRAFT

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

The Academy is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Academy files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Subsequent Events

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

NOTE 2 CONCENTRATION OF CREDIT RISK

The Academy maintains an interest bearing cash account with a financial institution. The account at this institution is insured by the Federal Deposit Insurance Corporation (FDIC). At times, cash in this account exceeds the maximum insured amount. The Academy has not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

DRAFT

NOTE 3 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

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

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

State Teachers' Retirement System (STRS) Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total STRS plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020-21. The required employer contribution rate for year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

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

Year Ending June 30,	Required Contribution	Percent Contributed
2016	$ 248,939	100%
2017	$ 329,277	100%
2018	$ 456,106	100%

DRAFT

NOTE 4 OPERATING LEASES

The Academy leases it facilities under a lease agreement expiring in June of 2020. Lease expense under this agreement for the year ended June 30, 2018 was $68,176. Future minimum lease payments are as follows.

Future minimum lease payments are as follows:

Year Ending June 30,		
2019	$	65,112
2020		67,065
Total	$	132,177

NOTE 5 CONTINGENCIES

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

NOTE 6 COMMITMENT/OTHER SOURCES OF REVENUE

The Academy entered into an educational products and services agreement with Connections Academy of California, LLC to manage the virtual education program and operations of the Academy which expires on June 30, 2022. The agreement for services also includes a Protection Against Deficits clause which states that in any year, during the term of the agreement, if the Academy does not have sufficient positive net assets to offset the difference between total revenues and total expenditures, Connections shall issue a credit or make a cash payment to the Academy to the extent required to maintain positive net asset of $10,000. During the year ended June 30, 2018, Connections issued credits which totaled $505,400, the amount is shown as Other Sources of Revenue in the statement of activities.

NOTE 7 SUBSEQUENT EVENT

The Academy merged with two other corporations, Capistrano Connections Academy School, and Alpaugh Academies, Inc. on August 28, 2018. The name of the corporation thereafter changed into California Online Public Schools.

DRAFT

SUPPLEMENTARY INFORMATION

DRAFT

Friends of California Virtual Education dba: California Connections Academy @ Ripon (the Academy) is a California public charter school.

The charter was approved on January 9, 2012 by Ripon Unified School District for Kindergarten through 12th grade.

Charter School number authorized by the State: 1398

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Michael Henjum	President	2019 (one-year term)
Elaine Pavlich	Secretary	2019 (one-year term)
Paul Hedrick	Treasurer	2018 (two-year term)
Veronica Schreiver	Member	2018 (three-year term)
Sarah Bossenbroek	Member	2018 (one-year term)

ADMINISTRATORS

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

DRAFT

Friends of California Virtual Education dba: California Connections Academy @ Ripon is a nonclassroom based charter school; minimum instructional minute and day requirements are not applicable.

DRAFT

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades K-3	-	167.56	-	166.43
Grades 4-6	-	192.68	-	193.37
Grades 7-8	-	204.62	-	204.14
Grades 9-12	-	527.27	-	517.50
ADA Totals	-	1,092.13	-	1,081.44

DRAFT

June 30, 2018 Annual Financial Report		
Fund Balances (Net Assets)	$	21,651
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State		24,189
Net Adjustments and Reclassifications		24,189
June 30, 2018 Audited Financial Statement		
Fund Balances (Net Assets)	$	45,840

DRAFT

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

DRAFT

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

Board of Directors
Friends of California Virtual Education
Ripon, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Friends of California Virtual Education dba: California Connections Academy @ Ripon (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

DRAFT

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Friends of California Virtual Education
Ripon, California

We have audited Friends of California Virtual Education dba: California Connections Academy @ Ripon's (the Academy) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The Academy's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the Academy's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

DRAFT

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Yes
Determination of funding for nonclassroom-based instruction	Yes
Annual instructional minutes – classroom based	Not applicable
Charter School Facility Grant Program	Not applicable

Opinion on State Compliance

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

DRAFT

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.*

DRAFT

There were no findings in the prior year.

DRAFT