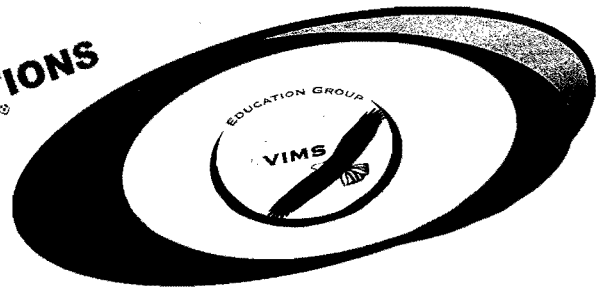


CALIFORNIA CONNECTIONS ACADEMY
@
VISIONARY INSTITUTE OF MATH AND SCIENCE

CaliCA@VIMS



P.O. BOX 578268, Modesto, CA 95357 209.918-4835

August 26, 2009

Noel Gallo, President, Board of Education
Anthony Smith, Ph.D., Superintendent
Oakland Unified School District
1025 2nd Avenue
Oakland, CA 94606-2212

Dear President Gallo and Superintendent Smith:

On behalf of the Board of Directors of the VIMS Education Group, it is with much pride and excitement that I submit the attached petition for California Connections Academy @ VIMS, a new non-classroom based charter school proposed for sponsorship by the Oakland Unified School District. This petition is supported by signatures from parents representing more than 195 potential students from the school's proposed service area plus several teachers who are meaningfully interested in working for the charter school.

CaliCA@VIMS proposes to serve students in grades K-12 in Oakland Unified School District, Alameda County, and adjacent counties who need an alternative to the traditional classroom. CaliCA@VIMS will utilize California-certified teachers, California Content Standards-aligned curriculum, unique technology tools, and community experiences to create an individualized alternative for these students, who will complete their schoolwork at home under the supervision of a California teacher and parent "Learning Coach."

More than an online school, CaliCA@VIMS will be a virtual learning community that connects students, teachers, and families through technology as well as face-to-face interaction. CaliCA@VIMS students and their families can count on sophisticated support for their curriculum, technology, special education and learning management needs so that their focus on achievement need never waver.

CaliCA@VIMS proposes to launch in Fall 2010 with 250 students.

We look forward to working with District staff in their review of this petition and answering any questions you or they may have. Please do not hesitate to contact me directly by cell at 209-918-4835.

Sincerely,

Dr. Melda Gaskins
President, VIMS Education Group Board of Directors

CALIFORNIA CONNECTIONS ACADEMY@VIMS PARENT AND TEACHER SIGNATURES

This charter petition to Oakland Unified School District is supported by signatures from citizens of the seven-county service area proposed for CaliCA@VIMS:

- Parents of 195 students who are meaningfully interested in attending the charter school, which plans to enroll 250 students in its first year of operation.
- Six (6) California certified teachers who are meaningfully interested in working for the charter school. The initial teaching staff is expected to number about 10.

The signatures for these interested individuals are attached

PARENTS' PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

The petitioners listed below certify that they are parents or guardians of pupils whom they are meaningfully interested in having attend VIMS Connections Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. to enable the creation of the VIMS Connections Academy.

I support VIMS Connections Academy, a proposed tuition-free virtual public charter school that uses high-quality teachers, technology, curriculum and more to provide effective learning outside the traditional classroom for students in grades K-12 in Oakland Unified School District.

	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/18	Trinda Jones	<i>[Signature]</i>	65463 rd St.	Oakland 94611	1	
2	7/18	Diane Abney	<i>[Signature]</i>	65463 rd St	Oakland	1	
3	7-18	Diana Jones	<i>[Signature]</i>	65463 rd St.	Oakland	1	
4	7-18	David Jones	<i>[Signature]</i>	OAKLAND	"	1	
5	7/18	Traci Smith	<i>[Signature]</i>	1305 34 th Ave	Oak 94611	2	NO
6	7/18	Aphli Woodson	<i>[Signature]</i>	5648 Bay St	Oakland CA	1	NO
7	7/18	Dora & Bernard	<i>[Signature]</i>	3821 Forest	Berk 94703	3	
8	7/19	Willie Ramsey	<i>[Signature]</i>	1251-25 St		3	NO
9		<i>[Signature]</i>	<i>[Signature]</i>				
10	7/18	<i>[Signature]</i>	<i>[Signature]</i>				
11	7/19	Patricia Miller	<i>[Signature]</i>	707 1/2 Koe Way	San Jo 95825	1	NO
12		Ekenne Anyaegbunam	<i>[Signature]</i>	7623 Parkside Way	Salt 95825	0	NO

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I support VIMS Connections Academy, a proposed tuition-free virtual public charter school that uses high-quality teachers, technology, curriculum and more to provide effective learning outside the traditional classroom for students in grades K-12 in San Joaquin County.

	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7-19-09	Shirley Eversett	<i>Shirley Eversett</i>	600 Paloma	Stockton, 95210	1	
2	7-19-09	Alecia Taylor	<i>Alecia Taylor</i>	600 Paloma Ave Stockton, CA 95210	Stockton 95210	1	
3	7/19/09	Helen R. Lora	<i>Helen R. Lora</i>	3402 Knappway	Sfr 95204	1	
4	7/19/09	Ashley Martell	<i>Ashley Martell</i>	1141 N. SPAIN RD #48	CHH, CA 95201	1	
5	7-19-09	Diana Corda	<i>Diana Corda</i>	1714 Bella Capa	Stockton 95206	2	
6	7-19-09	Andrew Martell	<i>Andrew Martell</i>	1141 W. SWING RD #118	Stockton 95207	1	
7	7-19-09	Jeanne Staley	<i>Jeanne Staley</i>	1511 S. TULLY AVE	Lodi, 95342	1	
8	7-19-09	Nancy Lindell	<i>Nancy Lindell</i>	4802 Bridgeway	Stockton 95219	1	
9	7-19-09	Frances Lockie	<i>Frances Lockie</i>	3280 W. Paradise	Stockton	1	
10	7-19-09	Rick Brewer	<i>Rick Brewer</i>	1224 N. MANIS ST	STOCKTON	2	
11	7-19-09	Michael R. Panzer	<i>Michael R. Panzer</i>	6329 Embarras	Stockton → 95219	1	
12	7-19-09	Tom Pittman	<i>Tom Pittman</i>	18777 RIVER BLUFF LN	STOCKTON, CA 95209	2	

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I support VIMS Connections Academy, a proposed tuition-free virtual public charter school that uses high-quality teachers, technology, curriculum and more to provide effective learning outside the traditional classroom for students in grades K-12 in San Joaquin County. (Modesto)

	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/2/09	Lina + Tess Capitan	<i>Lina Capitan</i>	2026 Moran Ave	Modesto Ca 54	3	
2	7/2/09	Elisa + Melanie Amador	<i>Melanie Amador</i>	2244 Cypress Springs	Mod. CA 55	2	
3	7/5/09	Richard + Karen Erias	<i>Karen Erias</i>	401 F Street #B	Waterford CA 95240	3	NO
4	7/5/09	Monter + Stacy Alkalos	<i>Stacy Alkalos</i>	3550 Sunderland Ln	Modesto CA 95353	3	
5	7/5/09	Rosalina F Wayne	<i>Rosalina F Wayne</i>	1816 Moet Way	Modesto CA 95351	4	NO
6	7/5	FRANK RODRIGUEZ	<i>Frank Rodriguez</i>	3432 Stone St	Riverbank CA 95357	4	
7	7/5	Tina Semos	<i>Tina Semos</i>	4724 Via Guardiano	Modesto	1	NO
8	7/5	Barb SCAH	<i>B. SCAH</i>	202 Floral Ct	"	2	NO
9	7/5	Jennifer Aguirre	<i>Jennifer Aguirre</i>	3925 Sierra Dr #177	Modesto	2	YES ←
10	7/5	Glacinda Espinoza	<i>Glacinda Espinoza</i>	400 Lovetell Ct	Modesto	2	NO
11	7/5	ANGELA WARREN	<i>Angela Warren</i>	1900 Applegate	Modesto	2	NO
12	7/5	MARISSA GREGORY	<i>Marissa Gregory</i>	4733 Marina	Kelsey 95208	1	NO

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I support VIMS Connections Academy, a proposed tuition-free virtual public charter school that uses high-quality teachers, technology, curriculum and more to provide effective learning outside the traditional classroom for students in grades K-12 in San Joaquin County.

	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/5/09	Adelayda Benvelis	Adelayda Benvelis	218 Drake Ave	Modesto 95350	2	No
2	7-9-09	Ray Egidio	Ray Egidio	2313 Dale Ave.	Ceres 95307	4	
3	7/5/09	White, Marva	Marva White	1924 Rolly Ave.	Modesto 95350	2	✓
4	7/5/09	Steve Vargas	Steve Vargas	1151 Scenic Dr. #5	Modesto, Ca. 95350	1	
5	7/5/09	Leanne Baker	Leanne Baker	5816 9th St # B PO Box 1042	Keyes, Ca 95328	3	
6	7/5/09	Charlene Jackson	Charlene Jackson	1701 Ortega St	Modesto 95350	4	
7		Anne Johnson	Anne Johnson	1213 Norwood Apt #39	Modesto Ca.	1	
8	7/5/09	Cheryl Ramos	Cheryl Ramos	4102 Church Modesto Ca	95351	3	NO
9	7/3/09	JAFIL MORAN	JAFIL MORAN	5900 8th St. Riverbank	95362	2-3	NO-
10	7/3/09	Susan Jackson	Susan Jackson	113 Jupiter Dr.	Ceres 95307	2	NO
11	7/5/09	Terril Lavo	Terril Lavo	1128 Cassen Ave.	Modesto Ca.	6	NO-
12							

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I support California Connections Academy @ VIMS, a proposed tuition-free virtual public charter school that uses high-quality teachers, technology, curriculum and more to provide effective learning outside the traditional classroom for students in grades K-12 in San Joaquin, Alameda, Amador, Calaveras, Contra Costa Counties.
Santa Clara, Sacramento, and Stanislaus

	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/25/09	Michael S. Sarcos	Michael S. Sarcos	445 S. SAN JOAQUIN	STOCKTON CAL 95203	4	
2	7/25/09	EISA T. AGUINAGA	Eisa Aguinaga	4407 E. Farmington	Stockton 95215	2	
3	7/25/09	EDDIE MURSELL	Eddie Mursell	2538 Debut Ln	Stockton	1	
4	7/25/09	Willie Davis	Willie Davis	152 gateway	Stockton 95207	6	
5	7/25/09	Ken Hillman	Ken Hillman	2690 MARZANITA	STOCKTON 95209	3	
6	7/25/09	T. M. Weidmann	T. M. Weidmann	208 Oak Tree Circle	Murphys 95247	2	✓
7	7/25/09	Jose Cabrera	Jose Cabrera	501 S.	Estockton 95207	1	
8	7/25/09	Benny Hoang	Benny Hoang	10573 Convent Road	Stockton	1	
9	7/25/09	RAJIVO POLIDU	Rajivo Polidu	1045 S. Convent	Stockton, CA	2	
10	7/25/09	Young Jung	Young Jung	1179 Windjammer	Stockton, CA	1	
11	7/25/09	Gerald Holt	Gerald Holt	1735 Cypress Blvd.	Stockton, CA	2	
12	7/25/09	Joel Respicio	Joel Respicio	304 Westlowbrook Cir	Stockton, 95219	2	

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I support California Connections Academy @ VIMS, a proposed tuition-free virtual public charter school that uses high-quality teachers, technology, curriculum and more to provide effective learning outside the traditional classroom for students in grades K-12 in San Joaquin, Alameda, Contra Costa, Colusa, Contra Costa Counties.

Santa Clara, Sacramento and Stanislaus

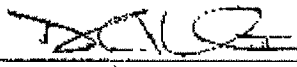
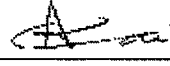
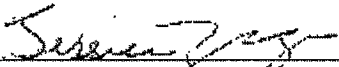
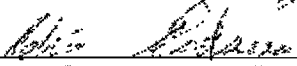


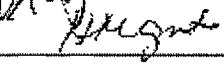

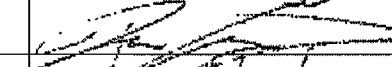
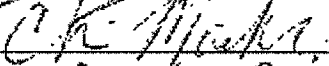


	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/25	Lakenda Crosby	[Signature]	2107 - 29th Ave	Orland 94551	2	no
2	7/25	Filiver to Hernandez	[Signature]	1916 E Mariposa Rd Ste	95205	2	
3	7/25	Lorena Jimenez	[Signature]	2714 S. Madison St.	95206	2	no
4	7/25	NATASHA THOMAS	[Signature]	513 S INDIANA ST	95206	2	no
5	7/25	Phina Panicipi	[Signature]	424 E. Lodi	Lodi 95240	2	no
6	7/24	Sherelynna Mangant	[Signature]	4404 Fan Way	91803	1	no
7	7/24	Candonia Estrada	[Signature]	344 W 4th	Stockton 95210	1	no
8	7/25	Maria Espinosa	[Signature]	285 McComb Ave	Stockton 95203	1	no
9	7/25	Tommy Russu	[Signature]	3825 Gregory	Stockton	2	no
10							
11							
12							

Student: Javier Mecejo
 1001 - 11th Street, Stockton - 95205

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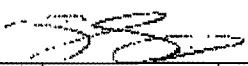

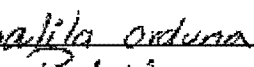
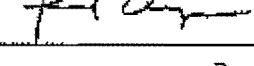
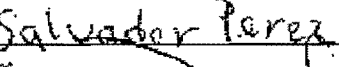

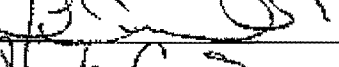


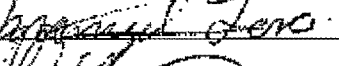
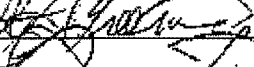
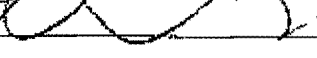
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Santa Clara, Sacramento and Stanislaus

	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/24	Dennis Kwon		14121 WILLIAMSTOWNE DR	LATHROP, CA 95330	1	—
2	7/25	AKBAR ALI		7219 Village Green PK	Stockton CA	2	—
3	7/25	Jessica Zapata		2543 El Dorado	Stockton CA 95210	2	
4	7/25	Celia Contreras		2119 OXFORD WAY	Stockton CA 95204	5	
5	7/25	Hazel Silva		55 Fallon Pl.	Stockton CA 95207	3	
6	7/25	Alyssa Kalba		2735 Inman Ave	Stockton 95204	3	
7	7/25	Hannah Ligdon		4246 Polatto Ct.	Stockton, 95212	1	
8	7/25	Mandi Esquivas		1201 Glenhurst Dr	Lodi 95240	2	
9	7/25	Jose Carranza		865 Bird Ave	Stockton 95205	1	
10	7/25	Chris Macklin		835 Porter Ave.	Stockton 95209	3	
11	7/25	Venetie Baker		3208 Blue Ridge Circle #50	Stockton 95219	3	
12	7-25	Nora Ordoz		723 S. 1st Ave	Lodi 95240	4	

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I support California Connections Academy @ VIMS, a proposed tuition-free virtual public charter school that uses high-quality teachers, technology, curriculum and more to provide effective learning outside the traditional classroom for students in grades K-12 in San Joaquin, Alameda, Calaveras, Contra Costa, Santa Clara, Sacramento, and Stanislaus Counties.

	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/25	Shannon Rodriguez		6042 Sanders St	STRO CA 95215	1	NO
2	7/25	BRETT CLARK		1927 Wilfarding Way	STRO CA 95203	3	NO
3	7/25	Dalila Orduna		1711 W Regal	Stockton	2	
4	7/25	Cherry Ramirez		6 W. Main St.	Lodi	2	NO
5	7/25	Salvador Perez		950 S. Dawes	Stockton	3	
6	7/25	Maria Duarte		6722 W El Dorado	Stockton	2	
7	7/25	Tina Lone		9122 Priscilla Ln	STRO CA	2	NO
8	7/25	Juanita Espino		1921 Village Dr.	Lone CA 95640	2	
9	7/25	Susana Abeyta		6757 Canby Ln	Valley Springs 95255	2	NO
10	7-25	Manuel Lara		816 San Lucas Ave	Stockton 95213	2	
11	7-25	Stacy Freeman		10526 Driestry Ln	Stockton 95219	3	NO
12	7/25	Sheprea Smith		2111 Elmwood St	Stockton 95210	1	NO

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Contra Costa, Santa Clara, Sacramento - Stanislaus

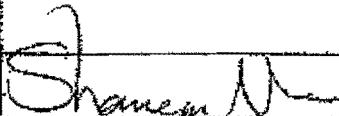
	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	7/29	Malachi Olive	Malachi Olive	34177 Serpentine Dr	Antioch 94509	0	NO
2	7/25	Amanda Farmer	Amanda Farmer	1055 Jensen Cir	Philsbury 91365	0	NO
3	7/25	Dianey Estrada	Jorge Jesus Estrada	7206 Sharkonk	Stockton	1	Spanish needed
4	7/25	PATRICIA WILLIAMS	Patricia Williams	3074 New Ridge Dr	Stockton	1	NO
5	7/25	Aaron Hawthorne	Aaron Hawthorne	2704 Plankton Hill	Stockton, CA 95205	2	NO
6	7/25	Maria CEJA	Maria CEJA	39 GATEWAY DR	Stockton 95203	3	NO
7	7/25	DELL B. SHOOK	Dell B. Shook	411 S. HARRISON ST	Stockton 95205	1	NO
8	7-25	Michael Gonzalez	Michael Gonzalez	716 S. Wagon	Stockton 95205	4	NO
9							
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Spanish
Aspire
see
charters

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	Date	Name	Signature	Street Address	City and Zip	Number of children	I'm also a Calif. teacher
1	06/16	SHAMEIRAN NANA		2300 Oakdale Rd #199 Modesto CA 95355	Modesto 95355	1	NO
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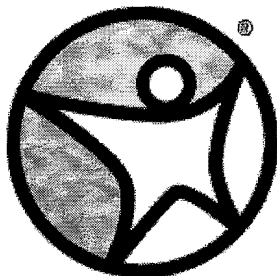
TEACHERS' PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

The petitioners listed below certify that they are teachers who believe that Connections Academy @ Visionary Institute of Math and Science (CaliCA@VIMS) Public Charter School merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of CaliCA@VIMS pursuant to Education Code 47600 et seq. to enable its creation.

The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at a charter school.

By the Petitioners:

Date	Name (Print)	Signature	Credential Held	Telephone Number
8/14/09	Richard Pugh	<i>Richard Pugh</i>	Multiple Subject	(510) 717-6386
8/14/09	Melda Gaskins	<i>Melda Gaskins</i>	Multiple Subject / Single Subject/English	209-863-0260
8/14/09	Shelia Allen Gibson	<i>Shelia Gibson</i>	Standard K-8 Life Credential	(916) 685-5405



**CALIFORNIA CONNECTIONS
ACADEMY@VIMS**

CHARTER PETITION

Submitted to

Oakland Unified School District

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Enactment Number: _____
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By: _____

Proposed Charter School Name: California Connections Academy@VIMS

Proposed School Location (City): Oakland, California

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person Melda Gaskins Ed.D Date 8/26/09

(Please label the copy that has original signatures.)

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EXECUTIVE SUMMARY

California Connections Academy@Visionary Institute of Math and Science (CaliCA@VIMS) is a proposed new virtual public charter school which combines California-certified teachers, California Content Standards-aligned curriculum, unique technology tools, and community experiences to create an individualized alternative to the bricks-and-mortar classroom. As a district-sponsored virtual charter school, CaliCA@VIMS will serve students in grades K-12 in all areas of Oakland Unified School District and Alameda County. In addition, the school plans to serve students in neighboring Stanislaus, San Joaquin, Contra Costa, San Mateo, San Francisco, and Santa Clara Counties. Students will complete their schoolwork at home under the supervision of a California teacher and parent "Learning Coach." More than an online, non-classroom based school, CaliCA@VIMS will be a virtual learning community that connects students, teachers, and families through unique technology tools as well as face-to-face interaction. CaliCA@VIMS students and their families can count on sophisticated support for their curriculum, technology, special education and learning management needs so that their focus on achievement need never waver.

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

The Visionary Institute of Math and Science (VIMS) Education Group is a community-based nonprofit organization committed to bringing 21st century skills and lifelong learning habits to young people who have faced barriers to academic success. The VIMS Education Group believes that a high-quality, highly accountable virtual school is a critical component in its overall campaign to improve educational opportunities in Northern California. The VIMS Education Group identified the Connections Academy program as an optimal fit for this purpose based on the program's proven track record of achievement gains in California and beyond, particularly for struggling and disadvantaged students; its recognition by international and regional accreditors; and its approval by the University of California as a provider meeting the "A" to "G" criteria. The VIMS Education Group has received community support for development of this virtual school offering (see Exhibit K).

CaliCA@VIMS expects to contract with Connections Academy, LLC, a leading virtual school provider, for curriculum, technology, and school management services. Connections Academy is currently working with virtual public schools in 14 states and is expected to serve more than 25,000 students during the 2009-2010 school year. These schools include Capistrano Connections Academy, sponsored by Capistrano Unified School District, which opened in Fall 2004 and serves nearly 800 students in Southern California; and Central California Connections Academy, sponsored by Alpaugh Unified School District in 2006 and serving more than 100 students in the lower Central Valley. These two schools have been accredited by Western Association of Schools and Colleges

(WASC) as well as by the Commission on International and Trans-Regional Accreditation,¹ a status that CaliCA@VIMS will also seek within its first years of operation.

CaliCA@VIMS will use the Connections Academy curriculum and instructional program that has proven successful in other states and communities, where Connections Academy-affiliated schools routinely make AYP and achieve stellar parent satisfaction ratings. The developmentally appropriate Connections Academy curriculum, which increases its integration of technology as students advance through the grades, integrates textbooks, lesson plans and other content from a variety of leading publishers and school programs including Pearson Prentice Hall®, McGraw Hill Glencoe®, Scholastic, The Great Books Foundation®, Zaner-Bloser®, and many others. In addition to high-quality print materials, the Connections Academy curriculum also features technology-based content from “best of breed” providers such as, BrainPop®, SkillsTutor™, Compass®, and United Streaming®. In addition, the Connections Academy curriculum also integrates a variety of proprietary and highly effective technology tools such as Teachlets™ – online animated tutorials developed by Connections Academy to introduce challenging topics and provide interactive practice – and LiveLesson™, which provides for real-time web conferencing with small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing. The curriculum is updated regularly, with charter Governing Body approval, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. A unique electronic Learning Management System will facilitate the effective delivery of the curriculum via an optimal combination of technology and print media. Community coordinators facilitate enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of the “high-tech, high-touch” CaliCA@VIMS instructional model is student achievement. Working in a school environment tailored to their specific learning needs, students will master the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets California Content Standards and be prepared to excel on the state assessments.

¹ The Commission on International and Trans-Regional Accreditation (CITA) was created in 1996 by the regional associations which accredit schools and universities in the United States to provide customized accreditation protocols and standards for schools that cross the regions and for national and international schools around the world; see www.citaschools.org for more information about CITA.

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

The founders of the California Connections Academy @VIMS consist of the VIMS Education Group Board of Directors (see below and resumes in Exhibit A-2), an educational administration consultant, and the Connections Academy, LLC team.

VIMS Education Group is a California Nonprofit Public Benefit Corporation established to implement charter schools. Board of Directors members include:

- **Dr. Melda L. Gaskins:** Dr. Gaskins is a dedicated educator with an extensive experience in teaching and educational administration. Her interpersonal skills and twenty years of achievement in developing productive student-focused academic environments serve to produce programs that maximize learning experiences. Dr. Gaskins holds an Ed.D. in Educational Leadership/Administration.
- **Shelia D. Gibson, M.Ed.:** An accomplished educator with thirty-six years of experience as associate superintendent, director of school programs, principal and teacher. Mrs. Gibson brings a wealth of accomplishment in school leadership and community involvement to the VIMS Education Group. She currently provides leadership in school program implementation and student recruitment at the Gloria Dei Lutheran School, Sacramento.
- **Ruth S. Williams:** Ms. Williams possesses an extensive background of thirty years in the field of education as a teacher and administrator. She presently serves as Principal of Tiefert View Intermediate School, Silver Valley Unified School District.

Assisting the VIMS Education Group Board in development of its charter proposals is an Education Programs Analyst/Consultant.

- **Dr. Jack B. Bray:** Dr. Bray has a distinguished background of over fifty years in education. His experience as a principal, district and county superintendent, teacher education program director, and education programs analyst/consultant during the last twenty-five years provides a broad level of expertise desired by the VIMS Education Group Board of Directors. Dr. Bray holds a Ph.D. in Education Administration.

Specific expertise for this non-classroom based (virtual) charter school proposal has been provided to the Board on a pro-bono basis by Connections Academy. Connections Academy is recognized as a national leader in virtual public education, providing technology, curriculum, instruction, and school management services under direct contract with public school districts, charter schools, and state departments of education.

Connections Academy was launched in 2001 by Sylvan Ventures and until September 2004 shared a corporate parent with Sylvan Learning Centers and other Sylvan K-12

companies. Connections Academy is now a freestanding company headquartered in Baltimore, Maryland. CaliCA@VIMS's Connections Academy team includes:

- **Barbara Dreyer**, President, Connections Academy. Ms. Dreyer most recently served as chief operating officer and co-founder of Ntercept Communications, an online market research company that also operated a site for political issues that was one of the top 500 web sites during 2000. She has held a number of senior management positions in start-ups that were sold to Motorola, MailWell, Union Carbide and Agency.com and she was a Partner with New Enterprise Associates, one of the nation's premier venture capital firms. Ms. Dreyer has taught at the university level and has been active in the development of distance learning technologies. She serves on the Board of Visitors for the University of Maryland University College, a leading international provider of distance learning degrees.
- **Dr. Steven Guttentag**, Chief Education Officer, Connections Academy. Dr. Guttentag began his career as a classroom teacher and has spent the last 15 years developing creative approaches and leveraging technology to improve K-12 education. In addition to his classroom experience, Dr. Guttentag has held several senior school district administrative positions with responsibilities in the areas of technology, facilities, special education, policy analysis, labor relations, budgeting, restructuring and grants management. He led KPMG Consulting's Midwest education practice and more recently, was the senior educator for Education Networks of America, a provider of complete managed Internet access solutions to the education community. His academic credentials include a BA from the University of Michigan, a Master of Education in Teaching and Curriculum from Harvard University and a Ph.D. in Policy and Administration from the University of Pennsylvania.
- **Ted Ochs**, Chief Financial Officer. Mr. Ochs began his career as an industrial engineer with Corning LLC where he held both project management and production supervisory roles. In total, Mr. Ochs spent eight years in various operations management roles for Corning and Black & Decker. He subsequently held financial management and executive positions in health care and retail over the past nine years. Most recently he served as Executive Vice President of Jordan Kitt's Music and previously was the CEO and CFO of The VNA of Maryland and the Regional Finance Director for Manor Care, LLC/In Home Health, LLC. In addition to these corporate positions, he has served for six years as an officer on the board of the Hearing and Speech Agency in Baltimore, a provider of services to individuals with communication difficulties. This organization also operates a full-time school for certain special needs students. Mr. Ochs' academic credentials include a B.S. in Industrial Engineering from Lehigh University. He also earned an M.B.A. from Duke's Fuqua School of Business.
- **Mickey Revenaugh**, Senior Vice President for State Relations. Ms. Revenaugh previously oversaw product planning and research at Mindsurf Networks and served as vice president for education at HiFusion. Prior to that, she helped launch the multi-billion-dollar national E-rate program to wire every school and library in America to the Internet, serving as vice president for outreach and education during the program's crucial start-up years. Before the launch of E-rate, Ms. Revenaugh spent almost a dozen years at Scholastic LLC, serving as editor in chief of *Instructor*, *Electronic Learning*, *Teaching and Computers*, *MiddleYears*, and *America's Agenda* magazines.

and providing editorial oversight on sponsored educational materials. Ms. Revenaugh continues to publish broadly on education and technology issues, with work appearing in *District Administration*, *Technology and Learning*, *Scholastic Administr@tor*, and the Microsoft Classroom Teacher Network, and also serves as consultant to the Toshiba/National Science Teachers Association ExploraVision competition, Grunwald Associates, Sylvan Education Solutions, and others in the education field.

- **Marc Guerrasio**, Senior Vice President for Development & Operations. Mr. Guerrasio brings over 10 years of software and Internet technology experience to Connections Academy. He most recently served as the CTO of Versient, an online marketing services company. He was also VP of Engineering and CTO of Ntercept Communications, an online market research company that developed a standards-based language for the creation of interactive, online surveys. Mr. Guerrasio was responsible for the technical development of SpeakOut.com, a political portal site that served over 350,000 users during the 2000 elections. He has held other senior engineering positions with OutReach Technologies and VideoGrafects.
- **Dr. Patricia Hoge**, Vice President, Curriculum and Instruction. Prior to joining Connections Academy, Dr. Hoge served as Executive Director of Curriculum and Instruction for Catapult Learning, overseeing the development of their K-12 instructional and teacher training programs. Additionally, she was Executive Director of Education for eSylvan, where she directed the development of the curricula for synchronous online delivery. Dr. Hoge spent over 15 years in the public schools as a speech-language pathologist, curriculum developer, and supervisor of reading/language arts. As a certified speech-language pathologist, she provided services to PreK-12 students. Dr. Hoge has served as a clinical supervisor and adjunct faculty member at Loyola College and adjunct faculty member at Towson University, and serves on several school advisory councils. She has co-authored numerous resource materials for teachers and speech-language pathologists. Her academic credentials include a B.A. in Speech Pathology and Audiology, an M.S. in Speech Pathology, and a Ph.D. in K-12 Educational Leadership.
- **Susan Fancher**, Vice President for Marketing. Ms. Fancher brings more than 20 years of experience in marketing to Connections Academy. Most recently, before joining Connections Academy, Ms. Fancher served as director of marketing at Barnes & Noble, LLC, where she launched and managed the company's loyalty program, Barnes & Noble Membership. She also led marketing programs integrating the in-store and online customer experience. Prior to her tenure at Barnes & Noble, Ms. Fancher held senior marketing and analytical positions with leaders in the retail and financial services industries, including American Express and Chase Manhattan. As director of marketing at Harley-Davidson Financial Services (HDFS) she was responsible for all marketing communications, direct marketing activities and promotion. While at HDFS she developed and launched the Harley-Davidson Chrome Card credit card.
- **Deane Turner**, Vice President for Operations. Mr. Turner has 15 years experience in various facets of technology and operations management. Prior to Connections Academy he was vice president for operations at Ntercept Communications, LLC, an online market research company, where he developed and managed the communications infrastructure, client support, and event production departments. As a

senior engineer at PrimeNet LLC, Mr. Turner chaired an information technology advisory committee and oversaw major data communications projects performed for the firm's largest client, Johns Hopkins Hospital in Baltimore. Prior to PrimeNet he was a project manager with HP Electronics, a provider of proprietary communication and control systems. Mr. Turner earned a B.S. in Electrical Engineering from The Johns Hopkins University in Baltimore. He is certified in numerous computer, communications, and engineering technologies.

- **Dr. Craig Butz**, Special Regional Coordinator for State Relations. Dr. Butz is a pioneer in the field of online K-12 education, having led Nevada's innovative and successful Odyssey Charter School for nearly a decade before joining Connections Academy in 2008. Dr. Butz holds a Master of Arts in Educational Administration from California State University at Dominguez Hills and a Ph.D. in Special Education from University of Nevada at Las Vegas.
- **Dr. Frances Sassin**, Financial/Regulatory Consultant. Dr. Sassin began her professional career as a veterinarian after receiving her Doctorate in Veterinary Medicine from University of California at Davis. After becoming a parent, however, she began directing her energy into the field of education. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and subsequently served as the school's Business and Operations Manager and Board President and later Board Treasurer. Dr. Sassin now does consulting work in the charter school field – including providing financial and regulatory expertise to Connections Academy's California schools – while continuing to provide veterinary services to her community through volunteer activities.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

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)]

The mission of California Connections Academy @ VIMS (CaliCA@VIMS) 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 very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every CaliCA@VIMS student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CaliCA@VIMS is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

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: The description of the CaliCA@VIMS educational philosophy and program that follows includes some unique terminology, as defined below:

- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with the Connections Academy student under the guidance of the licensed professional teacher. The Learning Coach and student interact with the teacher via telephone, WebMail (see below), LiveLesson™ (see below), and in-person meetings. The school provides ongoing training to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- **Learning Management System (LMS):** The platform for organizing and managing the entire Connections Academy educational environment. This proprietary, web-based software delivers every assignment and tracks every activity (whether conducted online or offline), monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. The LMS operates within a very 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.

- **LiveLesson™:** A web conferencing tool that allows teachers to work synchronously (in real time) with small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing; based on Adobe® Connect Professional™.
- **Personalized Performance Learning™:** The instructional model used by Connections Academy, which includes a “Personalized Learning Plan” developed collaboratively by the teacher and Learning Coach for each student to maximize his or her achievement, as well as tailoring of curriculum and instruction in keeping with this plan.
- **Student Status/Escalation Process:** Connections Academy tracks and reports ongoing student attendance progress based on the objective numeric data generated by the LMS including student contact with teachers, time-on-task, and completion of lessons and assessments. This highly accountable, proactive system is essential in a virtual environment to ensure that no child falls through the cracks. The student’s status (On-Track, Approaching Alarm and Alarm) is displayed on the Learning Coach and teacher home pages for instant identification of potential problem areas.
- **Multi-tiered Intervention:** Connections Academy employs a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 – Core Instructional Program; Tier 2 – Supplemental Programs and Supports; Tier 3 – Alternative Programs; The school’s Student Support Team meets on a weekly basis to discuss students who are struggling academically to develop an intervention plan and strategies for improvement.
- **Teachlets™:** Highly interactive, asynchronous graphic/video/audio tutorials at the beginning of many Connections Academy lessons show students the concepts they will need to complete the lesson. Created by Connections Academy, Teachlets are embedded into the online lessons but also provided on CD as a backup and to aid students working with dial-up Internet connections. This dual provision will be critical to serve students in Connections Academy who do not have access to high speed connectivity and is a key differentiator to this school’s ability to serve a diverse community.
- **WebMail:** The proprietary private email system included in the LMS. Because this system is “closed,” Connections Academy students, Learning Coaches and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.

What is an “educated person” in the 21st century?: CaliCA@VIMS believes that 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. CaliCA@VIMS 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 at the same time that it is aligned to state academic content standards.

At CaliCA@VIMS, students in K-12 – including many who have not thrived in the traditional classroom – engage in a challenging learning program that is tailored to their

individual needs and focused on equipping them for success in the 21st century. The CaliCA@VIMS curriculum and instructional programs fulfill all of the recommendations recently put forth by the Partnership for 21st Century Skills², which include:

- Emphasize core subjects: CaliCA@VIMS students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.
- Emphasize learning skills: CaliCA@VIMS students develop the essential skills required for lifelong, continuous learning, such as communication, information, problem-solving, and self-directional skills.
- Use 21st century tools to develop learning skills: As the Partnership recommends, CaliCA@VIMS students develop proficiency in an array of digital information and communication tools.
- Teach and learn in a 21st century context: At CaliCA@VIMS, learning takes place beyond the “four walls of the classroom” and integrates the community, parents, and fellow learners connected by technology, as the Partnership recommends.
- Teach and learn 21st century content: The Partnership stresses global awareness, economic literacy, and civic literacy among other topics, which the CaliCA@VIMS curriculum integrates throughout the grades through both technology-based and print-based learning activities.
- Use 21st century assessments that measure 21st century skills: As the Partnership recommends, CaliCA@VIMS uses both standardized testing and ongoing, curriculum-based assessments – including portfolios of student work and online assessment activities – which integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

The unique ability of non-classroom based virtual schools like CaliCA@VIMS to develop 21st century skills has been well-documented nationally. For example, a joint report by the Partnership for 21st Century Skills and the International Association for K-12 Online Learning (iNACOL) concluded “In an increasingly competitive global economy, online learning through ‘virtual’ schools offers the advanced learning necessary for today’s students to acquire 21st century skills.”³

CaliCA@VIMS also believes that the individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, CaliCA@VIMS will meet the objective of producing students who are self-motivated, competent, lifelong learners.

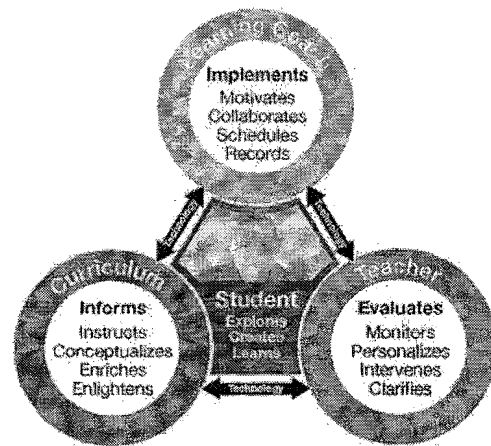
How does learning best occur?: CaliCA@VIMS believes that students learn best in a safe, positive environment in which they are respected, accepted, valued and nurtured as unique individuals and are challenged to achieve their full potential. From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

² The Partnership for 21st Century Skills, “Learning for the 21st Century,” June 2003, <http://www.21stcenturyskills.org>.

³ “Online Learning and Virtual Schools Provide Essential New Skills for 21st Century Jobs, Says Report,” http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=280&Itemid=64.

CaliCA@VIMS's instructional model is known as Personalized Performance Learning. This model provides a learning environment that is well supported by a partnership of parents and teachers and by a sophisticated technology component. The research basis for this model is detailed in section E, below. Key aspects of the instructional model are as follows:

- **The Personalized Learning Plan:** The centerpiece of instruction at CaliCA@VIMS 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 developed at the beginning of the school year by the California-certified teacher in consultation with the student and the student's parents/guardians. This PLP is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, 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 state standards-aligned curriculum.
- **Learning Management System:** The platform for organizing and managing the entire CaliCA@VIMS educational environment is the online LMS. This proprietary, web-based software allows CaliCA@VIMS to deliver every assignment and track every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. With this system, CaliCA@VIMS is able to provide an unprecedented level of time-on-task detail. The LMS operates within Connections Academy's very 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.
- **The Learning Triad:** Instruction at CaliCA@VIMS builds on the PLP to surround each student with the resources needed for success. Each student is part of a "learning triad" as illustrated at right.
- **A complete learning team:** At CaliCA@VIMS, student learning benefits from committed educators and involved parents who provide total support for the student's PLP.
 - *California-certified, highly qualified teachers:* Each CaliCA@VIMS student has a California-certified teacher specially trained in the CaliCA@VIMS curriculum and instructional method. Working full-time in CaliCA@VIMS's local professional office/teaching center, teachers will have an average student-teacher load in keeping with state guidelines for these kinds of schools (approximately 27.5 to 1). Teachers work closely with each student on a one-on-one basis using the technology. The teacher is responsible for 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 regular student report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact with the student and Learning Coach – most often via telephone and WebMail – may be as frequent as several times a day, and at minimum occurs once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their students’ learning plans. In addition, CaliCA@VIMS families are always welcome to visit the school office/teaching center during business hours to meet with their teachers in person.

- *Face-to-face Learning Coaches:* Each CaliCA@VIMS student has a Learning Coach—a parent or other responsible adult designated by the parents—who oversees his or her work in partnership with the California-certified professional teaching staff. The school provides ongoing training and support to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. Learning Coaches with students in grades K-6 work closely with their students and with their professional teachers. The Learning Coach’s role changes as students advance through grades 7-12, when students work increasingly independently with teacher support, as appropriate to their ability to take on increasing responsibility for their learning.
- *Expanded educational support:* The CaliCA@VIMS principal coordinates the work of the teachers, using data from the LMS to target curriculum and instructional resources toward specific student needs. Supporting the principal and teachers in their work are Connections Academy curriculum specialists who are highly trained in distance education methodologies and specific subject areas. Curriculum specialists are available by telephone and email to the CaliCA@VIMS teachers for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs.

In effect, each CaliCA@VIMS student has a team of experts working together to leverage the school’s myriad resources – technological, instructional, and interpersonal – for his or her success.

C. HIGH SCHOOL PROGRAMS

If the proposed school will serve high school students (any of grades nine through twelve), the petition must describe how the 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)(ii)]

CaliCA@VIMS will notify parents annually of the transferability of CaliCA@VIMS courses to other high schools as well as the eligibility of CaliCA@VIMS courses to meet college entrance requirements.

Any courses approved by the University of California “A” to “G” process are considered eligible to meet California college entrance requirements. Connections Academy has been granted approval as an “A” to “G” virtual program provider following the extensive new process for online and independent study programs put in place by the University of California Office of the President in 2007. As soon as it is eligible after receipt of its charter, CaliCA@VIMS will submit its specific courses for “A” to “G” approval. Once this

is received, the school will be able to notify students and parents that its curriculum officially qualifies as UC/CSU college preparatory.

CaliCA@VIMS will seek WASC accreditation as soon as it is eligible to do so during its first years of operation, following the successful path of its sister schools, Capistrano Connections Academy and Central California Connections Academy. Upon receipt of WASC accreditation, all of CaliCA@VIMS' high school courses will be considered transferable to other high schools.

The actual method by which CaliCA@VIMS notifies its high school parents of course transferability will be annually determined by the school, and further information about the notification language will be included in the Memorandum of Understanding with the authorizer.

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. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]

CaliCA@VIMS will serve students in grades K-12 throughout Alameda County, as well as adjacent counties -- Stanislaus, San Joaquin, Contra Costa, San Mateo, San Francisco, and Santa Clara Counties. Enrollment for school year 2010-2011 is expected to be 250, with enrollment increasing to 500 in 2011-2012, 750 in the following year, and then growing by approximately 35% per year for the remaining years of the charter. As a non-classroom based charter school unconstrained by the limits of a physical facility for instruction, CaliCA@VIMS is well-positioned to serve as many students as apply.

Many families in Oakland Unified School District, as well as the school's complete seven-county service area, will benefit from the addition of the CaliCA@VIMS program to their educational choices. CaliCA@VIMS students will include those whose families seek direct involvement in their student's education or who have opted for a school-at-home environment; students who are homebound due to illness or disability; "exceptional" students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

Their unique learning needs notwithstanding, CaliCA@VIMS students can be expected to mirror the demographic diversity of Oakland Unified School District and the seven-county region's K-12 school population. The experience of Connections Academy schools nationally indicates that CaliCA@VIMS families will be ethnically diverse and will include many of modest means (with upwards of 40% or higher meeting the income guidelines for free or reduced price meals) as well as significant numbers of single parent/dual working parent households who find effective and creative ways to participate in this program. Approximately one-third of the students who attend Connections Academy schools were previously home-schooling or attending private school; half or more of the students were previously in traditional public schools but in need of a more

personalized alternative. Furthermore, CaliCA@VIMS students are expected to be fairly evenly distributed among the grade levels served.

For more information about tracking demographic data, see Section VI-B

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. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

At a minimum, applicants should provide a full curriculum for one course or grade level as an attachment. A full curriculum should be submitted to the charter authorizer prior to the opening of school.

CaliCA@VIMS's instructional design is known as the Personalized Performance Learning Model. The three primary components are: parent involvement, individualized instruction, and high-quality teaching

Personalized Performance Learning at CaliCA@VIMS utilizes an Independent Study format, providing a learning environment that is well supported by both the "learning triad" (see above) and by a sophisticated technology component. This basic foundation is further enhanced by a proven curriculum, by a focus on high quality teaching, and by ongoing staff training opportunities.

Supporting research for the Personalized Performance Learning Model: Education research has shown that the touchstones of CaliCA@VIMS's Personalized Performance Learning instructional model—parental involvement, individualized instruction, and high-quality teaching—have been directly correlated to top student achievement.

Parent involvement: decades of research show that parent participation is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*⁴, Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in students' I.Q. scores. At CaliCA@VIMS, parents are closely involved in their student's education.

Individualized instruction: Students benefit from instruction that is differentiated in terms of pace, content, sequence and style. Among many studies on this topic,

⁴ Henderson, A., & Berla, N. (Eds.). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC, 1994.

Margaret Haertel and her colleagues show in “What Helps Students Learn?”⁵ that “curriculum and assessment tailored to student ability and academic background” to assure “an appropriate level of task difficulty for students and an appropriate instructional pace” is a proven achievement tool. At CaliCA@VIMS, instruction is individualized for every student, every day.

High-quality teaching: Teacher quality counts as much in virtual learning environments as in traditional classrooms. While past research on the impact of good teaching, such as the 2000 study by Harold Wenglinsky⁶ of the Educational Testing Service, occurred before virtual schools were available as study sites, more recent research focusing specifically on virtual learning echoes the critical importance of teacher quality. For example, 2005’s *A Synthesis of New Research on K-12 Online Learning*⁷ shows that the unique ability of an online teacher to communicate one-on-one with students and offer personalized feedback – as teachers at CaliCA@VIMS will – is key to student success in virtual learning environments, and calls for ongoing professional development for these teachers, not unlike that provided by CaliCA@VIMS to continually build those skills.

Because it is built upon a foundation of educational research, CaliCA@VIMS’s approach promises to result in meaningful academic improvement for our students.

Curriculum and Instructional Design Principles: CaliCA@VIMS uses the Connections Academy curriculum developed in keeping with these key principles, which align with nationally recognized standards⁸ for quality on online course design and development:

- Curriculum fosters breadth and depth of understanding in subject area
- Content is aligned to national and state 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, learning style)
- Instructional design is adaptable and flexible to meet individual needs of Learning Coaches and students
- Instructional design provides students opportunities to improve learning skills using technological tools (e.g., virtual labs and instruments, Teachlet tutorials, business software, online calculator, WebQuests).
- Navigation is intuitive and age-appropriate

⁵ Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J., “What Helps Students Learn?” Educational Leadership, 1993.

⁶ Wenglinsky, Harold, How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality, Educational Testing Service, 2000.

⁷ Smith, Rosina, Clark, Tom, and Blomeyer, Robert, A Synthesis of New Research in K-12 Online Learning. Learning Point Associates/North Central Regional Educational Laboratory, Naperville, IL, 2005

⁸ National Standards of Quality for Online Courses, International Association for K-12 Online Learning, www.inacol.org

- 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 effectively prepares students to access new content, skills and strategies
- Curriculum includes opportunities for developing problem-solving and critical thinking skills
- Curriculum includes opportunities for collaboration and independent study
- Curriculum includes opportunities to develop oral and written communication skills
- Curriculum incorporates timely and appropriate feedback to students

These key principles are reflected in a consistent instructional design for all courses, shown below and on the next page, allowing for ease of use by students and Learning Coaches.

Getting Started

Getting Started - An overview of the lesson will be provided, along with a fact or exercise to pique a student's interest and establish relevancy and connection with prior knowledge.

Instruction

Instruction - Teachlets™ will incorporate graphics, video, and audio to show the student the concepts and ideas he/she will need to complete the lessons.

Activity

Activity - The student will apply what he or she has learned during the instructional segment.

Review

Review - This section will recap the key terms, concepts or ideas covered in the lesson.

Assessment

Assessment - Finally, the student will be required to show what he or she can now do as a result of what he or she has learned in the lesson.

In addition to aligning with national online curriculum standards, CaliCA@VIMS's curriculum and instructional design is in close keeping with leading research 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 highly

qualified, specially trained professional teachers.⁹ In addition, the National Standards for Quality Online Teaching focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner.¹⁰ CaliCA@VIMS 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.

To ensure that its curriculum is continuously improved to better meet the needs of its learners, CaliCA@VIMS will use the Connections Academy StarTrak rating system. On virtually every lesson in the CaliCA@VIMS curriculum and on the home page for each parent is a StarTrak 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 Academy. The current average StarTrak rating for a lesson in the CaliCA@VIMS curriculum is 4.06 stars on the five-star scale. Since the StarTrak tool launched nationally in Fall 2007, Connections Academy parents and students have provided more than one million lesson ratings.

Curriculum Overview: The CaliCA@VIMS curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since CaliCA@VIMS learners do not face the distractions and interruptions of a typical school setting – from lining up in the hallway to waiting out the teacher’s handling of disruptive peers – they often 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 at CaliCA@VIMS; discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Learning Coaches.

As noted earlier, the entire CaliCA@VIMS curriculum will be updated regularly to conform to California Content Standards (see Exhibit B for samples of current alignment) and student needs, with major changes subject to approval by the charter Governing Body. CaliCA@VIMS will begin pursuing Commission on International and Trans-Regional Accreditation and the Western Association of Schools and Colleges accreditation toward the end of its first year of operation. Its efforts in this regard will be guided in part by the Connections Academy schools serving Southern and Central California, Capistrano Connections Academy, which have successfully secured WASC accreditation.

Elementary and Middle School: The K-8 CaliCA@VIMS curriculum will integrate textbooks, lesson plans and other content from a variety of leading publishers including Pearson Prentice Hall, McGraw Hill Glencoe, Scholastic, The Great Books Foundation, Zaner-Bloser®, and many others. In addition to high-quality print materials, the CaliCA@VIMS curriculum also features technology-based content from “best of breed” providers such as, BrainPop®, World Book®, SkillsTutor™, Compass®, and United Streaming®, as well as the nationally recognized Hooked on Phonics® and Hooked on

⁹ 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.

¹⁰ The National Standards for Quality Online Teaching, North American Council for Online Learning, www.nacol.org, 2007.

Math® programs. The CaliCA@VIMS curriculum integrates a variety of proprietary and highly effective technology tools such as Teachlets – online animated tutorials developed by Connections Academy to introduce challenging topics and provide interactive practice – and LiveLesson, which provides for real-time web conferencing with small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing. (See Definitions above for more details.)

Foreign language instruction begins early at CaliCA@VIMS, with Spanish and French available to students in grades K-8. Advanced middle school students also currently have the option to take French, German, Latin or Mandarin Chinese. Language courses integrate proven-effective online materials with a unique audio feature that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson instruction for maximum student-to-teacher and student-to-student interaction.

The CaliCA@VIMS curriculum currently also includes unique electives such as Home Life, which provides fun skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. New Home Life modules are added regularly, including the recent additions of 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 (a sport of navigation with map and compass).

The CaliCA@VIMS K-8 technology literacy course, Educational Technology and Online Learning, provides not only a comprehensive set of technology skills ranging from basic productivity tools to Web page development, but also reinforces national and state academic standards, online study skills, and Internet safety.

An interactive CaliCA@VIMS course called Frog and Toad Quest provides students an opportunity to monitor frog and toad populations across the state and around the nation. This online project joins Connections Academy students with scientists from the National Wildlife Federation and U.S. Geological Survey as they monitor amphibians and collect and analyze data on their activities.

CaliCA@VIMS also provides online state assessment preparation, currently offered for Grades 2-8, through a program called Study Island. This state-specific assessment preparation and standards-based learning program has been shown to produce a typical test performance increase of over ten percent. Each Study Island topic is built from one California Academic Standard and contains a lesson and assessment question. Students can choose either traditional tests or interactive games in order to go through the material. Teachers then have access to real-time progress reports that analyze deficiencies and help target intervention.

See Exhibit C for a complete Program Guide detailing the Connections Academy curriculum from 2009-10.

High School: CaliCA@VIMS will provide a comprehensive high school program with three levels of academic coursework: Basic, Standard, and Honors. While all three levels are designed to meet state standards and provide students a rigorous curriculum, the three levels will enable differentiation based on student needs and career goals. CaliCA@VIMS students work with their school counselors to determine appropriate course level

placement. The Connections Academy high school curriculum currently consists of approximately 165 courses, including a wide variety of electives and intensive foreign language instruction from Spanish and Latin through Japanese and Mandarin Chinese.

The high school program involves more online experience than the K-8 program, as appropriate for secondary school learners. Compared with K-8, CaliCA@VIMS's high school program includes substantial teacher-directed instruction through synchronous and asynchronous e-learning tools. The California Academic Standards-aligned high school curriculum integrates digital versions of textbooks from major publishers enhanced by multimedia, interactive material, communication/conferencing tools, and team projects. In keeping with best practice in virtual learning at both the high school and university level, however, core academic courses also include the provision of print-based textbooks from leading national publishers. The use of print as well as online texts is regularly cited by parents and students as an important differentiator for the Connections Academy high school program. In addition, students will have offline assignments, projects, novels and practice work. For a more complete description of the high school curriculum, please see the Program Guide in Exhibit C.

CaliCA@VIMS high school courses typically include extensive use of Teachlets, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons. Along with the use of LiveLesson, Teachlets dramatically increase the effectiveness of the secondary school instructional model. In addition to Teachlets and LiveLessons (see Definitions above), the CaliCA@VIMS high school courses incorporate graded asynchronous online discussions which are required for all students. This tool creates important opportunities for collaboration and interaction among students.

This quality virtual high school program also includes a host of services and procedures to address credits, transcripts, and guidance counseling. It is important for students to start early on planning 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. The following important aspects of the CaliCA@VIMS high school program were developed with input from a national group of principals, guidance counselors, superintendents, teachers and parents.

- *Course Selection and Credit Transfer:* As noted above, Connections Academy has been approved by the University of California as an "A" to "G" provider, and its curriculum is CITA-accredited which helps to ensure that credits will transfer to other high schools as well as to any college or university. The school will seek both CITA and WASC accreditation within its first years of operation. For students transferring into CaliCA@VIMS, guidance counselors carefully analyze student transcripts to provide the maximum allowable "transfer credit" into the CaliCA@VIMS program. Grade level assignment for high school students in CaliCA@VIMS is based on the number of successfully completed course credits. Upon graduation or withdrawal, students will receive an official CaliCA@VIMS transcript detailing both the credits earned at CaliCA@VIMS as well as any transfer credits. Connections Academy 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 referred to as Carnegie Units).

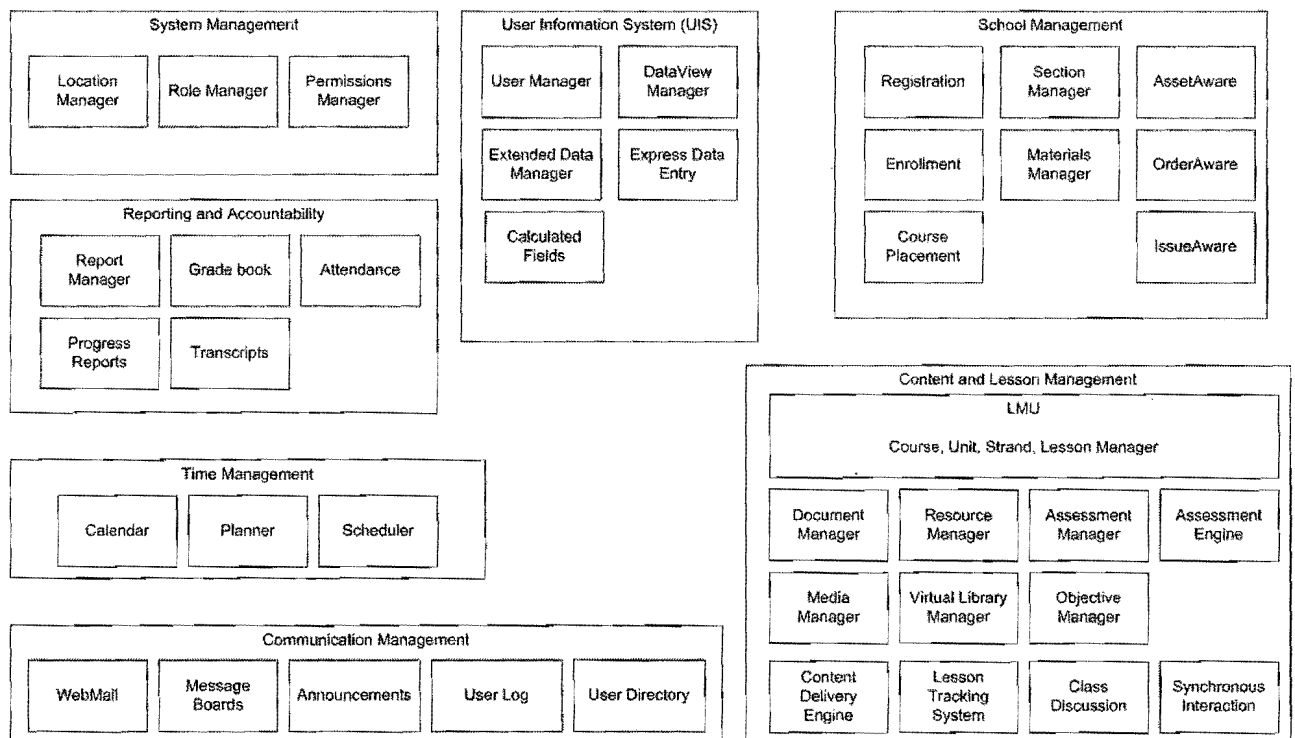
CaliCA@VIMS parents receive a detailed Course Selection Guide with specific school information during the enrollment process. Parents then have an opportunity to select the courses for their students based on their academic level, previously completed high school level courses, and plans for higher education and/or career. Parent selections are analyzed along with the student's prior academic record by the Connections Academy Placement Team who will then either accept these selections or recommend some modifications.

- *Instructional Delivery and Scheduling:* CaliCA@VIMS 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 CaliCA@VIMS high school program includes a significant amount of computer-facilitated learning. As noted previously, while hard copy 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 with is largely asynchronous/user scheduled (which means 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 (which means that the schedule is fixed and students must all move at a similar pace). This does not take away the ability of CaliCA@VIMS 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:* Each CaliCA@VIMS student must successfully complete a minimum of 24 Carnegie units (240 semester hours) to graduate. Units completed must meet or exceed the California graduation requirements.
- *Promotion, Graduation and Grade Point Average (GPA):* Students in Grades 9 – 12 must be enrolled in a minimum of four and a half (4.5) credits over the course of the school year, as the CaliCA@VIMS program is a full time public school program. In order to move to the 10th grade, students must have earned (or transferred) a minimum of 5 credits, to move to the 11th grade student must have earned (or transferred) a minimum of 10 credits and to move to the 12th grade students must have earned (or transferred) a minimum of 16 credits. Students will only receive credit for classes passed with a C- grade or better. To graduate and receive a diploma from CaliCA@VIMS, a student must have been enrolled for at least one whole semester prior to graduation and must pass the CAHSEE. Each student must successfully complete a minimum of 24 Carnegie units (240 semester hours) to graduate, as shown above.

Learning Management System: The platform for organizing and managing the entire CaliCA@VIMS educational environment will be the online Learning Management System developed by Connections Academy specifically for K-12 public virtual school use. This proprietary, web-based software will allow CaliCA@VIMS to deliver every assignment and track every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. The LMS operates within Connections

Academy's very 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. The Connections Academy LMS is proprietary software developed by Connections Academy and copyrighted in 2002, 2003, 2004, 2005, 2006, 2007 and 2008. The software is based on Microsoft's .Net Framework and is written in C#. Connections Academy provides its LMS on an ASP basis – hosting the software, automatically installing all updates, and ensuring continuously updated support. The LMS is fine-tuned on a regular basis throughout the school year, with a comprehensive update each year prior to the beginning of school. The LMS has been engineered for growth, flexibility, and scalability. The system has readily accommodated 3000% growth nationally in student enrollment from its launch in 2002, and is prepared to effectively serve more than 20,000 unique, full-time student users in its current configuration. 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. The Connections Academy LMS is available 24 x 7 (except for normal off-hour scheduled maintenance periods) to CaliCA@VIMS students and their families and to other authorized users according to their permissions. With this system, CaliCA@VIMS is able to provide an unprecedented level of time-on-task detail while benefiting from robust communication, collaboration, and course delivery tools.

An LMS overview schematic is below:



California-certified teachers: Each CaliCA@VIMS student is assigned at least one California-certified program teacher specially trained in the CaliCA@VIMS curriculum and instructional method. In the secondary grades, each student is assigned to more than

one highly 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 will add, expand or replace assignments; they will also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need 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 occurs once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their student's learning plans. In addition, CaliCA@VIMS will require at least one face-to-face meeting between each student and a CaliCA@VIMS teacher during the course of the school year, though families are always welcome to visit the CaliCA@VIMS offices during business hours to meet with their teachers in-person.

Supporting the CaliCA@VIMS teachers in their work are Connections Academy curriculum specialists, who are highly trained in distance education methodologies and the curriculum. One or more specialists are also credentialed in special education and can serve as resources for program teachers as they develop/adjust Individual Education Plans (IEPs) for special education students in the CaliCA@VIMS program.

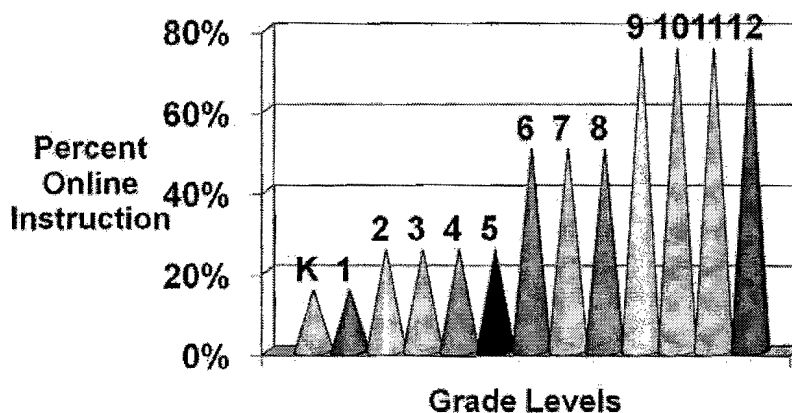
School Calendar and Instructional Minutes: CaliCA@VIMS will follow a traditional school year calendar that will include a minimum of 175 days during which instruction will be provided by school staff. The school calendar may be extended to allow families more flexibility in completing the year's work, or to provide extra learning time for students who are at risk. The CaliCA@VIMS program provides for and offers more than the legally mandated minimum instructional minutes for every grade.

Independent Study: CaliCA@VIMS will adhere to all applicable California Independent Study Regulations, in accordance with CCR Title 5, Sections 11700-11705. This would include the creation and execution of master agreements (see Exhibit D), creation and adoption of Board policies regarding Independent Study, appropriate maintenance of work products, staffing that complies with the required pupil to teacher ratios, and enrollment within the geographic limitations on the place of residence of the pupils. In addition, CaliCA@VIMS will comply with Ed. Code Section 51747.3 and will not provide any "thing of value" to pupils that a school district could not legally provide to its pupils.

Technology and Socialization: In addition to working with the curriculum materials described above, CaliCA@VIMS students will have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings facilitated by the CaliCA@VIMS community coordinators – parent volunteers whom CaliCA@VIMS supports in organizing such activities for families who live nearby. CaliCA@VIMS's technology-based activities (see also below) 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 instant messaging with teammates on virtual group projects. All of the collaborative online activities and communications tools are restricted for use only by members of the

CaliCA@VIMS community; parents can feel comfortable that their children are experiencing this technology safely within the “walled garden” of CaliCA@VIMS.

Given the balance of modes and media for learning at CaliCA@VIMS, actual time online for students (as compared to parents and teachers) will vary according to each student’s developmental level, learning needs, and learning styles. Students in grades K and 1 may spend up to 15% of their time online; students in grades 2 -5 may have a range of 15 - 25%; students in grades 6 - 12 may range from 25- 75+% of time online.



Collaborative activities: To further their social development while building essential 21st century skills, CaliCA@VIMS students will have the opportunity to participate regularly in both face-to-face and virtual community activities. CaliCA@VIMS’s technology-based activities include the following.

- *Book Club:* Guided by a teacher through online prompts and discussions, students read and converse about selected books. A collaborative online environment is dedicated to this club to encourage group literary discussion.
- *Environmental Club:* Students exchange ideas about ways to keep our planet clean and discuss such global issues as alternative energy, trash collection and recycling, and allocating limited resources. Students are encouraged to take what they learn to their local community.
- *First in Math®:* Working at their own pace, students play interactive games on the *First in Math* website, reinforcing a wide range of skills. Students take part in a national competition by earning points while they master key concepts.
- *Robotics Club:* First working individually to learn how robots are built and controlled, students move to group challenges where they cooperate with one another to make a robot successfully complete a task.
- *Arts and Crafts Club:* A simple instructional format encourages students to create crafts using materials found at home or in nature. Crafts include apple printing, magnetic poetry, and making gifts and educational games.
- *Pen Pals:* Skills in letter writing, penmanship, and written expression evolve when students are matched by grade level and personal interests—all while making friends with other Connections Academy students.
- *Science in the Kitchen:* Students apply their research skills and scientific knowledge in conducting experiments and discovering results. Students view and discuss experiments online in a collaborative format.

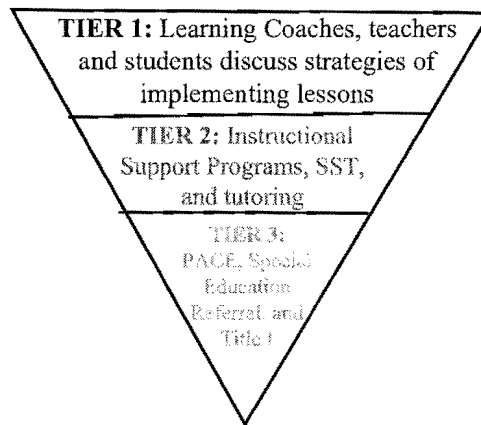
- *Debate Club*: Students will learn the art of public speaking and critical thinking in this challenging new debate club facilitated by Connections Academy Language Arts experts in a virtual environment. Students will discuss and debate current events and utilize skills such as brainstorming, topic research, presentation strategies, verbal and non-verbal cues, and role-playing. Facilitators will help students develop position statements, support arguments, think analytically, and become comfortable with public speaking.
- *Quiz Bowl*: Trivia whiz kids can test their knowledge of fun facts in the Connections Academy quiz bowl game. Trivia questions will be presented for elementary and middle school students, while academic questions will challenge high school students in the form of a weekly academic competition. Winners will be identified by state. High school champions will move on to a virtual end-of-year national academic quiz bowl competition.
- *Student Advisory Council*: Students selected in each state work together to provide guidance and feedback on student-related activities, such as creating a student mentoring program and identifying community service projects. The council fosters an environment for leadership skills and school community.
- *Chess Club*: Students will learn about the ancient world of chess, including the origins of the game, descriptions of the chess board, opening positions, piece identification, rules of play, terminology, and winning strategies. Students can sign up to practice and play chess on a private message board using notation language. Students may also have an opportunity to compete at local organized community events.
- *Student Literary Magazine*: The Pens and Lens literary magazine recognizes and publishes original student work. Students are encouraged to use their unique artistic expression in both written and photographic forms and inspire their fellow students in this monthly publication.
- *Student Newspaper*: A student-managed newspaper team, including reporters and a staff, publish a monthly newspaper, The Monitor. Students learn group dynamics, organization strategies, and team-building exercise as they research and write stories on current events, sports, entertainment, and fashion.
- *The Poetry Corner*: To encourage artistic expression, the Poetry Lady will teach students the fine art of writing poetry. Students post their original poems on the Poetry message board and select poetry may be published in the Connections Academy Literary Magazine. Students are encouraged to keep a poetry journal.

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)]

CaliCA@VIMS is very well equipped to respond to the needs of students who are lagging academically. First, through the CaliCA@VIMS placement process, these students will be provided with the curriculum materials and teaching resources that are 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.

In addition, CaliCA@VIMS will utilize a multi-tiered intervention approach to curriculum and instruction, which ensures that individual students receive the support they need. Students who may not be successful in the standard program, Tier 1, receive additional support via the supplemental and alternative programs in Tier 2 and Tier 3 as highlighted in the adjacent chart. The CaliCA@VIMS staff will form a Student Support Team (SST) to focus collaboratively on the needs of students who are struggling, and facilitate tutoring and other supports using this multi-tiered approach.



Finally, it should be noted that 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.

This multi-tiered, personalized approach of the Connections Academy program has proven its effectiveness nationally in boosting academic achievement for struggling students. For example:

Florida Connections Academy received a state school grade of A for each of the past three years (2006-2009), the highest possible rating for a Florida public school, in significant part because of its record in improving the performance of students in the lowest quartile in the previous school year:

Florida Connections Academy - Progress of Lowest 25% on State Test		
YES if 50% or more make gains in both reading and math.		
2006-07	Reading YES - 70%	Math YES - 68%
2007-08	Reading YES - 67%	Math YES - 63%

Ohio Connections Academy was the only e-school in Ohio to make AYP for the 2006-2007 and 2007-08 school years, including district-operated programs. The school demonstrated significant year-to-year improvements for low-achieving students, those in the bottom two rankings ("basic" and "limited") on the Ohio Achievement Test (OAT).

05-06 test score was:	06-07 test score*
Reading basic	55% moved to Advanced, Accelerated or Proficient

Math basic	33% moved to Advanced, Accelerated or Proficient
Reading limited	52% moved up at least one level
Math limited	42% moved up at least one level

* Results based on students who started and ended school year at OCA taking the 2006-2007 OATs with a prior year OAT test score available.

Commonwealth Connections Academy in Pennsylvania, which made AYP in 2007-08, showed success in moving students in Basic or Below Basic up at least one level.

05-06 test score was:	New student 06-07 score*	Returning student 06-07 score*
Reading basic	50% scored Advanced or Proficient	50% scored Advanced or Proficient
Math basic	27% scored Advanced or Proficient	42% scored Advanced or Proficient
Reading below basic	14% moved up at least one level	28% moved up at least one level
Math below basic	17% moved up at least one level	30% moved up at least one level

*These results are based on students who started and ended school year taking the 2006-2007 Pennsylvania System of School Assessment (PSSA) test with a prior year PSSA test score available.

By selecting a program with this track record, CaliCA@VIMS has equipped itself to address the needs of its low-achieving students.

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 will also thrive at CaliCA@VIMS. The placement process assures that such learners are provided with the most appropriate curriculum, pacing, and teaching approach from day one. CaliCA@VIMS teachers work closely with Connections Academy curriculum specialists and Learning Coaches to assure 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.

In addition to the power of its individualized approach to bring out the best in every child, CaliCA@VIMS will offer a formal and focused gifted program for grades three through eight. The curriculum in this program covers the same educational standards as the standard offering, but with more challenging assignments covered at an accelerated pace, along with additional required activities that extend the lesson topic and promote higher-level thinking and understanding. The students are grouped together with other gifted learners and opportunities for group interaction, particularly through Live Lesson, are provided. Further, the teachers assigned to work with the gifted groups receive additional training in gifted instruction. Gifted students may be identified either during the enrollment process or once enrolled, following teacher or parent recommendation. Identified students may be placed in the gifted curriculum at or above their grade level. Students in grades three through eight may be enrolled in “gifted” Language Arts, Mathematics, and/or Science courses. Transcripts of students in grades three through eight will reflect students’ participation in and completion of gifted courses.

For students not already identified as gifted, CaliCA@VIMS will implement a process that allows parents and teachers to nominate a student for identification as gifted. Under the direction of the gifted education teacher for the school, a team will meet to review the student’s Connections Academy gifted questionnaire, Longitudinal Evaluation of Academic Progress™ (LEAP) performance, work samples, and state test results. If additional information is needed, the team may request an individual ability test be administered. The individual ability test measures thinking skills, reasoning abilities, and abstract thinking. After gifted identification is made, the student works together with the Learning Coach and teacher to create a differentiated educational plan. Courses for gifted students in grades three through eight are so designated in the Program Guide (See Exhibit C) by a star with a “G” inside.

The CaliCA@VIMS high school program offers a rigorous college preparatory curriculum that provides an opportunity for students to enroll in Honors and Advanced Placement courses. Honors courses provide advanced students with opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking and understanding. The Honors courses are indicated with a red star in the Program Guide (see Exhibit C). School counselors carefully review each student’s transcripts to determine when an Honors course is appropriate. Course selection will be made in close consultation with students and their parents.

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)]

The No Child Left Behind Act of 2001 (NCLB) requires that all children, including English Language Learners (ELL), reach high standards by demonstrating proficiency in English Language Arts, and Mathematics by 2014. Those students whose assessments reveal limited English proficiency are identified as English Language Learners. Schools and districts must help ELL students make continuous progress toward this goal, as measured by performance on state tests. The law sets several key mandates; a highly qualified teacher in each classroom, the opportunity for children to learn English, and other

subjects at the same academic level as other students, the opportunity to be placed in an English acquisition curriculum, if needed.

CaliCA@VIMS will offer an English language learning program that serves students with a primary language other than English. Connections Academy policies and procedures ensure that English language learners are successful and achieve academic standards. ELL students are identified and the students' language abilities are assessed. The English Language Learning Program is designed to meet limited-English proficient student's language and academic needs, and has clear exit criteria. CaliCA@VIMS is committed to meeting the needs of English language learners at all grade levels offered and through all the content areas. To help the school fulfill its commitments, CaliCA@VIMS will have an ELL coordinator.

Application to Enroll in Connections Academy: CaliCA@VIMS will identify all students whose primary or home language is other than English (PHLOTE). During the enrollment process all families are required to complete the Primary Home Language Survey. Connections Academy then screens and assesses, as needed, all PHLOTE students to determine if they are limited English proficient (LEP) and need special language assistance to effectively participate in the Connections Academy instructional program. CaliCA@VIMS is a virtual school whose students complete work at home under the direction of a Learning Coach, who can be a parent or other designated adult who assists the student in his/her learning (see also Section B above). The Learning Coach must be proficient enough in reading, writing, speaking and understanding English to assist the student.

The Primary Home Language Survey is included with the Connections Academy Student Application. Required questions from the California State Home Language Survey have been incorporated into the standard Connections Academy primary home language survey. Home Language Surveys results are maintained as part of the school's student records.

On a regular basis, the CaliCA@VIMS principal and the Connections Academy special education staff will be informed by the enrollment group of applications from families where the primary language in the home is not English. The family will be contacted and school or Connections Academy staff will ensure that there is a Learning Coach for the student who will be able to assist the student adequately in the program. After contact with the family, assessment of the student will occur next.

ELL Assessment: The *California English Language Development Test* (CELDT) is required to test students with home language other than English, within 30 calendar days after the first date of enrollment in a California public school in order to identify English learners. The CELDT is also administered annually, by October 31, to students who have previously been identified as ELL, to measure student progress in learning English until a student becomes proficient. Listening, speaking, reading and writing are assessed for students in grades K-12. Designated CaliCA@VIMS staff will be trained to administer the CELDT test.

Instructional Program: CaliCA@VIMS will provide quality language instruction, based on scientific research for English acquisition, in addition to quality academic instruction in reading and math. Students who are becoming fluent in English are also learning academic content in such areas as reading and math, so that they are not left behind. 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.

The individualized pace of the Connections Academy program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. A Connections Academy curriculum specialist with ESL/LEP/ELL training is available to work with CaliCA@VIMS teachers, Learning Coaches and students to adapt the core material for ELL students and provide appropriate supplemental resources, including various technologies that can facilitate language acquisition.

To meet the needs of ELL students with less English speaking proficiency, CaliCA@VIMS will deploy a more comprehensive English as a Second Language (ESL) instructional approach, including adapted materials for students and parents and special training for teachers certified to teach ESL. LiveLessons are utilized in this effort as well.

CaliCA@VIMS provides English language learners with a virtual English language acquisition program. The Learning Coach and the student will access the Connections Academy virtual English language acquisition program through the computer. The program is designed to assist the Learning Coach in supporting the student to attain English proficiency. Parents have the right to decline ELL enrollment or to remove their children from ELL programs.

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.*

As a public school CaliCA@VIMS shall, through its policies and procedures, comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). CaliCA@VIMS (in association with the SELPA as appropriate) will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, conducting IEP team meetings, arranging for the provision of any necessary related services through charter

school staff and through contractual arrangement with local school districts, SELPAs or private providers, and implementing placements in accordance with those Acts.

As a charter school, CaliCA@VIMS has the option under Ed Code Section 47641 to be deemed a Local Educational Agency (LEA) for special education purposes, and plans to hold discussions with several SELPAs to work towards this status. During this process, the school will provide verifiable assurances of its ability to fulfill all obligations in its capacity as an LEA. If the school is successful in joining a SELPA, it will then be able to provide written assurances that it will participate in a special education plan area approved by the State Board of Education. These assurances will meet the requirements under Ed Code Section 47641 for being an LEA under federal law.

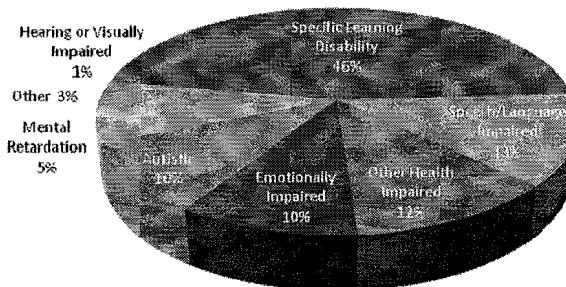
Until such time as the school becomes an LEA for special education purposes, it will be considered a public school within the sponsoring LEA, consistent with the charter school law. The school will notify the sponsoring agency and the current SELPA of any changes in this status. CaliCA @VIMS also reserves the right to operate its special education program under any other equally effective option available under the law. Participation as an LEA in a SELPA may require some modification to the processes and procedures described in this section in order to comply with SELPA requirements.

CaliCA@VIMS is well positioned to manage its special education services (see below). CaliCA@VIMS will be able to begin appropriately serving its special education students immediately, as it will draw on the experience in this area of two existing California Connections Academy schools. The virtual school plans to explore a variety of creative arrangements with the sponsoring district for the provision of special education services and funds, in accordance with Ed Code 47646(b) and (c). Details of any agreement reached will be included in the Memorandum of Understanding with the sponsoring district.

Regardless of the vehicle through which it ultimately provides special education services, CaliCA@VIMS is committed to serving children with disabilities whether such children are currently or newly identified as disabled. For those not familiar with non-classroom based virtual schools, it may be difficult to imagine implementation of the Individuals with Disabilities Education Act (IDEA) for students who are participating in a public charter distance education program from their homes. There are many similarities between the approach to special education in a virtual public school and that of a traditional school, but also some differences.

Enrollment of students with disabilities in virtual schools is representative of students with disabilities within the state, both in numbers and in the disabilities served. Of the more than 20,000 students served by Connections Academy virtual public schools during 2008-09, 12-15% were special education students with Individualized Education Programs (IEPs) or 504 Plans, a concentration of special needs learners that mirrors the traditional public school system.

Disabilities of Special Needs Students



Furthermore, the distribution of specific disabilities among these students is very similar to that in brick-and-mortar public school settings (see accompanying chart).

Virtual schools like CaliCA@VIMS open up a vast range of possibilities and options for the delivery of the full continuum of special education and related services such as speech-language, occupational or physical therapy, psychological counseling, among others, to eligible students as described below. The Governing Body of CaliCA@VIMS will work closely with the school's specific state-certified special education personnel to adopt and enforce correct special education policies that reflect state and federal code while striving for optimum parent satisfaction with special education services.

Services for students with disabilities in Connections Academy-affiliated schools include, but are not limited to:

- Consultative support to the CaliCA@VIMS regular education teachers to provide modification and accommodation to the general education curriculum
- Direct special education support to a student which may be provided via the telephone, Internet, LiveLesson, as well as in person
- Direct related service support (for example, speech-language, occupational or physical therapy, psychological counseling, among others) provided face to face via computer, in homes, community sites and therapist offices
- Related services which may also include parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP
- Ongoing progress monitoring for every student, including:
 - Frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent and teacher through their respective home pages
 - Careful logging in the LMS of every conversation (by phone, WebMail, LiveLesson or other means) and consultation with the student and/or parent
 - Specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services

It is also worth noting that the individualized focus of a virtual school, along with the one-on-one learning environment, often has a positive impact on students' ability to participate in the general education environment. While a special education student in a brick-and-mortar school may need to be removed from a busy classroom in order to focus, in a virtual school that same student may need less special education support to progress satisfactorily in the general education curriculum.

CaliCA@VIMS will be prepared to ensure the complete range of services for its students with special needs. CaliCA@VIMS plans to include a Special Education Coordinator on staff, who together with Connections Academy LLC's Special Education Director and staff (who possess extensive experience and credentialing in providing support and services to

children with disabilities using the virtual school instructional model) will be able to effectively meet the needs of special learners. The role and the function of the Special Education Coordinator at CaliCA@VIMS will be to facilitate the implementation of the students' IEPs. The Special Education Coordinator will be an employee or contractor of CaliCA@VIMS and will at a minimum possess full certification in special education. The Special Education Coordinator will consult with the general education teachers so that the general education teachers may provide direct instructional support to special education students. Consultation provided by the Special Education Coordinator will include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students. Direct special education will be overseen and/or provided by the Special Education Coordinator consistent with students' IEPs via telephone, Internet, LiveLesson, and in person. The Special Education Coordinator will also be responsible for securing and coordinating any other direct services for students which are not provided by CaliCA@VIMS staff.

The CaliCA@VIMS Special Education Coordinator will work with the Connections Academy national Special Education Director to meet the special education needs of all CaliCA@VIMS students. All services will be provided in compliance with California statute, following a Special Education Procedures Manual developed specifically for this school (and reviewed by any oversight agencies as desired).

For students enrolling in the charter school who do NOT already have an IEP or a prior diagnosis for special education, CaliCA@VIMS will follow this process:

- **Identification:** To ensure service for students entering CaliCA@VIMS without prior diagnosis for special education, the CaliCA@VIMS principal and Special Education Coordinator, together with the national Connections Academy special education team, will regularly review teacher observations, assessment results and other data to identify any possible special education needs among CaliCA@VIMS students. The CaliCA@VIMS Special Education Coordinator will serve as the Child Find coordinator to conduct Child Find coordination and location activities. These activities will include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness throughout all counties served through outreach about CaliCA@VIMS special education services and procedures.
- **Pre-referral/Referral/Evaluation:** The CaliCA@VIMS staff will form a Child Study team consisting of teachers, special education coordinator, principal, and Connections Academy specialists to handle all pre-referrals, which may be made by teachers, parents, or others. The Child Study team will determine if the student's needs can be met through curriculum modifications and interventions or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each. If the Child Study team suspects that a student requires special educational services, the following procedures are implemented:
 - The CaliCA@VIMS teacher consults with the principal and Connections Academy Special Education Director to complete an official special education referral. The parent is notified of this referral.

- Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
- Parent is invited to the interdisciplinary Child Study team meeting to review the assessment results.
- **IEP Development:** If as a result of evaluation, the Child Study team determines that the student has a disability, an IEP meeting is scheduled – at the CaliCA@VIMS office, at another mutually agreeable site, or by telephone – and the parents are invited to attend. IEP goals are formulated with parental consent. The IEP is then implemented as described above.

For students enrolling in the charter school who DO already have an IEP, CaliCA@VIMS will follow this process:

- **IEP Review:** CaliCA@VIMS will review the existing IEP and take one of these actions:
 - If the IEP already reflects a virtual and/or independent study environment, the student continues through the enrollment process with the existing, compliant IEP.
 - If CaliCA@VIMS special education staff feels the student's needs can be appropriately met in the least restrictive environment in a virtual setting, but the IEP does not reflect such a placement, the student continues with the enrollment process, and within the first 30 days of school an IEP conference is held by CaliCA@VIMS team to revise the IEP and document the student's official change of placement. During the interim CaliCA@VIMS implements the student's IEP to the extent possible.
 - The school may request that the IEP team from the previous school and/or school of residence consult on whether the student's needs can be met in an independent study school environment.
 - If a student with a disability who is receiving special education services pursuant to an IEP in another state transfers to CaliCA@VIMS, CaliCA@VIMS will, in consultation with the parents of the pupil, provide the pupil with a FAPE including services which are comparable to the services described in his/her previous IEP. CaliCA@VIMS shall continue to provide such a free appropriate public education to the pupil until such time as the school conducts an evaluation of the pupil and develops a new IEP for the pupil, if determined appropriate, in accordance with applicable federal and state law.
 - If the IEP does not reflect a virtual placement, and based on its evaluation – in compliance with state and federal law – the CaliCA@VIMS IEP Team determines that the student's needs will not be appropriately met in the least restrictive environment with a virtual setting, CaliCA@VIMS will refer the student back to his or her current school/resident district to secure a setting in which the IEP can be effectively implemented. A representative of the district of residence will be invited to participate in the IEP team meeting to assure their agreement. CaliCA@VIMS ensures the participation of all disability types in its school program and that specific disability types will NOT be counseled out.

Annual and Triennial Reviews: The CaliCA@VIMS Special Education Coordinator will facilitate Annual and Triennial Reviews of the IEP including reviewing student progress within the existing IEP, creating new IEP goals; obtaining parent consent for and approval of new IEP, arranging for any necessary student testing, and providing a qualified administrator to oversee IEP meetings. In order to make efficient use of staff resources, IEP meetings may be held at the CaliCA@VIMS office, at another mutually agreeable site, or by telephone. Specific arrangements will be made on a case-by-case basis and will be in accordance with all applicable law. CaliCA@VIMS will maintain responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools.

III. ASSESSMENT AND USE OF DATA

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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. [Ref. California Education Code § 47605 (b)(5)(B)]

A crucial part of CaliCA@VIMS’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.

Academic outcomes: CaliCA@VIMS has established several core academic goals, measurements, and performance criteria. They are as follows:

- Goal I: School Performance:** CaliCA@VIMS will use standardized testing to calibrate student performance and improvement on a yearly basis. CaliCA@VIMS will be fully accountable for its students’ achievement in keeping with the 1999 state Academic Performance Index (API) law, the federal No Child Left Behind Act, and any other applicable achievement requirements for charter schools.

Measurement: CaliCA@VIMS will expect and encourage students to participate in all state-mandated testing, including the STAR assessment system, the results of which will be calculated into the school’s API (a scale of 200-1000) and its Adequate Yearly Progress measure under No Child Left Behind. Participation in standardized testing will be addressed in the Master Agreement (see Exhibit D) the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit E).

Performance Criteria: CaliCA@VIMS will actively work to meet or exceed the API scores of a demographically comparable school within the seven-county area, and will ultimately target a school API score of 800 or better each year. In addition, CaliCA@VIMS will actively work to meet its API growth targets, and any other applicable targets established for charter schools. The CaliCA@VIMS program will also be designed to insure that the school will demonstrate Adequate Yearly Progress.
- Goal II: Yearly Growth:** Based on a value-added model of academic growth, each student will demonstrate a year of academic growth for a year in school. While not every student will start or end the year at the same place on the ladder, all should climb the same number of rungs. Students will master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Academic Content Standards.

Measurement: CaliCA@VIMS uses a technology-based standardized pre- and post-test to gauge yearly progress. This test is typically administered at the beginning and end of the year. In addition, other work products in the students’ portfolios are evaluated. Student

promotion data may also be used in order to have a better-rounded picture of student growth.

Performance Criteria: CaliCA@VIMS will actively work towards the goal that more than 75% of its students across each demographic subcategory demonstrate a year of academic growth on an annual basis.¹¹

- **Goal III: Student Progress:** CaliCA@VIMS students will demonstrate ongoing progress in their California Content Standards-aligned curriculum through Attendance, Participation, and Performance.

Measurement: Data tracked by the LMS includes:

- Attendance: Logged by Learning Coaches, verified by CaliCA@VIMS teachers.
- Participation: Measured by completion of lessons/course, submission of portfolio items in timely manner, communication with teacher, and other variables.
- Performance: Mastery of concepts across all core academic subjects, measured on internal assessments, including quizzes, tests and portfolios.

Performance Criteria:

- Attendance: 90% of students in Satisfactory status each quarter
- Participation: 80% of students in Satisfactory status each quarter
- Performance: 75% of students in Satisfactory status each quarter

Non-academic outcomes: CaliCA@VIMS has also established important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement. They are as follows:

- **Goal IV: Attendance.** CaliCA@VIMS students will maintain high attendance.
Measurement: CaliCA@VIMS 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 the LMS as well as a teacher attendance log of the final attendance credit awarded to each student each school month.
Performance Criteria: CaliCA@VIMS will target an average school attendance rate of 95% over the school year.
- **Goal V: High-Quality Teaching.** CaliCA@VIMS will provide its students with excellent teaching.
Measurement: Teacher retention and ratings on satisfaction survey.
Performance Criteria: CaliCA@VIMS makes every effort to hire only teachers that meet all of the qualification guidelines established by the CaliCA@VIMS charter. CaliCA@VIMS also makes every effort to hire teachers who are “highly qualified” under NCLB and state guidelines, and

¹¹ This performance measure will only apply to subgroups that have sufficient numbers.

target hiring 100% highly qualified teachers. CaliCA@VIMS will actively work to insure that retention of well performing teachers will meet or exceed 90% each year, and that the overall teacher performance ratings will be above average on the CaliCA@VIMS evaluation system in place that year, for example, 3 or better on a 5-point scale.

(See also Section III C below)

- **Goal VI: Family Satisfaction.** Families will rate their school highly and be satisfied with their children's school experience

Measurement: An annual survey will provide an objective measure of satisfaction with the program.

Performance Criteria: CaliCA@VIMS will measure at least 4.0 in overall program satisfaction on a 5-point scale in an annual survey of enrolled families.

B. ACADEMIC PERFORMANCE INDEX

Where applicable, include a plan for attaining the school's Academic Performance Index growth target. [Ref. Criteria for Review: CCR-5, § 11967.5.1(f)(2)(B)].

CaliCA@VIMS will comply with all applicable state laws regarding the Academic Performance Index (API). CaliCA@VIMS's API scores and growth targets will be developed by the California Department of Education (CDE). CaliCA@VIMS will participate in all assessments and report all data needed to generate an API score.

Part of each year's evaluation of the school program by both Connections Academy and the charter Governing Body will include information on whether CaliCA@VIMS attained its stated API growth targets. The Connections Academy staff of teachers, education specialists and administrators will annually evaluate whether the CaliCA@VIMS program needs to make any adjustments in order to meet its API targets.

If, in any year, CaliCA@VIMS has not met its targets, Connections Academy will report this to both the charter Governing Body and to appropriate Oakland Unified School District ("District") staff. A written plan will be developed and presented to the charter Governing Body. Following approval or modification, this plan will then be implemented by Connections Academy the following school year.

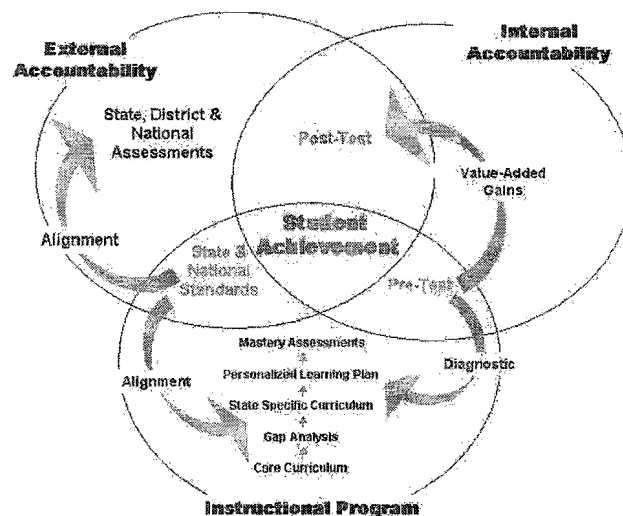
C. METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. [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 Statewide Testing and Reporting (STAR) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California High School Exit Examination, the California English Language

Development Test, 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)].

Student assessment strategies: CaliCA@VIMS shall adhere to the same accountability measures, administer the same state assessments and follow the same proficiency measures as all public schools in California, in addition to using its own internal assessment tools. The accompanying schematic illustrates how CaliCA@VIMS's various assessments combine with top quality curriculum and instruction to improve student achievement and maintain a high level of accountability.

CaliCA@VIMS's assessment efforts begin with a thorough placement test and progress assessment, offered online and offline, which help to customize the student's academic program and formulate the Personalized Learning Plan. CaliCA@VIMS will also utilize ongoing online and offline assessments to measure student progress on the curriculum, and a commercially available standardized assessment tool to measure student gains over the school year. Specifically, CaliCA@VIMS shall use the following assessments and standardized tests to measure pupil progress:



- *Placement:* Prior to the beginning of the academic year each new student will take part in a placement process that includes review of previous school records, consultation with parents, and use of placement tests as needed. CaliCA@VIMS placement specialists then determine a grade level placement in consultation with parents/guardians.
- *Yearly progress:* Students will take a technology-facilitated pre- and post test. The current test is known as the Longitudinal Evaluation of Academy Progress (LEAP) and is administered within the first month or so of school and at the end of the school year. LEAP is used to provide essential diagnostic information for PLP development and instructional planning, to provide an “early read” on a student’s ultimate performance on state-mandated tests, and to report key accountability data on student progress over the academic year. (Note: The school may replace the LEAP test with a comparable pre and post assessment of student progress if a superior assessment tool is found.)
- *Ongoing informal assessments:* During each phase of their curriculum mastery, students will engage in several assessments that tap into all levels of student thinking. Such assessment activities include: scored daily assignments, daily “checks for understanding” requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes to measure understanding of newly presented material. Other more subjective assessment activities include written journal responses and group discussions. The Learning Coach will generally

monitor student performance on these assessments with program teachers providing input as needed.

- *Unit assessments, offline, online and portfolios:* Each subject in the CaliCA@VIMS curriculum is broken into logical units of study. Throughout each unit, students are required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student's portfolio. These assessments require direct teacher evaluation. Online assessments include several quizzes and a unit test. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the unit tests are more comprehensive and occur at the end of an entire unit. Online assessments provide families with immediate objective feedback, while offline assessments provide valuable reflection and expertise from CaliCA@VIMS's certified program teachers. Student report cards and grades will ultimately include a balanced combination of quizzes, tests, work samples (portfolio items) and Learning Coach feedback.
- *Curriculum-Based Assessments:* CaliCA@VIMS will use curriculum-based assessments (CBAs) as a quick and effective way to gather, through telephone conversation, additional information on students' understanding of concepts. Teachers conduct two types of CBAs: diagnostic curriculum-based assessment (DCBA) to pinpoint strengths and weaknesses in student mastery of concepts, and verification curriculum based Assessment (VCBA) to gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- *State-mandated assessments:* CaliCA@VIMS is dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CaliCA@VIMS students will participate in proficiency tests and all other assessments required by the State of California. Results of these annual assessments will be reported through the California Department of Education as well as communicated directly to CaliCA@VIMS parents. Participation in the State testing program will allow for accurate comparisons between schools.
- *School assessment policies:* Responsibility for monitoring, evaluating, adjusting and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators. The school principal will oversee the assessment program and work with education specialists in evaluating and making recommendations for changes. Connections Academy will further oversee the assessment component in its schools, and will make recommendations to the charter Governing Body. The charter Governing Body will have ultimate responsibility for insuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and charter Governing Body approved school policy.

Assessment security: Because CaliCA@VIMS's assessment program begins with solid baseline security and then 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 will have multiple opportunities to assure 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 E), which requires signed assurances of academic integrity – and the unique user name and password provided to each CaliCA@VIMS student distinctive from that of parents and Learning Coaches to assure proper access to online assessments.

The variety of assessment forms also promotes assessment security. A student's work at CaliCA@VIMS begins with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Many of CaliCA@VIMS's ongoing assessments take the form of student portfolio work products (including work in the student's handwriting) sent in by physical mail or submitted electronically directly to the teacher for in-depth review by the teacher. These are combined with frequent online quizzes, periodic online and offline unit tests, and the standardized pre- and post-test, which will be compared against the student's portfolio samples to detect any mismatches. Finally, CaliCA@VIMS teachers are specially trained in telephone and email questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior will be confronted immediately and subjected to standard disciplinary action as described in Section VI below.

School-wide assessment strategies: In addition to assessment of students, CaliCA@VIMS will have in place a variety of measures for determining the success of the overall school program and the school staff:

- *School self-assessment/evaluation:* CaliCA@VIMS will launch with 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 will use the online Learning Management System to watch each of these variables very closely to monitor the school's overall success. The school principal, in collaboration with the staff and with the Connections Academy administrative support team, develops a list of measurable annual school goals that are designed to insure continuous school improvement. The charter Governing Body approves these school goals and the performance of the principal and staff are evaluated in part by using the school goals.
- *Teacher and administrator evaluation:* To assure the highest quality teaching, CaliCA@VIMS expects to set as its goal that the majority of the teacher ratings will be above average, such as a 3 or better on a 5-point scale, using an evaluation rubric administered by the school principal – along with feedback solicited from families. The CaliCA@VIMS instructional staff will be observed on a regular basis and evaluated using a comprehensive, multi-layered evaluation system.

The teacher evaluation system will include the following:

- Learning Coach surveys, rating the responsiveness, effectiveness, knowledge and skills of their assigned teacher(s).
- Principal evaluations from observations of Learning Coach/student interaction, including LiveLesson sessions, and review of correspondence.
- Audit by school support staff of the quality of the teacher feedback on portfolios and other assessments.
- Peer reviews evaluating the degree of cooperation, support and sharing of knowledge.
- Aggregate performance of enrolled students based on a value-added improvement model and documents by data from the Learning Management System.
- Each teacher will create an annual improvement plan detailing their strategies to improve on the metrics listed above, along with measurable goals.

The school principal evaluation system will include the following:

- Parent surveys, rating the responsiveness, effectiveness, and instructional expertise of the school as a whole.
- Aggregate performance of enrolled students based on a value-added improvement model as documented through data captured by the online Learning Management System.
- The school principal will create an annual improvement plan detailing his/her strategies to improve on the metrics listed above, along with measurable goals.

The school principal will be evaluated by Connections Academy and the charter Governing Body. Connections Academy will evaluate the effectiveness of the principal in all areas related to the day to day operations of the school, as well as areas related to overall school performance. The charter Governing Body will review Connections Academy's evaluation of the principal. In addition, the charter Governing Body will contribute to the principal's evaluation in areas where the principal and the board have a direct interface.

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.

CaliCA@VIMS's proprietary Learning Management System captures all needed data about students, their attendance 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 will be used for formal reporting to various stakeholders on the students' – and the school's – instructional progress. Specifically, CaliCA@VIMS will provide:

- *Gradebooks and data tools:* Both Learning Coaches and teachers will have access to an electronic gradebook that will track all results and serve as the basis of changes in the student's learning plan. CaliCA@VIMS will also utilize a variety of advanced data visualization tools that will provide students, parents, teachers, school administrators, institutional education partners, regulators and researchers with views of how students are performing.
- *Annual progress reports:* At least once annually the school will account for its progress against its performance measures to all stakeholders, including parents/guardians, Oakland Unified School District, and the community. In addition, the charter Governing Body may contract with an outside evaluator (such as a university) to assess the school's overall performance against its mission on a longer-term basis. The school may choose to do an interim mid-year progress report as well. (See also Section VIII A below)
- *All required reports:* The LMS is fully customizable to meet district, county, and state reporting needs in the form best suited for integration with existing information systems. For example, a School Accountability Report Card (SARC) will be developed annually by CaliCA@VIMS staff and will be made available to the charter Governing Body, parents, District staff, and it will also be made available on-line so that any stakeholder or member of the public will have access to it.

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)]

A. GOVERNANCE STRUCTURE

Corporate status: The VIMS Education Group is the proposed charter holder for CaliCA@VIMS. The VIMS Education Group is incorporated as a California non-profit public benefit corporation. Articles of Incorporation are attached as Exhibit F. The VIMS Education Group bylaws (included as Exhibit G) provide an additional description of the organization of the corporation. The VIMS Education Group was also granted tax exempt status by the IRS (see Exhibit H).

Roles and responsibilities: The VIMS Board of Directors will serve as the Governing Body for the CaliCA@VIMS charter school (hereinafter referred to as the “Governing Body” or “charter Governing Body”). The initial bylaws of the VIMS Board of Directors will be revised (following charter approval) to appropriately accommodate the composition and other requirements of a public charter school Governing Body.

The CaliCA@VIMS Governing Body sets policy and hires contractors, including those providing the management, curriculum, technology and instructional services. Additionally, the Governing Body is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CaliCA@VIMS's contract with Oakland Unified School District as well as its obligations to the California Department of Education. The Governing Body shall adopt all policies as required for the Independent Study program of CaliCA@VIMS. In addition, the Governing Body will be responsible for:

- Recommendation and approval for hiring, supervising, evaluating, disciplining, and dismissing the Principal of the CaliCA@VIMS, with input from Connections Academy senior administration

- Final approval or ratification for hiring, promoting, disciplining, and dismissing all employees of the CaliCA@VIMS after consideration of a recommendation by the Principal of CaliCA@ VIMS
- Approving all contractual agreements in accordance with adopted policy
- Approving and monitoring the implementation of general policies of the CaliCA@VIMS. These will include effective human resource policies for career growth and compensation of the staff
- Approving and monitoring the CaliCA@VIMS' annual budget and budget revisions
- Acting as a fiscal agent. This includes the receipt of funds for the operation of the CaliCA@VIMS in accordance with all charter laws and the receipt of grants and donations consistent with the mission of the CaliCA@VIMS
- Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices and in accordance with state law
- Establishing operational committees as needed
- Regularly measuring progress of both student and staff performance
- Involving parents and the community in school related programs
- Executing all applicable responsibilities provided for in the California Corporations Code
- Strategic planning
- Approving the school and staff calendars and schedule of Board meetings
- Participating in the dispute resolution procedure and complaint procedures when necessary
- Approving charter amendments as necessary and submitting material revisions as necessary for Granting Agency consideration
- Approving annual fiscal audit and annual performance report
- Appointing an administrative panel or acting as a hearing body and taking action on recommended student expulsions.

The Governing Body intends to engage Connections Academy, LLC to manage the school under the terms of the professional services agreement (also known as a management contract). A draft of this agreement is included as Exhibit I. The Governing Body is responsible for ensuring the performance of Connections Academy or its successor in accordance with its obligations under the professional services agreement. For further information about the professional services agreement, see the discussions in sections IV-C and VII-I, below.

Meeting schedule and location: The Governing Body will meet at least quarterly, but will meet more often if needed to conduct school business in a timely fashion. The location of Governing Body meeting will most likely be at the local CaliCA@VIMS office in Alameda County.

Governing Body composition: The members and officers of the Governing Body will be selected in keeping with the revised bylaws. The Governing Body shall, in selecting future Board members, ensure potential members are committed to the school's mission. In addition, the Board will evaluate the potential members' credibility and integrity within

the community. CaliCA@VIMS will actively recruit Board members who have professional skills that complement or add to the existing Board composition. The Board will also consider members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to insure parental involvement in the governance of the school, at least one position will be the parent or guardian of a student enrolled in the charter school. The Oakland Unified School District Board of Education, as the charter authorizer, may nominate a representative to the Governing Body (ref. Ed. Code Section 47604 (b)). As per the proposed bylaws, the initial Board members will vote on the above positions for new board members, with a majority required for acceptance.

Board training: In order to insure smooth operations and effective board practices, the Governing Body will participate in charter-focused Board training procedures -- including orientation, training and self-evaluation strategies -- provided by Connections Academy and/or other expert parties. For example, the Governing Body may elect to participate in the extensive Board Academy training program developed by Connections Academy, currently with Greater Capacity Inc. (www.greatercapacity.org). The program currently includes the Effective Board Governance of Public Charter Schools online training module series as well as state-specific training provided both face-to-face and in print. Training topics include charter school basics, non-profit management, conflict of interest, effective meetings, policy development and human resources oversight. In addition, Governing Body members may participate in the California and National Charter School conferences to network with other charter board members and further their development as effective board members.

Compliance with corporate law: The Governing Body will adhere to all applicable laws for non-profit public benefit corporations operating a charter school, including but not limited to the laws regarding interested parties and conflict of interest. In addition, at such time as the Governing Body assumes responsibility for a public charter school (i.e. following charter approval by the district) the Board agrees to conduct its business in compliance with the Ralph M. Brown Act (Open Meeting Laws). The Governing Body will also adopt and regularly update a Conflict of Interest Code as required under the Political Reform Act. If additional state regulations are adopted regarding Conflict of Interest for charter school Boards, the Governing Body will comply with those regulations as well.

Operating structure: The operating structure of the school will be similar to a traditional educational environment with a school principal who will supervise an administrative staff and teachers. The school principal will act according to the policies and procedures as approved by the Governing Body. The principal will also act in an information and advisory capacity to the Board, and will be responsible for implementing Board policies in the day to day operation of the school. All personnel decisions concerning the principal and the teachers will be the responsibility of the Board. The day-to-day management of the principal is expected to be the responsibility of Connections Academy, or its successor if Connections Academy is terminated, under the terms of the professional services agreement.

B. PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

One of the goals of CaliCA@VIMS is a high level of parental involvement in the school. Parent involvement is a centerpiece of the CaliCA@VIMS concept. Whether a parent's role is as a Learning Coach, or as someone providing oversight to the Learning Coach, all parents/guardians are intimately familiar with their student's progress on a day-to-day basis. This extends beyond the central role parents play in their own students' day-to-day learning, and allows parents/guardians to also be integrally involved in shaping CaliCA@VIMS and making certain that it fulfills its overall mission. Parents will play an active role on the VIMS Governing Body (see above). Furthermore, parents, staff, and students may serve in ad hoc work groups and committees as needed to advise the Governing Body or the school administration on specific matters of interest and concern. Because 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 Governing Body meetings, agendas and activities will be readily available to all families. For example, contact information for Governing Body members will be posted on the website. In addition, CaliCA@VIMS will provide for ongoing interaction between parents and Connections Academy via its website and regular parent surveys.

C. SCHOOL MANAGEMENT CONTRACT

CaliCA@VIMS intends to contract with Connections Academy, LLC to provide the virtual educational program outlined in this charter. The professional services agreement details the respective roles of the charter Governing Body and Connections Academy (see also Section VI-I and Exhibit I). The charter Governing Body maintains responsibility for insuring that the charter school program meets all educational, fiscal and programmatic goals laid out in this charter. The charter Governing Body will maintain its contract with Connections Academy as long as the program provided meets its accountability standards. The charter Governing Body has the right to terminate its contract with Connections Academy if Connections Academy does not meet its performance obligations in managing the charter school. The charter Governing Body is a completely independent entity from Connections Academy, LLC (see Articles and Bylaws, Exhibits F and G).

D. GOVERNANCE FOR SUCCESS

The governance structure outlined above is designed to insure success for CaliCA@VIMS. The charter Governing Body will be the legal entity that holds the charter. This locally based independent board will have overall governance authority over the charter school. The charter Governing Body will insure that the school receives input in decision making from all stakeholders: the District, parents, staff and other community members. The charter Governing Body will have the authority to partner with Connections Academy. Connections Academy had a proven record of success in managing public virtual schools. Connections Academy will manage the educational program, the technological infrastructure and the day to day operations of the school. Connections Academy is a group dedicated to providing high quality professional educational services to students of all

backgrounds. Connections Academy can leverage its significant resources to the benefit of the school. This partnership, along with the oversight and guidance of the authorizing District, will create a charter school that will set new standards of excellence in the virtual school arena. This, in turn, will provide a stable high quality educational choice for families in Northern California.

V. HUMAN RESOURCES AND SAFETY

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 the requirements for "highly qualified teachers" under the No Child Left Behind Act. 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)]

Teacher certification: The school will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing, and in keeping with California's approved plan for NCLB. These teachers will teach the core academic courses in mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All credential documents will be maintained on file at all times at the school office, and will be available upon request for inspection by the District.

The school may also employ or retain non-certificated 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 an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-certificated staff will 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 plans to recruit staff through a variety of channels, including networking with District human resources personnel, area 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 due to changing family responsibilities.

Human resource issues: In accordance with the law and in keeping with its goals of providing exceptional talent in the service of California students and their families, CaliCA@VIMS will assure adherence to clear guidelines regarding such human resource

issues as: equal opportunity employment, sexual harassment, affirmative action, and grievance procedures; hiring, contracts, compensation, promotion, professional development, and dismissal; holidays, benefits and travel, sick leave, and other leave; personnel files, work day and work year, and attendance requirements; and relationships with parents and students. All of these issues will be documented in the CaliCA@VIMS Employee Handbook that will be available to staff as part of the hiring process.

Staff qualifications: CaliCA@VIMS has set the following experience and qualifications standards for key personnel:

- School Principal- Prefer an advanced degree and an administrative credential. Should have a minimum 3 years management or administrative experience. A former principal or teacher is ideal. Must be technology literate and have good communication skills. Must be able to build consensus and inspire teachers to teach, students to learn and parents to engage in their student's learning while following the mission of the school.
- Teaching Staff – Teachers (as defined above) will hold a California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state and federal law for charter schools. Require a Bachelor's degree and recommend an average of 3 years teaching experience. Must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Should demonstrate good communication skills and be technology literate. Special attention will be paid to applicants who have experience in individualized instruction, virtual teams and distance education. Teachers with certification in reading and mathematics will also be given special attention. At least one teacher will have experience and/or a certification in Special Education.
- Community Coordinators – CaliCA@VIMS anticipates recruiting several parent volunteers situated in different geographic areas to organize and facilitate extra-curricular, social, and other enrichment activities for CaliCA@VIMS families who live near one another. These community coordinators will be recruited based on interest, time availability, and community contacts rather than educational background or professional experience. CaliCA@VIMS will provide specialized training and tools to assist them in their efforts.
- Education Resource Center (ERC) - CaliCA@VIMS staff will have access to curriculum specialists and other support staff located at Connections Academy's Education Resource Center in Baltimore. The ERC will provide a mix of dedicated and shared-use personnel who will deliver support to CaliCA@VIMS. These individuals all receive specialized training in the skills and techniques required for effective virtual education and geographically dispersed teams. The ERC staff will also be available to back-up absent teachers (i.e., substitutes). The array of services include:
 - 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, to deploy assistive technology and to meet the needs of gifted students
- Distance education consultation to support and enhance virtual teaming, virtual projects and communication strategies
- Assessments services including assistance with the selection of testing instruments, test creation, test preparation strategies and the analysis and use of test data.

Staffing plans: CaliCA@VIMS will develop staffing plans and will recruit and hire sufficient staff so that the school will not exceed the legally required student to teacher ratio for California Independent Study programs. The projected budget submitted with the charter has been developed using a ratio of one California credentialed teacher for every 27.5 CaliCA@VIMS students, based on the current California definitions and guidelines for student teacher ratio.

Professional development: The CaliCA@VIMS staff will participate in an ongoing and comprehensive program of professional development which features:

- *The CaliCA@VIMS Interactive Program Manual:* The CaliCA@VIMS Program Manual is a resource for teachers and school-based 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.
- *Initial Teacher Orientation Course:* All teachers (and the Principal) will complete a self-guided teacher-training course developed specifically for CaliCA@VIMS. This course is delivered through the LMS, and contains actual lessons, assessments, and links to online tutorials. The focus of this course is to prepare teachers for the first few weeks of school, and it covers “the basics” including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential LMS tools. Upon successful completion of this course and assessments, teachers are ready to begin instruction. Teachers are expected to earn a grade of 90% or better.
- *Pre-Service Face-to-Face Training:* In addition to the self-guided course, CaliCA@VIMS staff will engage in several days of face-to-face training and orientation on site.
- *Supplemental Teacher Training Course Segments:* Once school is up and running, CaliCA@VIMS will present more segments of the training course to teachers on an ongoing basis. These segments contain information about more complex features and functions of the LMS, instructional processes, and processes that teachers need to implement once school is successfully under way. There is also a differentiated course designed specifically for

returning staff members that targets new concepts, advanced applications, and serves as a refresher on basic skills.

- *Connections Academy Professional Development Sessions:* Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Teachers are required to virtually attend monthly sessions throughout the year including such topics as: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state standards to guide instruction, educational technology, using data to guide instruction, educational trends, and so on.
- *Connections Academy Graduate Course in Online Learning:* Connections Academy has collaborated with Boise State University to create a series of graduate level courses in teaching in an online environment. CaliCA@VIMS teachers will be encouraged to take these courses as well as to pursue additional relevant post-graduate coursework.
- *Professional Learning Community:* Each Connections Academy teacher has access to a robust online Professional Learning Community portal in the LMS, which lists multiple professional development opportunities as well as message boards, recorded LiveLessons, shared resources, and more. Teachers describe this area as “a community created and dedicated to shared values and vision, working and learning collaboratively, shared decision making, collective creativity, and supportive and shared leadership. As a collegial group, we are united in our commitment to student learning through collaboration in our community.”
- *Weekly Teacher Updates:* The Connections Academy School Support Staff compiles and sends out to all teachers a weekly electronic newsletter that highlights improvements to the curriculum and LMS, new procedures, shared tips, and community building activities.

CaliCA@VIMS teachers will be surveyed regularly regarding their satisfaction with professional development experiences to help guide continuous improvement in this area. In addition, specific teacher accountability metrics help school administrators quantify impact of professional development activities and areas in need of additional work. The Connections Academy curriculum, instruction, and school support areas also conduct ongoing evaluations of professional development activities.

Teacher and administrator evaluation: All CaliCA@VIMS employees will have specific, measurable goals relating to student performance and instructional practice, set in consultation with Connections Academy Education Services staff. The Connections Academy Chief Education Officer and the charter Governing Body will evaluate the principal, while the principal will evaluate the teachers. Evaluations typically will occur twice during the academic year and will involve extensive use of data captured by the LMS, which allows for both detailed “observation” of educator practice and specific,

objective assessment of student performance. All CaliCA@VIMS employees may be eligible for a bonus determined by the charter Governing Body (expected to be 5-10%) if they and their school achieve specified goals.

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 school principal and teaching staff will be compensated comparably with their counterparts in the regular California public schools. The charter Governing Body will approve a salary schedule and staffing plan for the school that will maximize quality while assuring the financial stability of the school. The charter Governing Body will ensure that the principal's compensation is compared to other similar positions prior to any increase in compensation.

The charter Governing Body will choose one (or a combination) of the following three options for CaliCA@VIMS staff retirement benefits with an eye toward attracting/retaining the optimum staff while promoting the financial stability of the school:

- Participation in the federal Social Security system and access to other school-sponsored retirement plans;
- Participation in the State Teachers Retirement System and/or Public Employees Retirement System;
- Creation of its own retirement system for CaliCA@VIMS, within the parameters allowed by law, to provide equivalent retirement benefits to its employees.

The details of the selected retirement system will be included in the employee policies and handbook. The retirement system decision will be made in consultation with school staff, either informally or, if collective bargaining is in place, through that process. In making its decision, the charter Governing Body will review which staff qualify for which retirement systems and insure that all staff are fairly covered. The current practice in the other California Connections Academy schools is participation in STRS for credentialed employees, and participation in Social Security for classified employees. Employees may also have access to a 401k or other similar personal retirement plans.

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 district Board policies of that district shall govern the return rights of such employees.

CaliCA@VIMS may negotiate with districts or county offices to “loan” employees who would then retain their status and benefits through their employer, but who would work under CaliCA@VIMS’s employment policies. Neither the district/county office nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district or county office employee is working at CaliCA@VIMS, the school will notify the district or county office 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: CaliCA@VIMS will be deemed the exclusive and independent public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code).

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 and proof of an examination for tuberculosis 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.

Prior to commencing instruction, CaliCA@VIMS will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and following review of District policies. They will, at a minimum, address and/or include the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in public schools.
- Policies and procedures for response 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 requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent and/or hold current certificates in emergency response.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that 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 that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A policy regarding health screenings for student, such as vision, hearing, etc.
- Policies regarding visitors to the school facility, and other school security issues.
- Requirements for employees that have contact with students to undergo Tuberculosis testing as required by law.
- Policies to insure 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.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

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)]

In the event of a dispute between CaliCA@VIMS and Oakland Unified School District or between the charter Governing Body and Oakland Unified School District regarding the terms of this charter or any other issue regarding CaliCA@VIMS, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer if both parties agree, the principal of the charter school and the District superintendent, or their designees, shall meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing. If this joint meeting fails to resolve the dispute, the charter representative and the District representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator shall conclude within 45 days.

All mediation costs and all other costs associated with dispute resolution shall be shared equally by the school and the District. The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between CaliCA@VIMS and the District, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

In the event the third party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the District indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the District is not required to be referred to mediation, but reserves the right to take any action it deems appropriate to insure 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 or modified as needed on an annual basis.

In addition to the processes above, the charter Governing Body, in collaboration with Connections Academy, will develop and adopt policies and procedures for resolving internal and external disputes and grievances. These procedures will be included in the School and Employee Handbooks.

The District agrees to refer all complaints regarding the school's operations to the CaliCA@VIMS staff and/or charter Governing Body for resolution in accordance with the school's adopted policies.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

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: CaliCA@VIMS will actively recruit families that represent the full cultural, demographic and socioeconomic range of the area served in Northern and Central California. To do so, CaliCA@VIMS will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Direct mail:** After approval of the charter, CaliCA@VIMS will conduct one or more direct mail campaigns announcing the school to families with children throughout Alameda, Stanislaus, San Joaquin, Contra Costa, San Mateo, San Francisco, and Santa Clara Counties. In a typical mailing, CaliCA@VIMS will send out a postcard inviting parents to attend an Information Session/Showcase (see below), visit the website, and/or contact the call center. CaliCA@VIMS may also use electronic mail to supplement its physical mail campaign.
- **Information Sessions/Showcases:** CaliCA@VIMS will initially conduct multiple Information Sessions and Showcases for families in Summer 2010, and then as needed for recruitment in future years. These sessions will be held across Alameda and adjacent counties to ensure that families from a variety of communities are able to attend. CaliCA@VIMS will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements. Information sessions may be held in person or virtually.
- **Website:** CaliCA@VIMS will launch and maintain a website (www.connectionsacademy.com) that contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the school handbook, and other useful tools for prospective students and their families.
- **Telephone/e-mail information service:** CaliCA@VIMS will launch and will maintain a toll-free information line (800-382-6010) and an email information service (info@connectionsacademy.com) to answer parents' questions about the

charter school.

- ***Community and youth services partnerships:*** As part of its outreach process, CaliCA@VIMS will provide information about the school to community, family, and youth-serving organizations such as Boys and Girls Clubs; reach out to residential facilities; and seek partnerships with parent groups, health-related organizations; and organizations for young performers and athletes.
- ***School district referrals and outreach:*** CaliCA@VIMS will take every opportunity to brief school administrators and guidance personnel on CaliCA@VIMS as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- ***Media outreach:*** CaliCA@VIMS will make limited use of paid media, primarily advertisements in community newspapers and radio service announcements, but will take full advantage of the local media's interest in promoting community events relevant to residents of Alameda, Stanislaus, San Joaquin, Contra Costa, San Mateo, San Francisco, and Santa Clara Counties in order to inform parents about CaliCA@VIMS informational sessions and to raise awareness of the school.

In future years, current CaliCA@VIMS parents will play a leading role in serving as a source of information about the school and referring other families.

Nondiscrimination in admissions: CaliCA@VIMS will not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies and procedures.

No tuition: As a public school, the CaliCA@VIMS charter school shall not charge tuition.

Place of residence: Admission to the charter school shall not be determined according to the place of residence of any pupil, or his or her parent or guardian, within the state of California, except for such restrictions or preferences that are required or allowed by law.

Admission methods and eligibility criteria: Through its recruitment/outreach and enrollment guidance activities, CaliCA@VIMS will disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. CaliCA@VIMS will also provide tools (such as an online self-quiz and contact with a Connections Academy education counselor if desired) to help parents decide whether CaliCA@VIMS is truly the right fit for their students and themselves.

Admissions requirements will include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing all necessary school-family agreements (such as the Independent Study Master Agreement, Exhibit D and/or the Parent/Legal Guardian Caretaker Acknowledgement, Exhibit E). CaliCA@VIMS will give enrollment priority to siblings of enrolled students admitted in a previous year.

Timetable/Lottery: As a non-classroom based school, CaliCA@VIMS is typically able to accommodate all who may wish to attend. However, in planning its outreach and recruitment activities each spring, if the school anticipates that it may not be able to

accommodate all applicants, the Board may set an initial application deadline. This deadline may also be set for a time during the school year, if the Board determines that there are limited spaces available in the school prior to the close of the annual enrollment window. If by the application deadline the number of applicants, including those with district preference, exceeds the program capacity, then enrollment will be determined by lottery. Siblings of students accepted through the lottery will automatically be eligible for enrollment in the school. Students selected through the lottery have a specified time to sign a commitment letter to indicate the pupil will attend the school. If the signed commitment letter is not returned within the allotted period of time, the school will proceed to offer space to the next student on the waiting list created through the lottery process. After the school year has begun, applications for enrollment may continue to be accepted and electronically date/time stamped on a rolling basis, with students accepted for enrollment on a space-available basis. If a waiting list was generated by lottery, spaces will be allocated to wait listed students first. Once enrolled, students will not be required to reapply in subsequent enrollment periods.

In subsequent years, continuing students and their siblings will be given enrollment priority. Following this allocation of spaces, if the number of new applicants still exceeds the number of remaining spaces, a lottery will be held according to the procedures described above.

In accordance with Ed Code Section 47605 (d)(2)(C), CaliCA@VIMS and the District will make every reasonable attempt to accommodate all the students who wish to attend the charter school.

Enrollment window: The charter Governing Body may annually select a date to close enrollment to the charter school. Typically, enrollment for the school year will close shortly after the beginning of the second semester. The public website will list the date that enrollment closes for that school year. The school reserves the right to admit a student to the school after enrollment closes, upon approval of the exception by the principal. For example, students transferring from another geographic area who attend a different Connections Academy school may be allowed to transfer after enrollment has closed.

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)]

Connections Academy schools in other states reflect the statewide racial and ethnic balance, and CaliCA@VIMS will do the same. Through extensive community outreach and full disclosure about the school's program, CaliCA@VIMS will attract those students and families who are most committed to student success in a virtual school setting. Lottery selection allows for fair and equitable selection of students in the event that more students

apply than can be accommodated. Sibling preference helps committed families handle the logistics of successful participation in the virtual school.

In addition, CaliCA@VIMS will develop administrative procedures to ensure that the school's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, or learning disability or handicap. As part of that process, CaliCA@VIMS will be certain to provide parents with a very clear and accurate picture of the CaliCA@VIMS learning experience so they can make the most appropriate choices for their students.

CaliCA@VIMS utilizes a broad reaching student recruiting effort, thereby insuring 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.

In addition, information sessions may provide a bilingual presenter or translator when deemed necessary to be sure the attending families are accurately informed. Bilingual personnel may also be made available when families call in to the toll free information line, if there is sufficient need.

The Learning Management System allows accurate collection and analysis of the school's demographic data. The data collected in this way is then used to generate reports to the charter Governing Body, the District and the state. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary.

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)]

Students who choose not to attend CaliCA@VIMS may attend other public schools as allowed, or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about attendance alternatives for students living within Oakland Unified School District is available from the district administrative offices.

Students enrolled in the charter school 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.

No Oakland Unified School District student will be required to attend CaliCA@VIMS.

D. SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled. [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)]

CaliCA@VIMS intends to initially establish its own suspension and expulsion policies. The description below is provided as an initial guideline and can be modified as necessary by action of the charter Governing Body. The School's discipline, suspension and expulsion policies will be in accordance with students' rights and with applicable law.

Code of conduct: Appropriate conduct is expected of all students at CaliCA@VIMS. The student's code of conduct is explained in the School Handbook (sample provided upon request) and includes steps to be followed in the event of misbehavior.

Board policies: CaliCA@VIMS will follow formal due process procedures to deal with the discipline of students (see below). Students at CaliCA@VIMS are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies will be 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, finally, to offer the student a forum in which to appeal an adverse decision. The School Handbook and the discipline policies will be approved by the charter Governing Body and will be reviewed at least once every three (3) years. The Governing Body will review 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.

CaliCA@VIMS will 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 CaliCA@VIMS complies with the requirements of those acts. Section 118.31, Stats., which prohibits corporal punishment of pupils, shall apply to CaliCA@VIMS. Sections 118.32 and 948.50, Stats., which prohibit a strip search of a pupil, shall also apply to CaliCA@VIMS.

Suspension: Violations that may lead to suspension include, but are not limited to, the following breaches of conduct, whether committed electronically or in person:

- **Cheating on tests or daily work:** A student who knowingly participates in copying, using another student'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 or answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.

- **Abusive conduct:** A student who uses or engages in using abusive language or conduct in the presence of others in person or electronically.
- **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.
- **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.

Expulsion: 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 or at any school-sponsored event. Suspensions or expulsions for students designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

Due process: If charges are to be brought against a student, which could result in a suspension of 10 days or less, an informal hearing will be convened with the student, parent/guardian, school principal and other staff members as appropriate. At this hearing, the student and parent/guardian will be informed by the school principal of the charges. Should the student not admit to the charges, he/she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, written notice will be sent to the student. Students and parents will also be notified in writing of their rights.

If charges are brought against a student, which could result in a suspension of an additional 10 days or an expulsion, the school principal will convene a formal expulsion hearing which will include the student, parent/guardian, school principal, and other staff members as appropriate, presided over by a hearing officer (a neutral professional from outside or inside the school with experience in school discipline issues engaged as needed by the school for this purpose). At this hearing, the charges will be reviewed and if the charges are not admitted to, the student and parent shall be provided with an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. The hearing officer will determine the expulsion or recommend an alternative.

Notification: The charter Governing Body will be notified, in closed session or confidential correspondence, of any expulsion decisions. In the event that a parent disputes

the findings of the expulsion hearing, they may request a review by the charter Governing Body. Designated school District staff will be notified in a timely way of any expulsions by a designated member of the CaliCA@VIMS staff. In addition, the school will include data on suspensions and expulsions in its annual performance report to the District, as well as in other reports as required by the state.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

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 equivalent to that required by law. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

Annual budget development: The CaliCA@VIMS principal, working with Connections Academy, will prepare and submit a proposed budget for the upcoming fiscal year to the charter Governing Body prior to their May meeting. The Governing Body will review and modify the budget as needed. Following Board approval, this preliminary budget will be submitted to Oakland Unified School District and Alameda County Office of Education (“County Office”) staff, in keeping with any legally required timelines. A revised school budget will be developed, adopted and submitted to the District and County Office following adoption of the state’s annual budget.

Fiscal year: The fiscal year for CaliCA@VIMS will be July 1 through June 30.

Budget highlights and assumptions: The attached budget for CaliCA@VIMS (see Exhibit J) provides a first year budget, budget projections for two additional years, cash flow projections for three years, and a start up budget. These financial documents illustrated the school’s sound financial planning as summarized below.

Cash inflows: Revenue has been based on current estimates of available ADA funding and conservative attendance estimates. Enrollment figures start with the minimum number of students in the first year, and increase in the second year to provide reasonable growth for the school. School growth has been projected based on the experience of other Connections Academy schools nationwide. In addition, the school plans to implement a full-fledged marketing and recruiting plan. The school budget is based on the total Average Daily Attendance figures. The California schools have typically achieved attendance rates of almost 98%, but a more conservative 95% is estimated in the preliminary budgets.

The primary funding sources for the school are the charter school revenue limit funding (charter school general purpose block grant) and categorical funding (charter school

categorical block grant). These are estimated at projected (as of the time of charter submission) 2009-10 rates and held constant throughout the three-year projections provided, thus assuming any COLA-type increase, if received, will offset COLA-type expense increases. Lottery funds are estimated conservatively, and are based on lottery funding rates over the past several years. Until students are enrolled and annual funding legislation is finalized, it is difficult to determine all of the other categorical funding that CaliCA@VIMS may be eligible for. Because the school anticipates enrolling a significant number of socioeconomically disadvantaged students, federal Title funds are assumed. If received, these would be spent in accordance with the school's CDE approved LEA Plan. Special education funding is shown with the assumption that the school will provide all special education services and will receive an allocation of funding from either the SELPA that it has joined, or through the district's SELPA. It is assumed that a portion of the state and federal special education funds will remain with the SELPA to support districtwide or SELPA-wide services to students other than the charter school students. It is assumed that all special education revenue received will be spent on services for eligible students.

The school plans to apply for the state charter school implementation grant, and any funds received from this program will be used to supplement the initial operations of the school in accordance with the approved grant goals. However, funds from this grant have not been included in the initial budgets presented here.

A small reserve has been allocated, and since Connections Academy will assume much of the financial risk of operations and cash flow, such reserves should be sufficient. The professional services agreement will contain a provision for deficit protection which formalizes this arrangement. This clause describes how Connections Academy will provide a subsidy if the school is ever in a situation where it will experience an overall negative fund balance.

Cash outflows: Connections Academy will provide a complete turnkey program for every aspect of the CaliCA@VIMS's operations as shown in the attached budget. The program will provide for the following:

- **Teaching staff:** Staff budgets and staffing numbers have been prepared to meet requirements for full funding (see below). This budget provides for a student to teacher ratio of 27.5:1 or less. This ratio should be adequate to meet the overall district, county and state ratio requirements for Independent Study programs. Complete benefit packages have been assumed at 28% of salary. Benefits costs include payroll taxes, STRS retirement or equivalent, health and welfare benefits, and other required insurance costs. The staff salary estimates have been developed after research into average salaries in the geographical areas served by the school, and in which the school office will be located.
- **High quality instructional program including materials and technology tools:** Costs for these items have been estimated based on Connections Academy's prior experience. Curriculum materials include complete online lesson plans with Teachlets, high-quality electronic textbooks, and state of the art technology training, test preparation and assessment tools. A list of all provided materials for each grade will be presented to the charter Governing Body and will be incorporated into the professional services agreement as an attachment.

Connections Academy will also provide a Learning Management System that will include WebMail, LiveLessons, and a school and local activities message board/forum.

- In this budget, computers and Internet services will not be provided for all students. Connections Academy's experience with similar populations in other states indicates that more than 80% of families already have a computer, or have ready access to one, making the "school computer" redundant. However, CaliCA@VIMS recognizes that some families in its service area may not have a computer of their own. To meet the needs of these families, CaliCA@VIMS will have on hand a pool of loaner computers that can be provided to families based on economic need. The school will also consult with local organizations (including local school districts and the public library system) to facilitate access to computers, and will work closely with local businesses and other sources to provide used or refurbished equipment obtained through donation.
- Authorizer oversight costs include a 1% oversight fee as per Ed Code requirements.
- The school will have a local office in Alameda County (most likely in Oakland). In the first year, all local staff members are expected to be located in the facility. In future years, the principal may elect to allow some teachers to work from home one or more days per week on a rotating basis. The principal and administrative staff will be in the office. Connections Academy will provide computers and Internet access and technical support for the office/teaching center. The cost for the facility has been estimated after research into average costs in the Alameda/Oakland area. There are also expenses to cover furnishing the office and purchasing office equipment.
- Most expenditure line items in the budget align with the services articulated in the Professional Service Agreement (see Exhibit I). Further information can be found there about each line item that is related to a service provided by Connections Academy.

Expenditure distributions are designed to insure that the majority of funds are spent on instruction related costs, and will therefore meet the requirements for full funding under SB 740 (see below).

The budget has been prepared to maximize cost efficiency, to leverage the resources available to Connections Academy, and to insure that the maximum amount of funds are spent on items that directly support student learning.

Cash flow: Because of the "turnkey" program provided, the overwhelming majority of the charter school's expenses is either paid to Connections Academy (such as fees for access to their Learning Management System, curriculum, etc.) or is reimbursed by the school to Connections Academy (such as payroll expenses, facility costs, etc.) The charter school is invoiced monthly by Connections Academy for all of the agreed-upon costs, and the charter Governing Body reviews and approves these invoices prior to payment to Connections Academy.

Connections Academy has considerable experience managing public virtual schools in many states. Because all of its affiliated schools are public, the company has become expert at dealing with the variances in public school funding, including in California. In order to protect the CaliCA@VIMS 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 its invoices from Connections Academy *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 the management organization, any additional delays in state payments, such as those recently imposed by the state on all public schools, should have no negative effect on the charter school.

In addition, if necessary, Connections Academy may choose to offer the school a cash advance so that payment obligations may be made while the school awaits distribution of its public funds

Funding determination: As is required of all non-classroom based programs, CaliCA@VIMS will submit a funding determination application to the CDE by the mandated deadlines. The preliminary budgets have been prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted, the school will work with the Charter School Advisory Commission, the CDE staff and with Connections Academy to modify the budget so that the school can receive full funding. Alternatively, the school may modify its revenue and/or expenditure assumptions to insure a balanced budget. In the event that full funding is not granted, CaliCA@VIMS will submit a revised budget to Oakland Unified School District for approval by June 15 for the following fiscal year. The CaliCA@VIMS educational program, as outlined in the charter, is of the highest quality. CaliCA@VIMS is committed to providing this full program to its students and also to insuring that funds are spent to carry out the mission of the school.

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: Connections Academy will provide regular financial reports to the charter Governing Body. To the extent possible and practical, financial data will be reported and budgets will be developed in a format consistent with the State Accounting Code Structure (SACS). Following review by the Governing Body, financial data will be reported to the District in a manner and timeline detailed in the Memorandum of Understanding, and in accordance with existing charter school law and District policy. Financial data for the charter school will be reported to the state via the District and County Office, except in cases where the law requires charter schools to report directly to the state. For example, any financial data for the interim and year-end financial reports will be approved by the charter Governing Body and then submitted by CaliCA@VIMS to the District (and County Office) by the agreed upon deadlines each year, and the District will

then incorporate this data in its report to the state as required. In other situations, such as the annual independent audit, the school will submit copies directly to the sponsoring District, the County Office of Education, and the CDE, as required by law.

As per Ed Code Section 42100, on or before Sept 15 of each year, the charter Governing Body 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 will then be filed with Oakland Unified School District and Alameda County Office of Education.

Fiscal policies: The charter Governing Body will create and adopt fiscal policies, including adequate internal control policies, and will require that Connections Academy comply with such policies and controls. In order to insure responsible fiscal management, CaliCA@VIMS will consult with its independent auditor and with the District fiscal staff in developing these policies.

Attendance accounting: Accurate attendance accounting is crucial to the fiscal well being of an Independent Study Charter School. In order to minimize risks to the school's revenue, CaliCA@VIMS will utilize accurate and sophisticated systems for documenting student attendance. CaliCA@VIMS's attendance accounting systems will comply with California Independent Study requirements, and with the District's requirements for certifying the charter school's ADA. In addition, CaliCA@VIMS will utilize a state approved attendance accounting program in order to generate the required state J18/19 forms. Alternatively, the attendance accounting data will be supplied in a format and level of detail to allow efficient certification of the charter school's ADA.

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)]

Under the terms of the professional services agreement with Connections Academy, the school will be named as additional insured. In consultation with Connections Academy and the authorizing agency, the school plans to receive the following levels of coverage, among others. Note that the liability insurance can also be amended to name Oakland Unified School District as an additional insured if required by law or District policy:

- General Liability insurance with limits of \$1,000,000 per occurrence and \$2,000,000 in the aggregate
- Automobile Liability with a combined single limit of \$1,000,000
- Workers Compensation and Employers' Liability insurance of an amount to comply with current statutory limits in accordance with California Labor Code
- Property insurance with a limit of \$500,000
- Excess umbrella liability: \$5,000,000

The Governing Body will also obtain a Director's & Officer's Liability policy providing at least \$1,000,000 in coverage.

Health insurance is currently provided to teachers and administrative staff through the Connections Academy plan with Blue Cross/Blue Shield, but may be provided through another carrier, as determined by CA and the CaliCA@VIMS Governing Body.

CaliCA@VIMS and its vendors will continue to maintain and keep in force such insurance as Worker's Compensation, Liability and Property Damage, as will protect it from claims under Workman's Compensation Acts and also such insurance as will protect CaliCA@VIMS from any other claims for damages for personal injury, including death, and claims for damages to any property of CaliCA@VIMS, or of the public, which may arise from operations under this charter, whether such operations be by CaliCA@VIMS or by any subcontractor or anyone directly or indirectly employed by any of them. Insurances will also include health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and Directors' & Officer's liability coverage.

CaliCA@VIMS will provide copies of all appropriate certificates of insurance to the District on an ongoing basis.

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. Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

Under the professional services agreement to be approved by the charter Governing Body (see Exhibit I), the day to day operations of the school will be administered by Connections Academy. In addition to providing a turnkey educational program and the technological infrastructure to support this program, Connections Academy has the infrastructure and experience necessary to successfully manage the business aspects of a charter school. Connections Academy has worked in multiple states in the public education system and is very familiar with administering a public school. (See also Section VII -I below.) While the charter Governing Body will maintain overall control over personnel, Connections Academy will manage the employees and provide human resource and payroll services for CaliCA@VIMS staff. In addition, accounting and attendance accounting services will be carried out by Connections Academy staff with oversight and monitoring by the charter Governing Body treasurer.

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, CaliCA@VIMS will not require a physical facility for day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location.

CaliCA@VIMS does anticipate leasing permanent office space, either directly or under the terms of the professional services agreement with Connections Academy, for its administrative and teaching staff and to serve as a resource center. The facility selected will be in an attractive area, most likely in the Oakland area, providing good access for administrators and teachers and any students or parents who visit the school. The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment.

The facility will provide the necessary infrastructure to support the required computer network. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The CaliCA@VIMS budget includes funds for lease of such a facility, estimated at current market prices. Cleaning services and facility maintenance will be negotiated with the commercial space provider, but are assumed to be included in the rent costs on the budget.

CaliCA@VIMS intends to locate its facility within the geographic boundaries of Alameda County. Ideally, the facility will be centrally located and easily accessible from major roadways, allowing students and staff from various areas to reach it easily.

The majority of the CaliCA@VIMS educational program will operate from this facility. Some administrative and educational support will, however, be provided from other locations in accordance with the professional services agreement with Connections Academy. Because of the technological infrastructure in place, providing long distance support will be both effective and efficient. In addition, in the future, the school reserves the right under Ed. Code Section 47605.1 (c), to open resource centers if there is a need for them as determined by input of staff and families. CaliCA@VIMS will provide all required notification to the district of all facilities that it operates.

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 CaliCA@VIMS will not require transportation services for regular school activities. While the school will help facilitate local extracurricular and recreational activities among CaliCA@VIMS students and their families, the families will be responsible for providing their own transportation for these activities. There will be few required school events that may require students to report somewhere other than their home or immediate neighborhood, such as special orientation sessions, and state-mandated or other in-person examinations, which students will take at proctored locations.

If CaliCA@VIMS 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. The School Handbook will also discuss parental responsibility for transportation to school events.

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 (m) 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: CaliCA@VIMS will be audited annually by an independent certified public accounting firm according to the guidelines applicable to public charter schools in California. The charter Governing Body will commission the audit and will engage an auditor with experience in public school finance. The cost of the independent audit shall be borne by CaliCA@VIMS. Copies of the audit will be submitted to the Oakland Unified School District, the Alameda County Office of Education, the state controller's office, the CDE, and any other agency required by law within 180 days of the end of the fiscal year, and in no case later than December 15 of each year.

Audit exceptions and deficiencies: A copy of the auditor's findings will be forwarded to the Connections Academy Chief Financial Officer, who will review any audit exceptions or deficiencies with the charter Governing Body treasurer; together they will report to the

full Governing Body with recommendations on how to resolve them. This report will include timelines and deadlines for resolving the exceptions or deficiencies. The Governing Body will then report to Oakland Unified School District 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. The charter Governing Body may choose to have an Audit Committee to work on all audit related business.

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)(P)]

In the event that CaliCA@VIMS ceases operation for any reason, CaliCA@VIMS and its Governing Body will be responsible for winding up its business and affairs and will cooperate with Oakland Unified School District and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools. In the event that CaliCA@VIMS ceases operation, any assets such as furniture and equipment purchased with public funds, shall be delivered to the District, another charter school, or another public school entity that holds a mission similar to CaliCA@VIMS's. Furniture and equipment or other assets purchased with non-public funds will be liquidated or disbursed in accordance with the corporation's articles and bylaws and with applicable non-profit law. If CaliCA@VIMS does not have sufficient assets to pay all of its bills at the time it ceases operation, neither Oakland Unified School District nor the California Department of Education will be responsible for its unpaid bills. In this event, the charter Governing Body will develop a plan for repayment of any liabilities.

Other closure procedures:

- The decision to close the charter school will be documented by an official action of the charter Governing Body and the District governing board. The action will identify the reason for closure. A notice of school closure will be sent to the CDE Charter School Division. This notice will contain all relevant information, including the effective date of closure.
- Parents and students will be notified in writing and will be provided with or have access to student information necessary to facilitate transfer to another school.
- Any other school districts that may need to provide services to charter school students will be notified in writing.
- A process for transfer of student 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 sponsoring District, unless otherwise agreed in the adopted plan.
- As stated above, the CaliCA@VIMS Governing Body will handle closing out all affairs related to the charter school. This will include dissolution of the corporation only if necessary and appropriate.
 - An independent audit of the school will be completed as quickly as feasible following closure of the school to determine the net assets and liabilities of 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 unless according to state and federal requirements, unless otherwise agreed upon by both the charter Governing Body and the District Board of Education.

I. SCHOOL MANAGEMENT CONTRACTS

If the proposed charter school intends to enter into a contract with an education management organization (EMO), include the following:

- *A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;*
- *A draft of the proposed management contract;*
- *A description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship;*
- *A list of other schools managed by the school management company, including contact information; and*
- *A summary of the company's history and philosophy, past results of its school management efforts, and background on its corporate leaders.*

Roles and responsibilities: CaliCA@VIMS plans to approve a professional services agreement (or management contract) with Connections Academy, LLC for the following services as described in the draft agreement (see Exhibit I):

- Licensing of Connections Academy Curriculum for use in CaliCA@VIMS
- Use of Connections Academy's Personalized Learning Plan
- Administration and ongoing evaluation of student assessment tools
- Certain instructional services and personnel as permitted by California law
- Use of assignment management and tracking tools, including the Learning Management System
- Communication via multiple technologies, including phone, WebMail and chat
- Technology tools for students, teachers and other school staff

- Training materials for Learning Coaches and teachers
- Student record management
- Special needs accommodations
- Other administrative services

The agreement outlines the respective roles of the charter Governing Body and Connections Academy. Under the agreement, Connections Academy maintains responsibility for providing the virtual educational program outlined in this charter, while the charter Governing Body maintains full responsibility for oversight of Connections Academy. The charter Governing Body is also responsible for evaluating the performance of Connections Academy in other operations of the charter school. In order to evaluate the Connections Academy's performance, the charter Governing Body will request, and Connections Academy will provide, all appropriate data, both financial and educational, in keeping with the terms of this charter, and the data will also be tied to state and district accountability standards.

Financial reporting and controls: (See also Section VII B above.) Connections Academy, the Governing Body, and CaliCA@VIMS will work together to insure that financial reporting and budget development will occur within all District and state required timelines. Connections Academy will provide the administrative and fiscal services to prepare the financial documents, and the Governing Body Treasurer and Board will be responsible for reviewing, evaluating and approving these items, and for providing them to the appropriate state and local agencies.

Term, termination and renewal: In order to provide a guarantee that the charter school program will be high quality and will be accountable, detailed language regarding termination and renewal are included in the professional services agreement. In order to provide a stable educational program for CaliCA@VIMS families, the term of the agreement will cover the requested five years of the charter. The agreement is renewable. The charter Governing Body may terminate its agreement with Connections Academy if it determines Connections Academy has not performed as expected, or if it determines that Connections Academy has failed to provide educational services that meet California Independent Study requirements. Connections Academy may terminate the agreement if CaliCA@VIMS does not meet its financial obligations to Connections Academy. Both parties may terminate if there is breach of contract. Both parties will be given an opportunity to respond and cure, and written notification is required at all times. In order to minimize disruption of students and staff, termination would occur at the end of an academic year.

Payments: Payments will be made to Connections Academy under the terms of the professional services agreement to be negotiated between VIMS and Connections Academy, LLC. The determination of fees includes: disclosure between the charter school and Connections Academy of estimated revenues and expenditures, development and approval of budgets, and an annual negotiation of fees due to Connections Academy. Payments will be made to Connections Academy on a periodic pro-rated basis, and the payment timeline will be tied to receipt of revenue by the charter school from state, local and private agencies.

Connections Academy, LLC background and experience: Connections Academy, LLC currently provides a broad range of services – including state standards-aligned curriculum; technology; teacher training and oversight; and administrative support – to virtual public schools in Arizona, California, Colorado, Florida, Idaho, Minnesota, Nevada, Ohio, Oregon, Pennsylvania, South Carolina and Wisconsin, among others. In 2008-09, Connections Academy served 20,000 students with 250,000 semester course registrations. The average size of implementation during 2008-09 was almost 11,000 course enrollments.

Connections Academy was founded in 2001 to develop a complete online K-12 school program and launched its first virtual public schools in 2002, thus amassing more than seven full years experience as a leader in the burgeoning field of K-12 online learning. A privately held, Limited Liability Corporation incorporated in Delaware, Connections Academy has taken a leadership role in advancing the virtual education field as a whole. Connections Academy has advised many state legislatures in design of virtual learning policy to accommodate the entire spectrum of student needs while addressing education performance challenges and 21st century economic development needs. Each year since 2006, Connections Academy has helped underwrite and provide editorial support for *Keeping Pace with K-12 Online Learning*, the definitive national report on virtual school policy and practice.¹² iNACOL, the International Association for K-12 Online Learning, turned to Connections Academy to help produce its *National Primer on K-12 Online Learning*¹³ and its *Promising Practices* series. Connections Academy has partnered with leading higher education institutions such as Boise State University in advancing the professional development of online K-12 teachers, jointly developing two graduate level courses and providing both support and a test-bed for major research on teaching in an online K-12 environment.

Descriptions of Connections Academy staff backgrounds and qualifications are also included in Section I above. Until September 2004, Connections Academy was a wholly owned subsidiary of Educate, Inc., the privately held company that also operated Sylvan Learning Centers, Sylvan Education Solutions, and eSylvan. As a result of Educate LLC going public, Connections Academy is now a free-standing company with many of the same investors. Additional information about Connections Academy may be found at www.connectionsacademy.com.

¹² Keeping Pace with K-12 Online Learning 2008, <http://www.kpk12.com/>.

¹³ iNACOL National Primer on K-12 Online Learning (2007), www.nacol.org/docs/national_report.pdf

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.

A. ANNUAL PERFORMANCE REPORT AND ACCOUNTABILITY

In order to insure adequate progress towards renewal of the charter, VIMS will compile and provide to the District an annual performance report for CaliCA@VIMS, and may request that the District governing board review and accept the report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Section IIIA from the assessment instruments and techniques in Section IIIC.
- An analysis of whether student performance is meeting the goals specified in Section IIIA. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's governing board during the year.
- 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.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the means listed in charter Section VI B to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- 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.
- The annual audit and other relevant financial information.

The charter school and Oakland Unified School District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports.

The school and District will also jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter.

B. TERM OF THE CHARTER

The term of the charter will be five years, commencing on July 1 following charter approval, and expiring five years later, unless renewed.

C. OVERSIGHT AND RESPONSE TO INQUIRIES

Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the consent of the charter Governing Body.

The school agrees to promptly respond to all inquiries, including requests for financial records, from the District, County Office,, or the California Department of Education.

D. REVOCATION

Prior to commencement of revocation proceedings, District and school shall first endeavor to resolve any dispute under the dispute resolution process set forth above 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 Ed. Code Section 47607 (2)(b), the following items may be considered violations that could lead to revocation or non-renewal of the charter:

1. A material violation of any of the conditions, standards or procedures set forth in the charter
2. Failure to meet or pursue the pupil outcomes identified in the charter
3. Failure to meet generally accepted accounting principles
4. Fiscal mismanagement
5. Violation of the law

If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V E will apply.

E. RENEWAL AND AMENDMENT PROCESS

The governing board of the charter school may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. However, renewal requests should be presented by the school to the District no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code Section 47605. Renewals will be for a period of five years, as specified in Ed Code Section 47607.

The charter may be amended 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 District governing board. Non-material amendments to the charter may occur by approval of the charter school Governing Body, and notification to the District. The charter school and District must agree on whether an amendment is material or non-material. The charter school agrees to contact the designated District liaison when any amendment, either material or non-material, is proposed.

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 school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

Facilities: CaliCA@VIMS expects that it will have no negative impact on the District with respect to facilities. Because the CaliCA@VIMS program uses a non-classroom based model, the District will not be expected to provide facilities for the charter school. As a non-classroom based program, CaliCA@VIMS is not eligible for facilities under Proposition 39. The school agrees to notify the District in writing of the location of all its sites and/or resource centers. The school agrees to comply with any legal geographic limitations on charter school sites.

Administrative services: The charter Governing Body expects to contract with Connections Academy for the majority of CaliCA@VIMS administrative services. Connections Academy, the Governing Body, and the CaliCA@VIMS staff will cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District will provide supervisory oversight as required by law, in exchange for an oversight fee of 1% of the charter school's revenue as defined in Ed Code Section 47613 (f).

Civil liability effects: As a non-profit public benefit corporation and charter holder, the VIMS Education Group is legally independent from Oakland Unified School District. The charter Governing Body will maintain adequate insurance coverage to further limit liability of the District. Internal dispute processes will be put into place to decrease the incidence of legal disputes. The charter Governing Body and Connections Academy will each retain services of an attorney familiar with charter school legal issues to further prevent legal problems from arising.

X. ASSURANCES

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for California Connections Academy@VIMS to be located in Oakland Unified School District is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (I).
10. Will comply with all other applicable federal and state laws and regulations.

11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

Melda Gaskins Ed.D. August 26, 2009

Authorized Representative's Signature

Date

XI. EXHIBITS

Exhibit Letter	Description
A-1	Charter School Roster of Key Contacts
A-2	Resumes of VIMS Education Group Board Members
A-3	Letter of Intent to OUSD
A-4	Letter to Oakland School Leaders
B	California Content Standards Alignment Samples
C	Connections Academy 2009-10 Program Guide
D	Master Agreement Sample
E	Parent/Legal Guardian Caretaker Acknowledgment Sample
F	VIMS Education Group Articles of Incorporation
G	VIMS Education Group Initial Bylaws
H	VIMS Education Group IRS Determination Letter
I	Professional Services Agreement Sample
J	Charter School Budget Summary and Cash Flows
K	Letters of Support



EXHIBIT A-1

Charter School
Roster of
Key Contacts

CHARTER SCHOOL ROSTER OF KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name of School(s): California Connections Academy@VIMS (CalICA@VIMS)
Name of Nonprofit Corporation: The VIMS Education Group
Primary Contact Person: Dr. Melda Gaskins or Shelia Gibson
Mailing Address: P.O. Box 578268, Modesto, CA 95357
Phone: 209-918-4835 / 916-502-0068
(day & eve.)
Fax: 209-863-9259 **Email:** gaskauf@sbcglobal.net

NONPROFIT BOARD OF DIRECTORS

Position: President, Governing Body
Name: Melda Gaskins Ed.D
Mailing Address: P.O. Box 578268, Modesto, CA 95357
Phone: 209-918-4835
(day & eve.)
Fax: 209-863-9259 **Email:** gaskauf@sbcglobal.net

Position: Member, Governing Body
Name: Shelia Gibson
Mailing Address: P.O. Box 578268, Modesto, CA 95357
Phone: 916-502-0068
(day & eve.)
Fax: 209-863-0260 **Email:** sdallen1948@yahoo.com

Position: Member, Governing Body
Name: Ruth Williams
Mailing Address: P.O. Box 578268, Modesto, CA 95357
Phone: 951-367-4432
(day & eve.)
Fax: 209-863-9259 **Email:** rswms@verizon.net

NONPROFIT BOARD OF DIRECTORS continued

Position: _____
 Name: _____
 Mailing Address: _____
 Phone: (day & eve.) _____
 Fax: _____ Email: _____

Position: _____
 Name: _____
 Mailing Address: _____
 Phone: (day & eve.) _____
 Fax: _____ Email: _____

SCHOOL PERSONNEL

Principal Name: Dr. Jack Bray (proposed)
 Phone (day/eve): 209-549-0148
 Fax: 559-860-0125 Email: kay.bray@comcast.net

Business

Manager: Dr. Melda Gaskins (plus Dr. Frances Sassin, Consultant)
 Phone (day/eve): 209-918-4835 949-489-1219, fsassin@sbcglobal.net
 Fax: 209-918-4835 Email: gaskauf@sbcglobal.net

Certified Public

Accountant: _____
 Phone (day/eve): _____
 Fax: _____ Email: _____

OTHER AS APPLICABLE (school management entity, partner)

Contact Person: Dr. Craig Butz/ Mickey Revenaugh
Title/Position: Regional Coordinator, Senior Vice President
Organization: Connections Academy, LLC
 Phone (day/eve): 702-561-9191 / 718-284-4495
 Fax: 425-740-0867 Email: cbutz@connectionsacademy.com

PETITIONER INTERVIEW PROPOSED GOVERNING BOARD/HOME OFFICE LEADERSHIP INFORMATION FORM

Form must be completed and returned to the Office of Charter Schools no more than **10 business days** following the introductory meeting. Fax to 510-879-1844 or hand-deliver.

Charter School Name: CalICA@VIMS

FOR OFFICE USE ONLY

Date Received:

Signature:

Attendees at Petitioner Interview:

Name

Role (check one)

Dr. Melda Gaskins

governing board member

Home Office Leadership

Title: Director

Dr. Craig Butz

governing board member

Home Office Leadership

Title: Reg. Coord.

Dr. Frances Sassin

governing board member

Home Office Leadership

Title: _____

governing board member

Home Office Leadership

Title: _____

governing board member

Home Office Leadership

Title: _____

governing board member

Home Office Leadership

Title: _____

governing board member

Home Office Leadership

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governing board member

Home Office Leadership

Title: _____

governing board member

Home Office Leadership

Title: _____

governing board member

Home Office Leadership

Title: _____

PETITIONER INTERVIEW FOUNDING GROUP INFORMATION FORM

Form must be completed and returned to the Office of Charter Schools no more than **10 business days** following the introductory meeting. Fax to 510-879-1844 or hand-deliver.

Charter School Name: CalICA@VIMS

FOR OFFICE USE ONLY

Date Received:

Signature:

Attendees at Petitioner Interview:

Name

Role (check one)

Shelia Gibson

- school administrator
- Founding Group member

Dr. Jack Bray

- school administrator
- Founding Group member

Dr. John Horowitz

- school administrator
- Founding Group member

Dr. Cartha Tennille

- school administrator
- Founding Group member

- school administrator
- Founding Group member

- school administrator
- Founding Group member

- school administrator
- Founding Group member

- school administrator
- Founding Group member

- school administrator
- Founding Group member

- school administrator
- Founding Group member

EXHIBIT A-2

Resumes of Founding
Group/VIMS Education
Group Board Members

Melda Gaskins
5615 Lady Dawn Court
Riverbank, Ca. 95367
209-863-0260 home
209-918-4835 cell/work

Academic Background

- Education Doctorate, University of La Verne, California, Educational Leadership/Administration, February 2006.
- Mastered of Education, University of La Verne, California, Educational Management, May 1996.
- Masters of Education, University of La Verne, California, K-12 Curriculum Development, Special Emphasis, May 1994.
- Bachelor of Arts, California State University, Los Angeles, California in English Literature, September 1990.
- Credentials: Clear Administrative Credential, Multiple Subject - General Credential and Single Subject Credential - English.

Professional Experience Summary

- Seven years experience in teaching adult education at the college level, both online and on ground courses. (University of Phoenix, University of La Verne, Walden University, National University, Ashford University)
- Nine years experience as a secondary and elementary teacher
- Strong passion and successful ability to work with all student populations including but not limited to diverse racial, ethnic, socio-economic, linguistic and disability groups.
- Twelve years experience as a K-12 site administrator (High School Principal, High School and Middle School Vice Principal, Middle School Dean)
- Three years experience as a central office administrator for K-12 education. (Director of Pupil Services, Director of Education)
- Fifteen years of leadership in the areas staff development, English as a Second Language (ESL), Special Programs, Special Education, curriculum development, student support services and intervention services for schools and students.
- Eight years experience as a WASC (Western Association of Schools and Colleges) Chairperson and committee member evaluating schools and colleges for accreditation.
- Entrepreneur in Education as a consultant and business owner of a non-profit organization that supports schools in staff developer, curriculum development and charter school proposals.
- Fifteen years of proven leadership ability working with staff and school sites to develop community relations and partnerships with higher education, private and public agencies and other civic organizations.
- Actively involved with many community organizations.

Professional Experience

Adjunct Professor:

Walden University, Online, Baltimore, MD, (2008 – present)

University of Phoenix, Southern California and Northern California (2003 – present) (flex net “online” and on-ground courses)

Ashford University, Online, San Diego, CA, (2009- present)

National University, Sacramento, CA, (2004-2005)

University of La Verne, La Verne, CA, (2003-2004)

Conduct college-level graduate and undergraduate courses; planned lectures and assisted students outside of classroom. Classroom observations and teacher mentor, committee member on dissertation development and presentation.

K-12 Education:

VIMS Education Group: Director, develop charter school proposal, staff development and curriculum development, (2008 – present)

Modesto City Schools: Director, Pupil Services, High School Principal (2004-2008)

Pasadena Unified School District: High School Principal (2002-2004)

Fontana Unified School District: High School and Middle School Vice Principal and Dean of Students, (1998 – 2002)

Ontario-Montclair School District: Middle School Teacher (1990 – 1998)

Publications

1. “Case Study: Career Paths of African-American Female High School Principals, The Perceived Barriers They Faced, And The Strategies They Used To Achieve The High School Principalship In California.” Melda Gaskins, February 2005. UMI Dissertation Services.
2. “The Secrets of the TALO Leadership Theory: Leadership might be colorblind, but ethnicity is central!”, *Journal of Unabridged Genius*, Vol. 1, No. 1 , 2
<http://www.invrhew.info/geniusjournal/vol.1/2009/hilton.pdf>
3. “Where Loyalties Lie,” A work of fiction on family loyalties with an illegitimate bi-racial child brought up by her step-mother in all White family, by Melda Gaskins, Published by Xlibris Corporation, copyright 1999.
4. “Anita, ‘The Chef’”, by Melda Gaskins. In progress, Children Series. “Anita Career Series.

PROFESSIONAL AFFILIATIONS

Delta Kappa Gamma, Eta Mu Chapter, 2007 – Present
American Association of University Women, 2004 - Present
California State University, Los Angeles, Alumni Advisory Committee, 2005 – present
National Association for the Advancement of Colored People (NAACP), 1991 –present
Association for Supervision and Curriculum Development (ASCD), 2002 – present
California Alliance of African American Educators – 2007- present
Association of California Administrators (ACSA), 2002 – present
National Organization for Women (NOW), 2005 – present
American Civil Liberties Union (ACLU), 2004- present

SPECIAL PROJECTS EXPERIENCE

Smaller Learning Community Grant (1 year)
Designed and implemented

Immediate Intervention/Underperforming Schools Program (2 years)
High Priority Schools Grant
Implemented and evaluated program

Competitive High School Tobacco Grant (5 years)
Wrote grant, implemented and managed entire program

Title I, Title III LEP and Immigrant, and Title V
Implement and manage in Director, Pupil Services

Title IV Safe and Drug Free Schools and Communities (2 years)
Implemented and managed entire program

Community Challenge Grant Pregnancy Prevention (2 years)
Implemented and managed entire program

SB 65 Motivation and Maintenance Dropout Prevention (2 years)
Managed program

Carl D. Perkins Gender Equity Teen Parent Grant
Implemented and managed program

Conflict Resolution and Youth Mediation (2 years)
Wrote grant, implemented and managed entire program

Healthy Start Grant
Implemented and managed entire program

AB 1802 CDE Counseling Funding (2 years)
Implemented and managed program

LEA Collaborative (2 years)
Facilitation, manage and implementation of District Medical
Billing program.

Shelia D. Gibson

May 2009

Resident Address: 10301 Wrangler Drive Elk Grove, CA 95624
(916) 685-5405 home (916) 502-0068 Cell

EDUCATION **Graduate Work in Administration – 24units completed**
California State University, Fullerton (1984)

MASTER OF ARTS DEGREE IN EDUCATION
California State University, Los Angeles (1975)

BACHELOR OF ARTS DEGREE – Social Studies
California State University, Chico (1970)

CREDENTIALS California Administrative Services Credential - Life
California Standard Teaching Credential – Life
California State University, Chico (1971)

EXPERIENCES

- Directing State Pre-School, 625 students – 75 employees
- Supervising principals of 11 elementary, 4 middle, and one high school
- Providing support to move schools out of state monitoring
- Facilitating support to *Reading First* grant program
- Serving on the district's gang force committee
- Provide support and input to the superintendent as a cabinet member
- Wrote AB 49 After-School grant (funded)
- Supervising 4 middle and 25 elementary After-School programs
- Working with economically, culturally, and linguistically diverse students and families
- Establishing and maintaining an effective communication systems to inform and resolve concerns and problems
- Presenting reports to the Board of Trustees giving board members the necessary information to make decisions
- Interpreting data to analyze and support student performance
- Keeping abreast of new legislation, district policies and procedures, and educational trends affecting school programs

EMPLOYMENT HISTORY

ASSOCIATE SUPERINTENDENT

COMPTON UNIFIED SCHOOL DISTRICT – Compton, CA

2003-2007 ADA. . . 24,000

Manage a \$2 million pre-school program; \$5 million after-school budget, \$200 thousand office/program budget; supervise fifteen schools whose API (Academic Performance Index) scores range from 500 -700; provided staff development for administrators; prepared documents for Board of Trustee approval; monitored programs and single site plans for student achievement; meet the needs of principals, teachers and community members.

DIRECTOR OF SCHOOLS & PROGRAMS

SAN JUAN UNIFIED SCHOOL DISTRICT –Carmichael, CA

1997-2003 ADA. . .54,000

Managed a \$7 million summer school and hourly program budget; implemented K-12 summer and intervention program; supervised eighteen schools whose API (Academic Performance Index) scores ranged for 500-800; planned staff development for administrators; developed Promotion/Retention board policy; supervised inter/intra district permits and open enrollment; led curriculum conferences with principals; presented and developed reports to the Board of Trustees and coordinated digital report card.

PRINCIPAL

ELK GROVE UNIFIED SCHOOL DISTRICT- Elk Grove, CA

Samuel Kennedy Elementary School (1986-1997) ADA. . .1,075

Title 1, bilingual program, highly transient student population. Developed a partnership with counseling, social work and education department at California State University (CSUS). Implemented the district's first Healthy Start program. Wrote technology grant in partnership with CSUS.

PRINCIPAL

MONROVIA UNIFIED SCHOOL DISTRICT – Monrovia, CA

Plymouth Elementary School (1982-1986) ADA. . .412 . .120 State Preschool

Provided leadership for the development and maintenance of an effective curriculum. Provided feedback to teachers on implementation of strategies and techniques to improve student learning. Developed school technology lab.

ADMINISTRATIVE INTERN

ABC UNIFIED SCHOOL DISTRICT – Cerritos, CA

Whitney Community Learning Center (1979-1980) ADA. . .650 (Gr. 5-12)

Cerritos High School – (1980-1981) ADA. . .1,200 (Gr. 9-12)

This two year internship program provided training in school administration and development of management skills. Responsibilities included full-time administration, counseling students, scheduling, graduation credits, and discipline for students whose last name ended in N-R grades 9-12 also learned budget procedures and all aspects of school administration.

TEACHER

ABC UNIFIED SCHOOL DISTRICT – Cerritos, CA

Whitney Community Learning Center (1976-1980) ADA. . .650

Taught social studies and English to 7th and 9th grade students. Taught Civics one year to 12th grade students. Assisted in the development and implementation of a *Competency Based Program* for gifted and high achieving students.

TEACHER

PASADENA UNIFIED SCHOOL DISTRICT – Pasadena, CA

Jefferson Elementary School (1971-1976) ADA. . .1,063

Taught grades 1-3 in an open structured classroom. Supervised a student teacher from UCLA Elementary University. Taught in multi-graded classroom; worked collaboratively with my colleagues, reading specialist, parents and administration. Named *Teacher of the Year*, 1975 in the Pasadena School District.

AFFILIATIONS

Alpha Kappa Alpha Sorority (AKA)

Association of California School Administrators (ACSA)

Association of Supervision and Curriculum Development (ASCD)

Northern California Black Horsemen Association

Kiwanis of Carmichael

Shelia D. Gibson

(310) 639-4321 ext.55063

(916) 502-0068 (cell)

REFERENCES AT A GLANCE

Dr. Jesse Gonzales
Retired Superintendent
Compton Unified School District

(310) 639-4321 work

(310) 345-5407 cell

Mr. Robert Nero
Deputy Superintendent
Compton Unified School District

(310) 639-4321 work

(626) 422-3945 cell

Marjorie Shipp
School Board Vice-President
Compton Unified School District

(310) 780-0661 home

Ms. Erlinda Martinez
Director of Curriculum and Instruction
Las Cruces, New Mexico

(505) 649-0752 cell

Dr. General Davie
Retired Superintendent
San Juan Unified School District

(916) 961-3199 home

Lorna Sheveland
Retired Associate Superintendent
San Juan Unified School District

(916) 455-6919 home

Dr. Steven Winlock
Associate Superintendent
Elk Grove Unified School District

(916) 686-7702 work

(916) 446-3161 home

Dr. Candace Hayes
Director-Elementary Education
Elk Grove Unified School District

(916) 686-7727 work

(916) 392-2505 home

Ruth S. Williams

27831 Kalmia Avenue
Moreno Valley, CA 92555
(951) 485-4348
(E-mail)rswms@verizon.net

PROFESSIONAL OBJECTIVE:

To obtain a district administrative position in public education where my, organizational leadership, knowledge, and administrative skills can be effectively utilized to promote the educational success of the district for all students.

SUMMARY OF QUALIFICATIONS/LEADERSHIP ROLES

- Offering an extensive background based on 30 years in education as a teacher and Administrator.
- Certified in California and Louisiana with credentials that include: Administrative Services, Multiple Subject, Reading & Language Arts Specialist, Reading Recovery and ELD/SDAIE.
- Facilitated the English Language Learner Committee to develop and implement the ELL Master Plan and the Reading Assessment Committee to adopt a district wide assessment for initial reading proficiency and on-going monitoring.
- Part-time instructor at California State University-San Bernardino teaching Elementary Math Methods 340; University of Phoenix -ELD/Reading Methods, Language, Cognition & Culture; National University-Foundations of Linguistics and Mt. San Jacinto Community College-Intermediate Reading 65 & Lab 044. Supervised student teachers from Louisiana State University & Chapman University in CA.
- Experienced in Academic Department review procedures, Restructuring and Effective Schools, Math Consultant for Program Quality Review and Monitor for Coordinated Compliance Review, and WASC Accreditation.
- Chaired numerous committees relating to, school marketing, school action plans, grant & proposal writing, Title I Re-authorization, custom designed curriculum, coordinating and balancing the instructional delivery system for at-risk students, writing and organizing retention criteria, integration of technology, and instructional audits to evaluate instruction for English Learners.
- Facilitated district and site parent training designed to improve academics, parent-student communication, AB1639 intervention programs, and enhancement of parenting skills.

EDUCATION AND TRAINING

University of California – Riverside
CLAD Certification

Riverside County Board Of Education
California School Leadership Academy

California State University – San Bernardino
Training as a Reading Recovery Teacher

Southern University – Baton Rouge, LA
Masters of Science in Elementary Education
Certification: Reading Specialist

July 1, 1999 – June 30, 2003

Fontana Unified School District

Principal - Juniper Elementary

As the school underwent modernization and construction of a new wing, I managed, organized, coordinated, and supervised the various operational aspects of a multi-track year round site with an enrollment of 906 students. I evaluated the effectiveness and performance of an assistant principal and sixty- three certificated and classified employees. Working with Educational Services, I coordinated the Intervention Program (AB 1639), organized the 4/5 prep periods for 24 elementary sites and facilitated the writing of the district's state grant for GATE.

July 15, 1996 – June 30, 1999

Riverside Unified School District

Principal - Monroe Elementary

I worked closely with the parents, staff and community to transition Monroe from a traditional to multi-track year round calendar. With an enrollment of 805 students, I facilitated daily operations during the modernization project and supervised 60 employees.

September 1995-July 15, 1996

Serrano and Creekside Elementary, Moreno Valley Unified School District

Assistant Principal

I assisted in the planning, organization, coordination, and supervision of 2 year round sites. I evaluated the effectiveness and performance of certificated and classified personnel. Textbooks and instructional materials were ordered and inventoried. I facilitated the Student Study Team process and the discipline committee. Assistance was given in planning and organizing staff development and in-service training.

September 1990 - August 1995

Serrano Elementary, Moreno Valley Unified School District

Title 1 Facilitator/Teacher/Administrative Designee

I handled administrative duties at the site level. I was responsible for the Title 1 site budget, planning and implementing the Title 1 program, and reading and math instruction for Title 1 students. I collaborated with teachers, conducted parent training and teacher in-services. I was a Reading Recovery Teacher and Program Quality Review Math Consultant, who in-serviced the entire faculty on policies and procedures for Coordinated Compliance Review. I supervised instructional and clerical aides.

August 1987 – May 1990

Brookstown Elementary, East Baton Rouge Parish, Baton Rouge, LA

Chapter 1 Reading & Math Teacher/Administrative Designee

I was responsible for the identification of Chapter 1 students, planning the instructional delivery system, collaboration with teachers, inservices and parent workshops. I served as administrative designee.

August 1980 – May 1987

Glen Oaks Park/Perkins Elementary, East Baton Rouge Parish School Board, Baton Rouge, LA

Fourth Grade Teacher/Administrative Designee

I served as grade level leader, computer resource person, and Science Fair Facilitator. I was responsible for planning, organizing, teaching and evaluating my fourth grade students.

September 1977 – May 1980

Baker Middle School, East Baton Rouge Parish School Board, Baton Rouge, LA

Seventh and Eighth Grade Science, Math, English and Home Economics

I planned, organized and taught 7th and 8th grade students utilizing the team teaching concept. I presented workshops for new teachers on classroom management techniques at the district level

GROUP PRESENTATIONS/STAFF DEVELOPMENT

- "Teacher Expectations and Student Achievement" (TESA), Site Training
- "Math Strategies" (Home-School Partnership), Parent Workshop
- "The Math Framework and Use of Manipulatives", District-wide Staff Development
- "World of Questions", Math-Science Summer Institute (RIMS), Teacher Training
- "Reading Recovery Strategies", Ridgecrest Elementary
- "Integrating Technology With At-Risk Students", Achieving Schools Conference, San Francisco, CA
- "Math Explorations", Teacher and Parent Workshops
- "Megaskills", Parent Workshops
- "Classroom Management", New Teachers' Meeting
- "Using the Computer in the Classroom", New Teachers' Meeting
- "Using Graphic Organizers for Second Language Learners", ELL Designees' Meeting

PROFESSIONAL SEMINARS/CONFERENCES

- Rims Technology in Mathematics/Science Summer Institute
- Association of California School Administrators Academy-Curriculum & Instruction
- Association of California School Administrators Academy-Personnel Administrators
- National Association of Elementary School Principals Conference
- Technology, Reading and Learning Difficulties Conference
- West Coast Literacy Conference
- International Reading Association Conference
- Achieving Schools Conference – Title I
- California Year Round Education Conference
- Professional Learning Communities Institute
- Effective Schools Conference
- Differentiation of Instruction Conference
- Response to Intervention Symposium
- Association of Supervision and Curriculum Development Conference

HIGHLIGHTS OF EXPERIENCE

July 14, 2008 – Present

Silver Valley Unified School District

Principal – Tiefert View Intermediate School

Located on the Fort Irwin Army Base with an enrollment of 453, I supervise a staff which provides academic, emotional, outreach and interventions to support students who transfer out or in due to permanent change in station orders their parents receive. Students are given opportunities to participate in enrichment and activity clubs to build confidence and leadership skills as they continue their educational experience. Building a sense of community among the teachers and student population is a priority as short and long-term recognition is emphasized.

September 1, 2006 – October 31, 2007

Rialto Unified School District

Principal - Myers Elementary

As a newly recognized California Distinguished School, with an enrollment of 753, I served as the instructional leader to support teaching staff in curriculum design; standards based instruction, backward mapping and best practices in instruction emphasizing rigor, relevance and relationships in grades K-5.

August 12, 2003 – August 31, 2006

Compton Unified School District

Principal – Colin P. Kelly Elementary

As an overflow school for the district with an enrollment of 1,200 students, I served as the instructional leader who focused on achievement and student success. I facilitated and communicated the daily expectations to have students meet state standards by monitoring benchmark assessments and implementation of best practices in the classroom.

VITAE

NAME: Jack B. Bray

DATE: 2009

RANK OR TITLE: Education Programs Analyst

CURRENT EMPLOYMENT STATUS: Independent Contractor

OFFICE LOCATION: 4004 Shady Glen Court, Modesto, CA 95356

DATE OF INITIAL SERVICE: September, 1990

TOTAL NUMBERS OF YEARS: 19

DATE OF MOST RECENT SERVICE: 2008 – VIMS Education Group

COLLEGE EDUCATION:

<i>Institution</i>	<i>Major</i>	<i>Degree</i>	<i>Year</i>
Laurence University, Santa Barbara, CA	Educ. Admin.	Ph.D.	1976
California State University, Fresno, CA	Educ. Admin./ Supervision	M.A.	1967
California State University, Fresno CA	Education	B.A.	1962
OTHER: USC, Los Angeles, CA	Educ. Admin./Higher Educ.		1970-71

EXPERIENCE:

Administrative

2003-08	Private School Administrator/Advisor – K-12 - California
2000-01	Director, Foundation Relations & Grants, Albertson College of Idaho
1/00-6/00	Acting Chair, Education Department, Albertson College of Idaho
1987-90	Division Chair; Director of Teacher Education Program, Sheldon Jackson College, Sitka, AK
1983-84	County/District Superintendent of Schools, Sierra County, Downieville, CA
1983	Assistant County Superintendent of Schools Curriculum/Instruction, Inyo County Office of Education, Independence, CA
1980-81	Director, Residence Education Center - Chapman University, NAS Lemoore, Lemoore, CA
1967-80	Various: Elementary and High School Principalships; Director, Business and Personnel Services; District Superintendent of Schools

Teaching and Research

1999-2000	Supervisor/Instructor-Field Experiences – Secondary Level, Albertson College of Idaho, Caldwell, ID
1994-95	Adjunct Faculty - Student Teaching Supervisor, Linfield College, McMinnville, OR; Southern Oregon University, Ashland, OR
1993	Instructor - Grades 6-7, Bandon Pacific Christian School, Bandon, OR
1987-90	Associate Professor - Teacher Education Program, Sheldon Jackson College, Sitka, AK

Teaching and Research (Cont.)

- 1986-87 Instructor - Business Management, Chapman University, REC, NAS Lemoore, Lemoore, CA
- 1984-87 Teacher - Grades 5-6; Coach 5-8; Riverdale UESD, Riverdale, CA
- Other*
- 1999 Mentoring Workshop, ACI, Caldwell, ID
- 1996 Inclusion Training - Coos County ESD, Coos Bay, OR
- 1958-67 Various: Teacher -- Grades 4-8, California School Districts

ACADEMIC/UNIVERSITY COMMITTEE ASSIGNMENTS:

- 2008 Member, Founding Group, VIMS Academy
- 2004-05 Member, ACSI Accreditation Visitation Team
- 1999-00 Interim Chair – Education; Department Representative, Region III Administrators, Albertson College of Idaho
- 1996 Ph.D. Mentor, Southern California Graduate School of Theology
- 1987-90 Administrative Affairs Committee (1989-90); Academic Programs Committee (1988-90); Professional Development Committee (1988-90); Student Services Committee (1987-88); Division Chairs (1987-90) - Sheldon Jackson College
- 1987-90 Member, Alaska Commissioner of Education's Deans Committee
- 1987-90 Member, Alaska Teacher Certification Advisory Board to Alaska State Board of Education
- 1988-89 Member, Alaska Teacher Education On-Site Review Team (NASDTEC), Alaska State Board of Education

OTHER PROFESSIONAL POSITIONS:

Institutes/Workshops

- 1988 Coordinator, Rural Alaska Mentor Teacher Project, Sheldon Jackson College
- 1988 Presenter, Special Education In-Service, Lower Kuskokwim SD, Bethel, AK

Consulting

- 1990-Present Sterling Price Associates, Private Education Consulting, Teacher Education Assessment and Evaluation; Education Program Funding & Development; Education Advocacy and Grant Writing; Education Services to Public/Private Education Agencies
- 1991-98 Northwest Educators Consortium Network, Eugene OR; Oregon HB 2991; Oregon Educational Act for the 21st Century; Education Funding
- 1980-87 Valley Consulting, Reedley, CA; California Legislature and Office of Lt. Governor; Public/Private Education Agencies

Volunteer Service

- 1999-01 Member, Idaho Safe & Drug-Free Schools & Community Advisory Board, Idaho Department of Education
- 1994-99 Member, Chairman (1996-97), Budget Committee, Bandon SD
- 1983-87 Cub Scouts of America, Marlins, Soccer, Tee-Ball, Reedley, CA
- 1983-84 Member, Justice System Subvention Advisory Board, Sierra County
- 1977-82 State Vice President; Chairman, State Education Committee, California Republican Assembly (CRA); President, Kings Canyon RA, Reedley, CA Member, Congressional District Advisory Board

MEMBERSHIP IN PROFESSIONAL AND SCHOLARLY ORGANIZATIONS:

Offices Held/Committee Service in Professional Organizations

1989-90 Organizing Chairman/Club President - Phi Delta Kappa Chapter,
Sheldon Jackson College

Memberships

2004-08 Association of Christian Schools International
1991-92 Oregon Association of School Business Officials
1968-93 Phi Delta Kappa
1988-90 National Council of States on In-service Education
1988-91 Association for Supervision and Curriculum Development
1980-91 Association of California School Administrators
1980-91 California Association of School Business Officials

PUBLICATIONS/EXHIBITIONS /ADJUDICATED PRODUCTIONS

Unpublished:

1989 Competency Demonstration in Student Teaching: A Triadic Model of Field Supervision, Sheldon Jackson College.
1976 Doctoral Dissertation: Identification of Management and Confidential Employees Under SB 160 in Collective Bargaining Negotiations, Laurence University.
1967 Masters Thesis: Duties and Responsibilities of School Superintendents, California State University, Fresno.

Administrative Handbooks

1984 Certificated Handbook for Sierra County Schools, Sierra COE

Curriculum Bulletins

1994, 95 Parent Access in Public Schools, Sterling Price Associates
1991, 95 Understanding School Reform and the Oregon Educational Act for the 21st Century, Northwest Educators Consortium
1986 Using Sustained Silent Reading in the Elementary Classroom, Valley Consulting
1985 Clinical Teaching: A Six Step Plan for Use in the Elementary School, Valley Consulting
1984 Teaching Techniques for Use With Migrant Students in the Elementary Classroom, Valley Consulting
1983 Inyo County Schools - Monthly Newsletter (Editor)

PAPERS AND PRESENTATIONS AT SCHOLARLY MEETINGS

Presenter

2005 Sterling Price Associates, ACSI Convention, Sacramento
2000 Panel Member – ML Teacher Preparation, IMLA Conference
1997 Presenter - National Conference on Creating the Quality School, Center for the Study of Small/Rural Schools, University of Oklahoma
1995 Presenter - Historically Black Colleges and Universities Faculty Development Symposium, HBCU Faculty Development Network
1993-95 Panel - Northwest Educators Consortium: Oregon Education Act for the 21st Century

Presenter (Cont.)

- 1991 Presenter - Northwest Educators Consortium: Mentoring and Peer Coaching Skills
- 1989 Presenter - National Council of States on In-service Education: Panel - Training Teachers and Cooperating Teachers
- 1988 Presenter - National Council of States on In-service Education: Rural Alaska Mentor Teacher Program

Program Committee Work

- 1993-98 Sterling Price Associates/Northwest Educators Consortium, Oregon Education Act for the 21st Century
- 1991-95 Sterling Price Associates/Northwest Educators Consortium, Goals 2000
- 1991-95 Northwest Educators Consortium, Teacher Education Programs
- 1989 Alaska Council for the Social Studies, Statewide Conference Committee
- 1988-90 Continuous Improvement Process - Total Quality Management, Phi Delta Kappa, Sitka Chapter

FOUNDATION RELATIONS & GRANTS

- 2000-Present Grant Funding Applications: Albertson Foundation, Barnes Foundation, Paul G. Allen Foundation, Beckman Foundation, Cary Trust, Coca-Cola Foundation, Engl Foundation, Hewlett Foundation, Keck Foundation, Kresge Foundation, Packard Foundation, Teagle Foundation, Union Pacific Foundation, Weyerhaeuser Foundation, Whittenberger Foundation, USDOE (Technology Innovation Challenge Grant), Kauffman Entrepreneur Internship Program, NSF, NEH, NEA, Idaho Humanities Council, Idaho Commission on the Arts, Idaho Community Foundation

HONORS AND AWARDS:

- 1984 Commendation: California County Superintendents Association, Professional Service to California Education
- 1976 Who's Who, School District Officials in United States

CERTIFICATION/CREDENTIALS:

- 1970 General Administration Life Credential, State of California
- 1970 General Secondary Life Credential, State of California
- 1970 General Elementary Life Credential, State of California

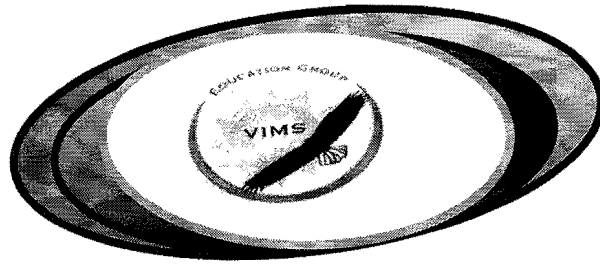
EXHIBIT A-3

Letter of Intent
to OUSD



**CONNECTIONS
ACADEMY®**

CalICA@VIMS



P.O. BOX 578268, Modesto, CA 95357 209.918-4835

August 7, 2009

O.U.S.D. Office of Charter Schools
1025 Second Avenue, Rm. 206
Oakland, CA 94606
Ph: (510) 879-8349
Fax: (510) 879-1844

Letter of Intent to Apply for a Charter

Name of proposed school: California Connections Academy @ VIMS
(CalICA@VIMS)

Petitioner's authorized representative Dr. Melda Gaskins and/or Shelia Gibson

Full mailing address (include city, state, zip code): P.O. Box 578268, Modesto, CA
95351

Daytime telephone number: 209-918-4835 and/ or 916-502-0068

Fax number: 209-863-9259

E-mail address: gaskauf@sbcglobal.net and/or sdallen1948@yahoo.com

Proposed location of school: Oakland, CA

Do you plan to request Proposition 39 facilities? No

Composition of petitioner group: non-profit organization

Grade levels to be served in year 1: K-12

Anticipated enrollment in year 1: 250

Grade levels to be served at full-capacity: K-12

Anticipated enrollment at full capacity: by 2010 -11 to increase to 500 and growing by approximately 35% per year for the remaining years of the charter.

Target student population: All students in K-12

Brief description of kind of school to be chartered.

VIMS Connections Academy is a proposed “virtual” public charter school that will serve K-12 students throughout San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento, Santa Clara, and Stanislaus Counties who need an alternative to the traditional classroom.

Brief explanation of mission of proposed charter school.

The mission of the CaliCA@VIMS 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 very real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every CaliCA@VIMS student has a Personalized Learning Plan and an entire team of experts committed to the student’s successful fulfillment of that plan. CaliCA@VIMS is a high-quality, high-tech, high-touch virtual “school without walls” that brings out the best in every student through Personalized Performance Learning.

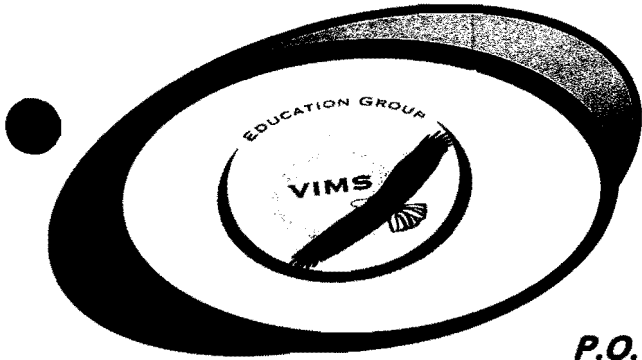
Are you planning to work with a charter management organization (CMO)? Yes

If so, please indicate name of CMO: Connections Academy, LLC _

Signature of Applicant's Authorized Representative

EXHIBIT A-4

Letter to Oakland
School Leaders



Serving counties of San Joaquin, Alameda, Amador, Calaveras,
Contra Costa, Santa Clara, Sacramento and Stanislaus



P.O. BOX 578268, Modesto, CA 95357 209.918.4835

To: Principals and Counselors
Oakland Unified School District Middle and High Schools
From: Visionary Institute of Math and Science (VIMS) – Connections Academy (CA)
RE: Intervention Program – Option for Parents and Students
Date: July 27, 2009

The purpose of this letter is to share information about a proposed “virtual” charter school which will serve students in the Oakland Unified School District. Visionary Institute of Math and Science (VIMS) - Connections Academy (CA) is an accredited proposed virtual charter school that plans to open in the fall of 2010.

VIMS-CA will serve any student in grades K-12. The focus for VIMS-CA will be math and science, using an instructional model known as *Personalized Performance Learning*. This model provides a learning environment that is well supported by teachers via technology. The school will employ credentialed teachers. VIMS-CA is a free online school and provides an opportunity for students to develop their own unique schedule, learning style and academic goals.

There are students who are disruptive in class and do not allow others to learn. These students might benefit from the option of online learning. Some students exhibit anxiety in large settings of comprehensive middle and high schools. These students will have an opportunity to excel with online learning in their home environment and earn the credits needed for high school. We can meet the needs of students with medical issues, poor attendance and students who have been expelled.

We want to become partners with you in meeting the needs of students by providing another option. Please share the enclosed information with your feeder schools, other counselors, teachers and parents. You can refer students who would benefit from the option of online learning.

Together we can make a difference in the number of students who earn credits toward graduation. We look forward to a partnership with the Oakland Unified School District. Our partnership will enable us to decrease the number of high school drop outs. Any student in the Oakland Unified School District will be able to enroll in VIMS-CA.

It is with pride that we share our vision and plans for a virtual school in Oakland. If you have question, please notify us or send an email.

Sincerely,
Shelia Gibson
Dr. Melda Gaskins

Shelia Gibson - VIMS, Director (916) 502-0068 (cell) sdallen1948@yahoo.com
Melda Gaskins - VIMS, Director (209) 918-4835 (cell) gaskauf@sbcglobal.net

EXHIBIT B

Samples of Alignment to
California Content
Standards

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

READING

1	Word Analysis, Fluency, and Systematic Vocabulary Development	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.		
	Vocabulary and Concept Development			
1.1		Trace the etymology of significant terms used in political science and history.	12A.01.01, 12A.02.01, 12B.04.22	11A.02.05
1.2		Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	12A.01.01, 12A.01.09, 12A.01.12, 12A.02.06, and throughout	11A.01.05, 11A.01.08, 11B.01.02 and throughout
1.3		Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	12A.01.20, 12A.01.21,	11A.02.02, 11B.02.08
2	Reading Comprehension (Focus on Informational Materials)	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.		
	Structural Features of Informational Materials			
2.1		Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	12A.02.09, 12A.02.10, 12B.06.14, 12B.06.15	11A.01.05, 11A.02.04, 11A.02.08, 11B.01.02
2.2	Comprehension and Analysis of Grade-Level-Appropriate Text			
		Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	12A.01.03, 12A.02.07, 12A.03.15, 12B.04.12	11A.01.06, 11A.02.06
2.3		Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	12A.01.08, 12A.01.09, 12B.06.14, 12B.06.15	11A.02.08, 11A.03.04, 11B.06.05

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

2.4		Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	12A.02.09	11B.07.02, 11A.03.07
2.5		Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	12A.02.11, 12A.02.12	11A.03.08, 11A.04.05
Expository Critique				
2.6		Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).	12A.03.20, 12B.06.14, 12B.06.15	11A.02.06, 11B.07.01
3	Literary Response and Analysis	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.		
Structural Features of Literature				
3.1		Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	12A.01.14, 12A.02.03, 12A.03.13	11B.02.05, 11B.02.11
Narrative Analysis of Grade Level-Appropriate Text				
3.2		Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	12A.01.07, 12A.01.13, 12B.04.22	11B.05.05, 11B.03.05
3.3		Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.	12A.02.15, 12B.04.24, 12B.05.12, 12B.05.13, 12B.06.09, 12B.06.13, 12B.06.26	11A.05.03, 11B.01.06
3.4		Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	12A.01.02, 12A.02.07, 12A.02.23, 12B.04.14, 12B.04.17, 12B.05.09	11B.02.03, 11B.02.05

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

3.5	Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	Grade 11	throughout
3.6	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).	12A.02.17, 12A.02.20,	
3.7	Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	throughout	Grade 12
Literary Criticism			
3.8	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)	12A.02.09, 12A.02.10, 12B.06.14, 12B.06.15	11B.07.03, 11A.04.05
3.9	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	12A.01.10, 12A.01.18, 12A.02.27, 12B.04.22	11A.03.06, 11A.03.07, 11A.03.08
WRITING			
	Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.		
Writing Strategies Organization and Focus			

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

1.1	Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	12A.01.09, 12A.02.07, 12A.03.15 12B.05.06,	11A.01.06, 11A.02.03
1.2	Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes	12A.03.08, 12B.05.12, 12B.06.09	11A.04.06, 11A.01.07
1.3	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	12A.02.26, 12A.03.14, 12A.03.20, 12B.05.06, 12B.06.08	11A.02.03, 11B.02.06
1.4	Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.	12B.04.10, 12B.05.15,	11B.07.06
1.5	Use language in natural, fresh, and vivid ways to establish a specific tone.	throughout	throughout
Research and Technology			
1.6	Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	12B.04.10 and throughout	11B.02.05, 11B.02.04
1.7	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	12A.02.27 and throughout	11B.02.02, 11B.02.03
1.8	Integrate databases, graphics, and spreadsheets into word-processed documents.	12A.03.19 and throughout	11B.02.10
Evaluation and Revision			
1.9	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	12A.01.15	11B.02.08, 11A.01.07
2	Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.		

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

2.1		<p>Write fictional, autobiographical, or biographical narratives:</p> <p>a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p>	12A.01.21	11A.01.06, 11A.01.07
2.2		<p>Write responses to literature:</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	12A.02.07, 12A.02.27, 12B.04.10	11A.05.09, 11B.03.08
2.3		<p>Write reflective compositions:</p> <p>a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p>	12A.01.22, 12A.02.12, 12A.03.14, 12B.04.10	11B.07.06, 11B.05.06

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

2.4		<p>Write historical investigation reports:</p> <p>a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p>e. Include a formal bibliography.</p>	12A.03.20	11B.02.02-- 11B.02.05
2.5		<p>Write job applications and résumés:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p> <p>c. Modify the tone to fit the purpose and audience.</p> <p>d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p>	*to be addressed by teacher and/or future curriculum development	11B.06.05
2.6		<p>Deliver multimedia presentations:</p> <p>a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience's response and revise the presentation accordingly.</p>	*to be addressed by teacher and/or future curriculum development	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS				
1	Written and Oral English Language Conventions	Students write and speak with a command of standard English conventions.		

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

1.1		Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.	throughout	throughout
1.2		Produce legible work that shows accurate spelling and correct punctuation and capitalization.	throughout	throughout
		Reflect appropriate manuscript requirements in writing.	throughout	throughout
LISTENING AND SPEAKING				
1	Listening and Speaking Strategies	Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.		
	Comprehension			
1.1		Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).	12A.02.09	
1.2		Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	12A.02.10	
1.3		Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).	12A.01.15, 12A.02.20, 12B Novel Unit: <i>Frankenstein</i> , 12B.06.15,	
	Organization and Delivery of Oral Communication			
1.4		Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.	12A.02.09, 12B.06.15	*to be addressed by teacher and/or future curriculum development
1.5		Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies	12A.02.10, 12B.06.15	*to be addressed by teacher and/or future curriculum development
1.6		Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	12B.05.09	11A.02.07
1.7		Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	12A.02.15	11A.02.07

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

1.8		Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity	12A.02.02, 12B.04.16	11A.02.07
1.9		Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	12B.04.02, 12B.04.03	11A.02.07
1.1		Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.	12B.04.14	11A.02.07
	Analysis and Evaluation of Oral and Media Communications			
1.11		Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.	12B.06.17	11A.04.05
1.12		Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).	12B.06.14	11A.04.05
1.13		Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof	12A.02.10	11A.02.06, 11A.02.07
1.14		Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").	*to be addressed by teacher and/or future curriculum development	*to be addressed by teacher and/or future curriculum development
2	Speaking Applications (Genres and Their Characteristics)	Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.		

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

2.1		<p>Deliver reflective presentations:</p> <p>a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).</p> <p>b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.</p> <p>c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.</p>	*to be addressed by teacher and/or future curriculum development	*to be addressed by teacher and/or future curriculum development
2.2		<p>Deliver oral reports on historical investigations:</p> <p>a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information on all relevant perspectives and consider the validity and reliability of sources.</p>	*to be addressed by teacher and/or future curriculum development	*to be addressed by teacher and/or future curriculum development
2.3		<p>Deliver oral responses to literature:</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).</p> <p>b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	*to be addressed by teacher and/or future curriculum development	*to be addressed by teacher and/or future curriculum development

**California Standards for English Language Arts
Grades 11 and 12**

**Connections Academy
Courses**

CA English 12

CA English 11

2.4		Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly	*to be addressed by teacher and/or future curriculum development	*to be addressed by teacher and/or future curriculum development
2.5		Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").	12A.2.15	11B.01.03, 11A.02.07

**California Standards for Calculus
Grades 8 through 12 Mathematics Content Standards**

**Connections Academy
Calculus Course**

1.0	Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity.	CalA.02
1.1	Students prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions.	CalA.02: Limits and Their Properties CalA.02: Linear Models and Rates of Change CalA.02: Functions, Graphs of Functions, and Finding Models to Data
1.2	Students use graphical calculators to verify and estimate limits.	CalA.02: Finding Limits Graphically, Numerically, and Analytically
1.3	Students prove and use special limits, such as the limits of $(\sin(x))/x$ and $(1-\cos(x))/x$ as x tends to 0.	CalA.02: Continuity, One-Sided Limits, and Infinite Limits
2.0	Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.	CalA.02: Continuity, One-Sided Limits, and Infinite Limits
3.0	Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.	CalA.02: Continuity, One-Sided Limits, and Infinite Limits
4.0	Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability.	CalA.03: The Derivative
4.1	Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.	CalA.03: The Derivative
4.2	Students demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function.	CalA.03: The Derivative
4.3	Students understand the relation between differentiability and continuity.	CalA.03: The Derivative
4.4	Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.	CalA.03: The Derivative
5.0	Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.	CalA.03: Differentiation
6.0	Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.	CalA.03: Implicit Differentiation
7.0	Students compute derivatives of higher orders.	CalA.03: Implicit Differentiation
8.0	Students know and can apply Rolle's theorem, the mean value theorem, and L'Hôpital's rule.	CalA.04: Extrema and The Mean Value Theorem

**California Standards for Calculus
Grades 8 through 12 Mathematics Content Standards**

**Connections Academy
Calculus Course**

9.0	Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.	CalA.04: Extrema and The Mean Value Theorem CalA.04: Derivative Tests, Limits, and Graphs
10.0	Students know Newton's method for approximating the zeros of a function.	CalA.04: Optimization, Newton's Method, and Differentials
11.0	Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.	CalA.04: Optimization, Newton's Method, and Differentials
12.0	Students use differentiation to solve related rate problems in a variety of pure and applied contexts.	CalA.04: Optimization, Newton's Method, and Differentials
13.0	Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.	CalB.06: Area, Riemann Sums, and Definite Integrals
14.0	Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.	CalB.06: The Fundamental Theorem of Calculus CalB.07: Inverse Trigonometric Functions CalB.08: Separation of Variables and First Order Linear Differential Equations CalB.09: Work, Moments, and Fluids
15.0	Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.	CalB.06: The Fundamental Theorem of Calculus
16.0	Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.	CalB.06: The Fundamental Theorem of Calculus
17.0	Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.	CalB.09: Work, Moments, and Fluids
18.0	Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.	CalB.07: Inverse Trigonometric Functions
19.0	Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.	*to be addressed by teacher and/or future curriculum development
20.0	Students compute the integrals of trigonometric functions by using the techniques noted above.	*to be addressed by teacher and/or future curriculum development
21.0	Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.	CalB.06: The Fundamental Theorem of Calculus

**California Standards for Calculus
Grades 8 through 12 Mathematics Content Standards**

**Connections Academy
Calculus Course**

22.0	Students understand improper integrals as limits of definite integrals.	*to be addressed by teacher and/or future curriculum development
23.0	Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.	*to be addressed by teacher and/or future curriculum development
24.0	Students understand and can compute the radius (interval) of the convergence of power series.	*to be addressed by teacher and/or future curriculum development
25.0	Students differentiate and integrate the terms of a power series in order to form new series from known ones.	CalA.04: Derivative Tests, Limits, and Graphs CalB.06: Antiderivatives and Indefinite Integration
26.0	Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.	*to be addressed by teacher and/or future curriculum development
27.0	Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.	CalB.08: Differential Equations: Introduction CalB.08: Slope Fields, Euler's Method, and Growth and Decay

California Standards for Physics

Grades 9 through 12 Science Content Standards

Connections Academy
Physics Course

*Standards that all students are expected to achieve in the course of their studies are unmarked.
Standards that all students should have the opportunity to learn are marked with an asterisk (*).*

Motions and Forces

1.	Newton's laws predict the motion of most objects. As a basis for understanding this concept:	
a.	Students know how to solve problems that involve constant speed and average speed.	PhyA.02: Motion in One Dimension
b.	Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).	PhyA.02: Forces and the Laws of Motion
c.	Students know how to apply the law $F=ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law).	PhyA.02: Forces and the Laws of Motion
d.	Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).	PhyA. 02: Forces and the Laws of Motion
e.	Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.	PhyA. 03: Circular Motion and Gravitation
f.	Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).	PhyA. 03: Circular Motion and Gravitation
g.	Students know circular motion requires the application of a constant force directed toward the center of the circle.	PhyA. 03: Circular Motion and Gravitation
h.	* Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.	*to be addressed by teacher and/or future curriculum development
i.	* Students know how to solve two-dimensional trajectory problems.	PhyA.02: Two-Dimensional Motion and Vectors
j.	* Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.	PhyA.02: Two-Dimensional Motion and Vectors
k.	* Students know how to solve two-dimensional problems involving balanced forces (statics).	*to be addressed by teacher and/or future curriculum development
l.	* Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: $a=v^2/r$.	PhyA.03: Circular Motion and Gravitation
m.	* Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).	*to be addressed by teacher and/or future curriculum development

California Standards for Physics

Grades 9 through 12 Science Content Standards

Connections Academy Physics Course

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Conservation of Energy and Momentum

2.	The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:	
a.	Students know how to calculate kinetic energy by using the formula $E=(1/2)mv^2$.	PhyA.03: Work and Energy
b.	Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) $=mgh$ (h is the change in the elevation).	PhyA.03: Work and Energy
c.	Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.	PhyA.03: Work and Energy
d.	Students know how to calculate momentum as the product mv .	PhyA.03: Momentum and Collisions
e.	Students know momentum is a separately conserved quantity different from energy.	PhyA.03: Momentum and Collisions
f.	Students know an unbalanced force on an object produces a change in its momentum.	PhyA.03: Momentum and Collisions
g.	Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.	PhyA.03: Momentum and Collisions
h.	* Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.	*to be addressed by teacher and/or future curriculum development

Heat and Thermodynamics

3.	Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:	
a.	Students know heat flow and work are two forms of energy transfer between systems.	PhyA.04: Heat
b.	Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.	PhyA.04: Thermodynamics
c.	Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.	PhyA.04: Thermodynamics
d.	Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.	PhyA.04: Thermodynamics
e.	Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.	PhyA.04: Thermodynamics

California Standards for Physics Grades 9 through 12 Science Content Standards

Connections Academy Physics Course

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f.	* Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).	PhyA.04: Thermodynamics
g.	* Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.	PhyA.04: Heat & Thermodynamics

Waves

4.	Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:	
a.	Students know waves carry energy from one place to another.	PhyB.06: Vibrations and Waves
b.	Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).	PhyB.06: Vibrations and Waves
c.	Students know how to solve problems involving wavelength, frequency, and wave speed.	PhyB.06: Vibrations and Waves
d.	Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.	PhyB.06: Sound
e.	Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).	PhyB.06: Light
f.	Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.	PhyB.06: Sound

Electric and Magnetic Phenomena

5.	Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:	
a.	Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.	PhyB.07: Electrical Energy and Current
b.	Students know how to solve problems involving Ohm's law.	PhyB.07: Electrical Energy and Current
c.	Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula $\text{Power} = IR$ (potential difference) $\times I$ (current) = I^2R .	PhyB.07: Electrical Energy and Current
d.	Students know the properties of transistors and the role of transistors in electric circuits.	PhyB.07: Circuits and Circuit Elements
e.	Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.	PhyB.07: Electric Forces and Fields
f.	Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.	PhyB.08: Magnetism

California Standards for Physics Grades 9 through 12 Science Content Standards

Standards that all students are expected to achieve in the course of their studies are unmarked.

Standards that all students should have the opportunity to learn are marked with an asterisk ().*

Connections Academy Physics Course

g.	Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.	PhyB.08: Magnetism
h.	Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.	PhyB.08: Electromagnetic Induction
i.	Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.	*to be addressed by teacher and/or future curriculum development
j.	* Students know electric and magnetic fields contain energy and act as vector force fields.	PhyB.08: Electric Forces and Fields
k.	* Students know the force on a charged particle in an electric field is qE , where E is the electric field at the position of the particle and q is the charge of the particle.	PhyB.07: Electric Forces and Fields
l.	* Students know how to calculate the electric field resulting from a point charge.	PhyB.07: Electric Forces and Fields
m.	* Students know static electric fields have as their source some arrangement of electric charges.	PhyB.07: Electric Forces and Fields
n.	* Students know the magnitude of the force on a moving particle (with charge q) in a magnetic field is $qvB \sin(\alpha)$, where α is the angle between v and B (v and B are the magnitudes of vectors v and B , respectively), and students use the right-hand rule to find the direction of this force.	PhyB.08: Magnetism
o.	* Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.	PhyB.07: Electric Forces and Fields

World History, Culture, and Geography: The Modern World

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

WHA:11.3.2 WHA
11.3.4 WHA11.3.5
WHA11.3.4
WHA11.3.5

WHA:11 Dated
Lesson: Constitution
Day WHA:11.5.13

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

WHA11.5.9-11
WHB:11.1.13

WHA:11.3.10
WHA:11.4.10
WHA:11.5.11
WHA11.5.13
WHA:11.5.11
WHA:11.5.13
WHA:11.5.13-15

WHB:11.1.2
WHB:11.1.3

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

WHB:11.1.1
WHB:11.1.5
WHB:11.1.6

WHB:11.1.5
WHB:11.1.6
WHB:11.1.5
WHB11.1.11

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

WHB.11.1.1

6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

WHB:11.1.5

WHB.11.1.6

WHB11.1.1

WHB11.1.5

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

WHB:11.1.4

WHB11.1.8

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.



1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

WHB:11.1.10-16

WHB11.1.8

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

WHB:11.1.10

WHB:11.1.11-15

3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

WHB:11.1.12

WHB11.1.13

WHB11.1.14

WHB11.1.15

4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

WHB:11.1.12

WHB11.1.15

10.5 Students analyze the causes and course of the First World War.



1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

WHB:11.2.1

WHB:11.2.2

2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).

WHB:11.2.2

WHB11.2.4

3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

WHB:11.2.3

WHB11.2.4

4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

WHB:11.2.4

WHB:11.2.5

5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

WHB:11.1.12,

WHB:11.2.10

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.

WHB:11.2.5, 11.2.6

2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. WHB:11.2.4
WHB:11.2.5

3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. WHB:11.2.5
WHB:11.2.6

4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway). WHB:11.2.8

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag). WHB:11.2.3
WHB:11.2.6

2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine). WHB:11.2.6
WHB:11.3.7

3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits. WHB:11.2.6
WHB:11.2.7

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939. WHB:11.2.11
WHB:11.2.14
WHB:11.2.16

2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. WHB:11.2.8
WHB:11.2.14

3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. WHB:11.2.14
WHB:11.2.15

4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower). WHB:11.2.14-17

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. WHB:11.2.7
WHB:11.2.16

6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. WHB:11.2.16
WHB:11.2.17

10.9 Students analyze the international developments in the post-World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. WHB:11.2.17

2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

WHB:11.3.1
WHB:11.3.2
WHB:11.3.9
WHB:11.3.10

3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

WHB:11.3.1
WHB:11.3.9
WHB:11.3.12
WHB:11.3.14

4. Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

WHB:11.2.12
WHB:11.3.14

5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

WHB:11.3.2
WHB:11.3.4
WHB:11.3.5

6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

WHB:11.2.16
WHB:11.3.13

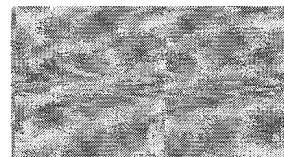
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

WHB:11.3.4
WHB:11.3.5

8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

WHB:11.3.1
WHB:11.3.8

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.



1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

WHB:11.8,
WHB:11.3.9
WHB:11.3.10
WHB:11.3.12
WHB:11.3.13
WHB:11.3.14
WHB:11.3.15
WHB:11.3.16

2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

WHB:11.8,
WHB:11.3.9
WHB:11.3.10
WHB:11.3.12
WHB:11.3.13
WHB:11.3.14
WHB:11.3.15
WHB:11.3.16

3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

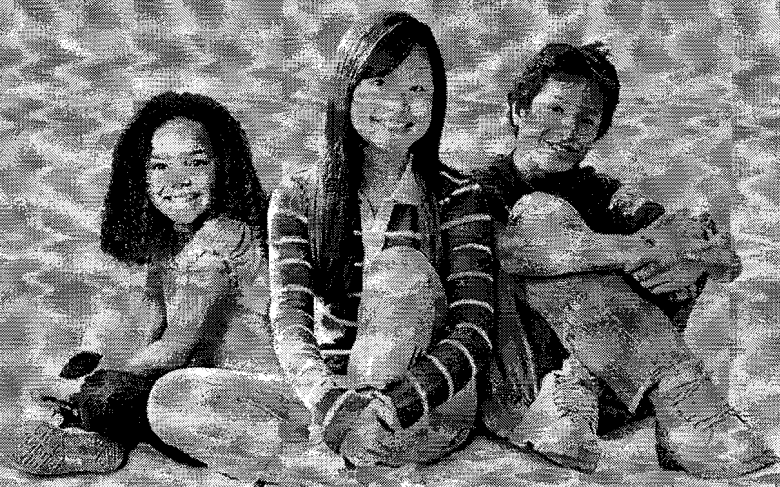
WHB:11.8,
WHB11.3.9
WHB11.3.10
WHB:11.3.12
WHB11.3.13
WHB:11.3.14
WHB:11.3.15
WHB11.3.16
WHB:11.3.3
WHB:11.3.17
WHB:11.3.18

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

EXHIBIT C

Connections Academy
2009-10 Curriculum
Program Guide

NEW
IN 2009-2010
• Robotics Club • Japanese
• Environmental Club
• Gifted and Talented Science Program



Successful Students

2009-2010 PROGRAM GUIDE

A public school at-home program for students in grades K-2, featuring a rigorous curriculum, supportive teachers, and a highly personalized approach.



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EXHIBIT D

Master Agreement
Sample

Independent Study Master Agreement

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 Learning Management System (LMS), 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, the LMS, 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 and in the PLP, the student will be credited with having completed the specified semester of his/her grade level. For a high school student who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, which should be attached to this Master Agreement.

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 Report. 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 or the first day of school (whichever is later).

Regular Reports

Each student in every grade must communicate with his/her teacher at least once every two (2) weeks. Parents/guardians must communicate with their student's teacher with the following frequency: At least once a month for parents/guardians of K–5 students; at least once every two (2) months for parents/guardians of 6–8 students; and at least once every three (3) months for parents/guardians of high school students. These required reports will occur in person, by phone, or via e-mail, at a mutually agreed upon time and date, as documented in the PLP. These meetings will be documented in the LMS User Log. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in the LMS. The student and Learning Coach agree to submit monthly student original work samples to the school. Parents/guardians will ensure their student participates in all assessments required by the school program. Each student must take at least one (1) Connections Academy staff-proctored test each year.

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 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, LMS, and printed lesson manuals.

Resources

Resources include, but are not limited to: a Learning Coach, credentialed teacher support, Technical Support, Student Support Services, core curriculum, the LMS, printed 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.
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 the 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 principal or designee may approve a period not to exceed an additional four (4) weeks.
4. In the event of the following, the principal or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain in Independent Study: When any student fails to complete the full requirements of a monthly Independent Study assignment for two (2) consecutive months, including submission of the required work samples or portfolios, or misses two (2) consecutive appointments, or fails to satisfactorily complete more than seventy percent (70%) of the assigned lessons within the Assignment Time for two (2) months, the Principal or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain in Independent Study. Written evaluation findings shall be kept in the student's permanent record. (Education Code 51747)
5. Any student with an existing Individualized Education Plan (IEP) may not participate in the Independent Study program provided by California Connections Academy Schools unless the existing IEP specifically provides for that participation. Questions about a student's IEP should be directed to the school principal.
6. A Master Agreement must be submitted for each semester the student is enrolled in this Independent Study School. Failure to return a signed Master Agreement for either first or second semester before the student's enrollment date or the first day of the semester (whichever is later) will lead to disenrollment.
7. Parents/guardians of high school students have reviewed, understand, and agree to the course of study and possible course credits attached to this document.
8. Parents/guardians will ensure that their student participates in the state-mandated standardized testing. The current mandated California state tests include the annual administration of:
 - a. STAR testing for all students in grades 2 through 12
 - b. A writing test for all students in grades 4 and 7
 - c. Physical fitness testing for all students in grades 5, 7, and 9
 - d. English language testing (CELDT) for students identified as English Language Learners in any grade or initially for students whose primary language at home is not English
 - e. CORE testing (or equivalent) for students who reside within the authorizing district (when required by the sponsoring district)
 - f. CAHSEE (High School Exit Exam) for high school graduation
 - g. 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.

Student Information

Legal Last Name		Legal First Name		Legal Middle Name	
<input type="checkbox"/> Male <input type="checkbox"/> Female	/ /	2009-10			
Gender	Date of Birth	Grade for 2009-10 School Year	School Year	Semester	
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 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 is not valid.

Student Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Parent/Guardian Name (Last, First Middle)	Signature	Date
Designated Learning Coach Name (Last, First Middle) (if someone other than a parent/guardian has been designated)	Signature	Date
Other Name (Last, First Middle) (directly responsible for providing assistance to the student)	Signature	Date

Internal Use Only:	Date Agreement Begins: _____	Date Agreement Ends: _____
Connections Academy School (check one): <input type="checkbox"/> Capistrano <input type="checkbox"/> Central California		
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

EXHIBIT E

Parent/Legal Guardian
Caretaker Acknowledgment
Sample

Regulatory Program Description

of the Parent/Legal Guardian (Caretaker) Acknowledgment (PLCA)

This document contains important information about state regulations that apply to your school.

You are enrolling in a school that operates in a “virtual” environment. Enrolling in this school means that your child will be attending a public school that has no physical classroom but still must meet all regulatory requirements for public schools in your state. These requirements include attending school for a required number of days and completing a required number of hours of instruction. While you will experience more flexibility than in a traditional school, students will still be expected to follow the school calendar. The school calendar and the required days and hours of instruction are posted in the School Handbook or may be requested by contacting support at 800-382-6010.

Students will be required to have their attendance recorded on a daily basis in the school’s Learning Management System (LMS). There are additional requirements in order to demonstrate attendance for the required number of days and hours. Students who do not attend school as required by law will be considered truant. Students and their parents or legal guardian(s) are subject to local truancy laws and regulations. Students are also required to participate in state and school standardized tests and to comply with the terms of the School Handbook. Please carefully review the following requirements.

All grade levels: State law provides that parents/ legal guardians are responsible for ensuring that their students attend school. Only a parent/ legal guardian or a designated representative can record attendance. Attendance must be recorded daily in the LMS. In addition, all students must complete assigned lessons, submit specified assignments to their teachers by mail and online, and complete assessments. Students and/or their parents/ legal guardians or designated representatives are expected to participate in regular telephone, e-mail, Web conferencing (LiveLesson® presentations) or, if required, in-person contacts with a teacher during the school’s regularly scheduled school hours. If these activities are not completed as directed by the school, then attendance can’t be verified, and the student may be considered truant.

Elementary School: In order to meet attendance requirements and successfully complete their lessons, students will need substantial assistance from a parent/ legal guardian or a designated representative who should be with them physically during the school day. The amount of assistance will vary depending on the student’s capabilities to be self-directed and to comprehend the materials. Students must be in a safe and secure environment. Such an environment generally requires that the student have adult supervision during the entire school day in order to meet health and safety regulations. Check your state law to determine the age when a child can be left unattended.

Middle School: In order to meet attendance requirements and successfully complete their lessons, students will need some assistance from a parent/ legal guardian or a designated representative. The amount of assistance will vary depending on the student’s capabilities to be self-directed and to comprehend the materials. Students must be in a safe and secure environment. Such an environment generally requires the regular presence of an adult in order to meet health and safety regulations. Check your state law to determine the age when a child can be left unattended.

High School (not available at all schools): Students are expected to perform their school work independently. However, a parent/ legal guardian or a designated representative must still report daily attendance in the LMS and verify that the student has completed the assigned lessons and assessments. This adult 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 law to determine the age when a child can be left unattended.

Parent/Legal Guardian (Caretaker) Acknowledgment (PLCA)

Make sure that you have read and understood the **Regulatory Program Description** before signing this form. A "caretaker" refers to a parent or legal guardian. Complete **one form per student**.

- ✓ All of the information that I have provided on the student and family information forms and the enrollment documentation is accurate. I understand that I am responsible for reviewing this information, and I will notify the school immediately of any errors or changes
- ✓ To remove a caretaker's access to the Learning Management System (LMS), contact customer support.
- ✓ I understand that except for approved designated part-time programs, I am registering my student in a full-time public school that has specific rules and standards, including a defined school calendar and required assessments.
- ✓ This student meets any required eligibility requirements as listed on the school's Eligibility Requirements Web page.
- ✓ If I am in a state that requires me to provide my own computer to participate in the program or if I elected to use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the Family Information Form and the School Handbook.
- ✓ I agree that my student will attend all mandatory meetings and standardized tests required by the school. I am responsible for transporting and supervising my student during his or her participation in any school activities.
- ✓ I understand that I will be financially responsible for any school property that is provided to me, including property that becomes damaged, is moved to another location, or is not returned when requested by the school.
- ✓ I understand that students are bound by the rules and other provisions set out in the School Handbook. (You are urged to read the School Handbook. The School Handbook is accessed through the Virtual Library in the Learning Management System (LMS) or you may request a copy be sent to you by contacting customer support. Instructions about how to access documents in the Virtual Library are included in the Online Help accessed from your LMS home page. If you have problems, contact customer support at 800-382-6010.)
- ✓ I have read and understand the Regulatory Program Description including information about the need for adult supervision for some students.
- ✓ I have read, understand, and agree to the terms of this PLCA.

Caretaker: _____
 Last Name First Name Middle Name

Signature _____ Date _____

Caretaker: _____
 Last Name First Name Middle Name

Signature _____ Date _____

All parents/legal guardians signing this form will be provided with access to the school's Learning Management System (LMS) as "Learning Coaches" and are required to follow its Terms of Use. Do not sign this form if you are not a parent or legal guardian of the student named above. Parents/legal guardians may designate another adult to serve as the Learning Coach by completing the **Designated Learning Coach Agreement (DLCA)** provided in your school's enrollment package or obtained by contacting customer support at 800-382-6010.

EXHIBIT F

VIMS Education Group
Articles of Incorporation



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

OCT 29 2007

Debra Bowen

DEBRA BOWEN
Secretary of State

3052160

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

OCT 25 2007

ARTICLES OF INCORPORATION
OF
VIMS Education Group
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is VIMS Education Group.

TWO: 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 charitable purposes. The specific purposes for which this corporation is organized are educational purposes in establishing charter schools.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Ruth S. Williams; 27831 Kalmia Avenue; Moreno Valley, CA 92555.

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial directors of this corporation are:

Name	Address
Ruth S. Williams	27831 Kalmia Avenue Moreno Valley, CA 92555
Melda L. Gaskins	5616 Lady Dawn Court Riverbank, CA 95367

SIX. The property of this corporation is irrevocably dedicated to educational purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501 (c)(2) of the Internal Revenue Code.

Date: 10/24/07

Ruth S. Williams
Ruth S. Williams
President, Director

Welda L. Gaskins
Welda L. Gaskins
Vice President, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Ruth S. Williams
Ruth S. Williams
President, Director

Welda L. Gaskins
Welda L. Gaskins
Vice President, Director

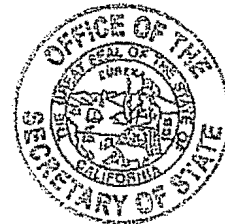


EXHIBIT G

VIMS Education Group
Initial Bylaws

BYLAWS
OF
VIMS EDUCATION GROUP
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in 27831 Kalmia Avenue; Moreno Valley, CA Riverside County, California.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these bylaws and not otherwise. The board of directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these bylaws.

Dated: _____

Dated: _____

Dated: _____

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this corporation shall be: to raise funds to assist in the education of students through charter school establishment, consulting and assistance.

This Corporation is organized exclusively for the support of charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and Sections 5111 et seq. of the California Corporations Code. Notwithstanding any other provisions of these Bylaws, this Corporation shall not carry on any other activity not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) in the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law), or (2) by

Corporation contributions which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any federal United States Internal Revenue law).

ARTICLE 3 DIRECTORS

SECTION 1. NUMBER

The corporation shall have two directors and collectively they shall be known as the board of directors. The number may be changed by amendment of this bylaw, or by repeal of this bylaw and adoption of a new bylaw, as provided in these bylaws.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the articles of incorporation and bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the board of directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation of this corporation, or by these bylaws;
- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation;
- (c) Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these bylaws;
- (e) Register their addresses with the secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

SECTION 4. TERMS OF OFFICE

Each director shall hold office until the next annual meeting for election of the board of directors as specified in these bylaws, and until his or her successor is elected and qualifies.

SECTION 5. COMPENSATION

Directors shall serve without compensation. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services

to the corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested persons. For purposes of this Section, "interested persons" means either:

- (a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (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.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within or without the State of California which has been designated from time to time by resolution of the board of directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all directors given either before or after the meeting and filed with the secretary of the corporation or after all board members have been given written notice of the meeting as hereinafter provided for special meetings of the board.

Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all directors participating in the meeting are able to hear one another. 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 all of the following apply:

- a) Each director participating in the meeting can communicate with all of the other directors concurrently;
- b) Each director 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, a specific action to be taken by the corporation; and
- c) The corporation adopts and implements some means of verifying 1) that all persons participating in the meeting are directors of the corporation or are otherwise entitled to participate in the meeting, and 2) that all actions of, or votes by, the board are taken and cast only by directors and not by persons who are not directors.

SECTION 8. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held on 1st Monday ^{of the month} at 6 P.M., unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

If this corporation makes no provision for members, then, at the annual meeting of directors held on April 15, directors shall be elected by the board of directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only.

SECTION 9. SPECIAL MEETINGS

Special meetings of the board of directors may be called by the chairperson of the board, the president, the vice president, the secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

SECTION 10. NOTICE OF MEETINGS

Regular meetings of the board may be held without notice. Special meetings of the board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day, and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

SECTION 12. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 13. QUORUM FOR MEETINGS

A quorum shall consist of two Directors.

Except as otherwise provided in these bylaws or in the articles of incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such

meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the articles of incorporation or bylaws of this corporation.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the board of directors, unless the articles of incorporation or bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 15. CONDUCT OF MEETINGS

Meetings of the board of directors shall be presided over by the chairperson of the board, or, if no such person has been so designated or, in his or her absence, the president of the corporation or, in his or her absence, by the vice president of the corporation or, in the absence of each of these persons, by a chairperson chosen by a majority of the directors present at the meeting. The secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these bylaws, with the articles of incorporation of this corporation, or with provisions of law.

SECTION 16. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the board of directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the board" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the board of directors without a meeting and that the bylaws of this corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

SECTION 17. VACANCIES

Vacancies on the board of directors shall exist (1) on the death, resignation, or removal of any director, and (2) whenever the number of authorized directors is increased.

The board of directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

If this corporation has any members, then, if the corporation has fewer than fifty (50) members, directors may be removed without cause by a majority of all members, or, if the corporation has fifty (50) or more members, by vote of a majority of the votes represented at a membership meeting at which a quorum is present.

If this corporation has no members, directors may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the chairperson of the board, the president, the secretary, or the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these bylaws, or (3) a sole remaining director. If this corporation has members, however, vacancies created by the removal of a director may be filled only by the approval of the members. The members, if any, of this corporation may elect a director at any time to fill any vacancy not filled by the directors.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the board of directors or until his or her death, resignation, or removal from office.

SECTION 18. NONLIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 19. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee, or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue, or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 20. INSURANCE FOR CORPORATE AGENTS

The board of directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee, or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4 OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a president, a secretary, and a chief financial officer who shall be designated the treasurer. The corporation may also have, as determined by the board of directors, a chairperson of the board, one or more vice presidents, assistant secretaries, assistant treasurers, or other officers. Any number of offices may be held by the same person except that neither the secretary nor the treasurer may serve as the president or chairperson of the board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as an officer of this corporation. Officers shall be elected by the board of directors, at any time, and each officer shall hold office until he or she resigns, is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The board of directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the board of directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the board of directors, at any time. Any officer may resign at any time by giving written notice to the board of directors or to the president or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has

been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of president, such vacancy may be filled temporarily by appointment by the president until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the articles of incorporation of this corporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. Unless another person is specifically appointed as chairperson of the board of directors, he or she shall preside at all meetings of the board of directors. If applicable, the president shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the articles of incorporation, or by these bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the board of directors.

SECTION 7. DUTIES OF VICE PRESIDENT

In the absence of the president, or in the event of his or her inability or refusal to act, the vice president shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions on, the president. The vice president shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the board of directors.

SECTION 8. DUTIES OF SECRETARY

The secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any member, and, in the case where any membership has been terminated, the secretary shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation of this corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these bylaws relating to the "Execution of Instruments, Deposits, and Funds," the treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor.

Render to the president and directors, whenever requested, an account of any or all of his or her transactions as treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of treasurer and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

SECTION 10. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the board of directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the corporation, provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 3, Section 6 of these bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation.

ARTICLE 5 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE OF THE BOARD

The board of directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an executive committee of the board and delegate to such committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

- (a) The approval of any action which, under law or the provisions of these bylaws, requires the approval of the members or of a majority of all of the members.
- (b) The filling of vacancies on the board or on any committee that has the authority of the board.
- (c) The fixing of compensation of the directors for serving on the board or on any committee.
- (d) The amendment or repeal of bylaws or the adoption of new bylaws.
- (e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.
- (f) The appointment of committees of the board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.
- (h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the board of directors or by the committee. The time for special meetings of committees may also be fixed by the board of directors. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

ARTICLE 6 EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The board of directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the board of directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the treasurer and countersigned by the president of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

SECTION 4. GIFTS

The board of directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

**ARTICLE 7
CORPORATE RECORDS, REPORTS, AND SEAL**

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;

(c) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;

(d) A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The board of directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

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 physical properties of the corporation.

SECTION 4. MEMBERS' INSPECTION RIGHTS

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

(a) To inspect and copy the record of all members' names, addresses, and voting rights, at reasonable times, upon five (5) business days' prior written demand on the corporation, which demand shall state the purpose for which the inspection rights are requested.

(b) To obtain from the secretary of the corporation, upon written demand and payment of a reasonable charge, an alphabetized list of the names, addresses, and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available on or before the later of ten (10) business days after the demand is received or after the date specified therein as of which the list is to be compiled.

(c) To inspect at any reasonable time the books, records, or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the corporation by the member, for a purpose reasonably related to such person's interests as a member.

SECTION 5. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 6. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation and, if this corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate 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 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;
- (e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

If this corporation has members, then, if this corporation receives TWENTY-FIVE THOUSAND DOLLARS (\$25,000), or more, in gross revenues or receipts during the fiscal year, this corporation shall automatically send the above annual report to all members, in such manner, at such time, and with such contents, including an accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

SECTION 7. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO MEMBERS

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

- (a) Any transaction in which the corporation, or 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 its subsidiary (a mere common directorship shall not be considered a material financial interest); or

(2) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent, or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS (\$10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

If this corporation has any members and provides all members with an annual report according to the provisions of Section 6 of this Article, then such annual report shall include the information required by this Section.

ARTICLE 8 FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the 1st day of January and end on the 31st day of December in each year.

ARTICLE 9 AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of bylaws of public benefit nonprofit corporations, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted as follows:

(a) Subject to the power of members, if any, to change or repeal these bylaws under Section 5150 of the Corporations Code, by approval of the board of directors unless the bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this corporation has admitted any members, then a bylaw specifying or changing the fixed number of directors of the corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of this corporation.

**ARTICLE 10
AMENDMENT OF ARTICLES**

SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS

Before any members have been admitted to the corporation, any amendment of the articles of incorporation may be adopted by approval of the board of directors.

SECTION 2. AMENDMENT OF ARTICLES AFTER ADMISSION OF MEMBERS

After members, if any, have been admitted to the corporation, amendment of the articles of incorporation may be adopted by the approval of the board of directors and by the approval of the members of this corporation.

SECTION 3. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its articles of incorporation to alter any statement which appears in the original articles of incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Nonprofit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

**ARTICLE 11
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS**

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these bylaws and is fixed by resolution of the board of directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the articles of incorporation of this corporation and not otherwise.

ARTICLE 12
MEMBERS

SECTION 1. DETERMINATION OF MEMBERS

If this corporation makes no provision for members, then, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the articles of incorporation or bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the board of directors.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the initial directors in the articles of incorporation of VIM EDUCATION GROUP, a California nonprofit corporation, and, pursuant to the authority granted to the directors by these bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing bylaws, consisting of sixteen pages, as the bylaws of this corporation.

Dated: 10/25/07

Ruth S. Williams
Ruth S. Williams, Director

see attached
Melda L. Gaskins, Director

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the bylaws of the corporation named in the title thereto and that such bylaws were duly adopted by the board of directors of said corporation on the date set forth below.

Dated: _____

see attached
Melda L. Gaskins, Secretary

**ARTICLE 12
MEMBERS**

SECTION 1. DETERMINATION OF MEMBERS

If this corporation makes no provision for members, then, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the articles of incorporation or bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the board of directors.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the initial directors in the articles of incorporation of VIM EDUCATION GROUP, a California nonprofit corporation, and, pursuant to the authority granted to the directors by these bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing bylaws, consisting of sixteen pages, as the bylaws of this corporation.

Dated: 10/25/07

Ruth S. Williams, Director

Melda L. Gaskins
Melda L. Gaskins, Director

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the bylaws of the corporation named in the title thereto and that such bylaws were duly adopted by the board of directors of said corporation on the date set forth below.

Dated: 10/25/07

Melda L. Gaskins
Melda L. Gaskins, Secretary

EXHIBIT H

VIMS Education Group
IRS Determination Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JAN 06 2009

VIMS EDUCATION GROUP
C/O DANIEL KODAM
41880 KALMIA ST STE 115
MURRIETA, CA 92562

Employer Identification Number:
26-1438380
DLN:
17053119302008
Contact Person:
TYRONE THOMAS ID# 95046
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
October 25, 2007
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

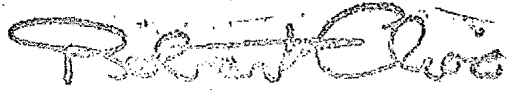
We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

VIMS EDUCATION GROUP

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

VIMS EDUCATION GROUP

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

EXHIBIT I

Draft Sample Professional
Services Agreement

SAMPLE DRAFT ONLY

PROFESSIONAL SERVICES AGREEMENT BETWEEN CALIFORNIA CONNECTIONS ACADEMY @ VISIONARY INSTITUTE OF MATH AND SCIENCE AND CONNECTIONS ACADEMY, LLC

This Professional Services Agreement (“Agreement”), made as of the Effective Date specified below, by and between Connections Academy, LLC a Delaware limited liability company (“CA”) and California Connections Academy @ Visionary Institute of Math and Science (“CaliCA@VIMS”), a non-profit, independent study, non-classroom-based charter school (the “Charter School”) (individually a “Party” and collectively the “Parties”) authorized or to be authorized by the Oakland Unified School District (“Sponsor”) pursuant to applicable California law (the “Charter School Law”).

RECITALS

WHEREAS, Connections Academy, LLC. (“CA”) provides innovative educational services outside the traditional classroom, emphasizing accountability and performance for students and staff; and

WHEREAS, CA has a proven record of successfully managing the day-to-day provision of educational services; and

WHEREAS, CA will provide educational services that comply with the requirements for an independent study school charter providing non-classroom-based programs of instruction as provided for in the Charter School Law; and

WHEREAS, the Charter School desires to contract with CA to provide such educational services as defined herein to certain eligible students qualifying for pupil enrollment and public funding under the Charter School Law, and CA desires to contract with the Charter School to provide these services; and

WHEREAS, the Charter School and CA are entering into this Agreement to set forth the obligations and duties of each party with respect to the provision of Educational Services by CA on behalf of the Charter School; and

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. (see also Section 1.11)

1.2 “**Budget**” shall mean the operating budget for the Charter School as approved by the Charter School according to the provisions of Section 7.

SAMPLE DRAFT ONLY

1.3 “**Charter Renewal Petition**” shall mean the petition for renewal of the charter of the Charter School as approved by the Sponsor.

1.4 “**Charter School Board**” shall mean the Governing Body of the Charter School.

1.5 “**Educational Services**” shall mean the academic and teaching services defined in Section 2 of this Agreement.

1.6 “**Eligible Students**” shall have the meaning set forth in Section 4 of this Agreement.

1.7 “**Effective Date**” shall be the date upon which the charter renewal is granted to the Charter School by the Sponsor to continue operation of the independent study charter school, and such renewal becomes effective, and this agreement shall have been approved by the Charter School.

1.8 “**Learning Coach**” shall mean a parent or legal guardian of the Student or another adult specifically designated by the Student’s parent or legal guardian who will perform the responsibilities as defined in the Parent/Legal Guardian (Caretaker) Acknowledgement (formerly known as the “Parent/Learning Coach Agreement”), that shall be reviewed and approved annually by the Charter School and the School Handbook, that shall be reviewed and approved annually by the Charter School. Learning Coaches shall not be employees or contractors of either the Charter School or CA and shall not receive any compensation for their services as such.

1.9 “**Performance Review**” shall mean a review of CA’s performance under this Agreement, conducted at the Charter School’s discretion; the design of the review, performance criteria and the methodology shall be developed by the Charter School in consultation with CA.

1.10 “**Personalized Learning Plan**” or “**PLP**” shall have the meaning set forth in Section 2.2 of this Agreement.

1.11 “**School Calendar**” shall be the days when the Educational Services under this Agreement will be delivered to Students, Teachers and Learning Coaches as defined by the School Handbook. CA will provide services to the Charter School on the days the Charter School Board establishes to be the school calendar for the school year, except that Students may continue to report attendance during scheduled school holidays to the extent permitted under California law. The school calendar for each Academic Year shall be as approved by the Charter School Board.

1.12 “**Special Needs Students**” shall mean students who have been identified as disabled under the federal Individuals with Disabilities Education Act, as amended or Section 504 of the federal Rehabilitation Act of 1973.

1.13 “**Students**” shall mean the students who are enrolled in the Charter School. A child must be an Eligible Student in order to be enrolled. Students shall be required by CA to conform to the provisions of the School Handbook and the Independent Study Policy.

1.14 “**Student Records**” shall mean all CA tests, grades, attendance records and other information entered into the Student’s cumulative informational file.

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1.15 “Teachers” are persons who provide educational instruction to Students.

1.16 “Term” shall have the meaning set forth in Section 5 of this Agreement.

2 Educational Services to be Provided by CA.

CA shall provide the following Educational Services, which shall be first reviewed and approved by the Charter School Board and may not be substantially altered without prior approval by the Charter School Board:

2.1 Instructional Materials. CA shall provide to the Charter School for each Academic Year of the Term all such online and offline materials for grades K-12 that shall meet or exceed the specifications included in Charter Renewal Petition and any Charter School Law. The instructional materials shall be reviewed and approved annually by the Charter School Board. The Charter School specifically acknowledges that all instructional materials are the property of CA or its vendors and that any payments to CA for the use of the instructional materials shall be solely for the applicable Academic Year for each Student. CA shall have the right to recover any reusable instructional materials at the conclusion of each Academic Year. CA may invoice Students for any materials that are not returned as permitted by law. CA acknowledges that the Charter School may not provide any “thing of value” (as defined in Education Code Section 51747.3) to Students. CA and the Charter School shall cooperate to ensure that instructional materials are, to the extent possible, recovered, and that no Student or Learning Coach obtains ownership of any such materials.

2.2 Personalized Learning Plan Protocol. A Personalized Learning Plan (“PLP”) for each Student as required to meet or exceed any specifications in the Charter Renewal Petition.

2.3 Assessments. A series of assessments administered to Students to gauge mastery of core concepts and readiness for the State of California’s standardized tests (e.g. STAR tests) including: (a) a placement evaluation; (b) an additional skills assessment for grades 3-8, designed to measure a Student’s level against state standards will generally be administered to students enrolled during the first two 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 and CA; (d) Progress Reports that shall be prepared for each Student at least quarterly, and shall meet or exceed any specifications in the Charter Renewal Petition.

2.4 Standardized Tests. All Students shall be required to participate in the State of California’s standardized tests to the same extent as students enrolled in any other California public charter school. CA shall be responsible for establishing a testing plan that provides reasonable access to testing sites based on the Student’s residence that shall be included in the School Handbook as approved by the Charter School Board. CA 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.

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2.5 Administrative Staff. The Charter School shall employ one or more persons who shall be designated as the school "Principal" along with such other administrative staff as shall be approved by the Charter School Board. While the Principal and other administrative staff are employees of the Charter School, the Charter School shall contract with CA for human resources services including recruiting, payroll, benefits administration, supervision and liability insurance. The Principal shall aim to build consensus among all stakeholders, and hence shall have responsibilities that shall include inspiring Teachers to teach, Students to learn, and Learning Coaches to engage in their Student's learning. The Teachers shall report to the Principal and the Principal shall work primarily under the direction of the CA Chief Education officer, or his designee, subject to oversight by the Charter School Board. The Principal shall be the primary interface between CA and the Charter School and shall be responsible for assuring the delivery of the Educational Services. If the total number of Students is less than four hundred (400), the Principal may be employed on a part-time basis, or may also serve as a Teacher. Although the human resources services including recruiting, payroll, benefits administration, supervision and liability insurance shall be contracted to CA, the Charter School Board shall have the right to review and approve the selection of the Principal by CA, and his or her compensation shall be subject to prior review and approval by the Charter School Board that the compensation provided is fair and reasonable. CA shall annually evaluate the Principal on a basis that is mutually agreeable to CA and the Charter School Board and shall provide the results of that evaluation to the Charter School Board. However, nothing shall prevent the Charter School Board from developing its own independent evaluation of the Principal. The Charter School Board shall have the right to require CA to replace the Principal, in the event the Charter School Board is dissatisfied with his or her performance, and so notifies CA in writing. In that event, CA shall promptly take steps to replace the Principal. The Charter School Board shall have the right to review and approve any replacement Principal. CA may replace the Principal at any time; provided that the Principal's replacement shall be reviewed and approved by the Charter School Board. If the Principal is also a Teacher, the Principal shall be employed by the Charter School in the same manner as other Teachers; but may be removed as Principal in the manner described in this paragraph. The Charter School may employ one or more persons who shall be designated as administrative or clerical staff. Such administrative or clerical staff shall report to the Principal. While the administrative or clerical staff shall be employees of the Charter School, the Charter School shall contract with CA for human resources services including recruiting, payroll, benefits administration, supervision and liability insurance. If the administrative or clerical staff is also a Teacher and hired to do some teaching, the Charter School shall employ him or her in the same manner as other Teachers.

2.6 Community Coordinator(s) and Group Activities. CA shall recruit Learning Coaches willing to volunteer their services to coordinate local community service activities that allow Students to apply their academic skills while interacting with other Students in their immediate geographic area ("Community Coordinator"). This may include extracurricular activities, classes or lessons such as art, dance, or music, and community service opportunities and events. Additionally, the Community Coordinator shall organize an official outing or activity at least once every five (5) weeks (eight times a year). These events will be opportunities for support, socialization and learning. Prior approval for these events must be obtained from the Principal and permission slips or signatures must be collected for each Student. The main communication

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tool for Community Coordinators will be the Charter School's message boards maintained by CA. The Community Coordinator shall be responsible for posting timely and relevant information in these message boards, moderating discussions and reporting any inappropriate or dangerous behavior to the Principal. Community Coordinators shall not be considered employees or contractors of CA or the Charter School. CA is not responsible for providing transportation to these group activities or otherwise providing for the cost of such activities. The local Community Coordinator shall work with Teachers, parents and Students to enrich the learning experience and distribute information about their local community.

2.7 Teaching Staff. While the Teachers shall be employees of the Charter School, the Charter School shall contract with CA for human resources services including recruiting, training, payroll, benefits administration, supervision and liability insurance. Subject to the terms set forth in this paragraph, CA shall be responsible for recruiting, training, assigning and supervising teachers and shall maintain teaching staff at a ratio as set forth in Title 5, Section 11704 of the California Code of Regulations. 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). In addition, the Charter School Board shall delegate to CA and the Principal all day-to-day responsibility for the selection, supervision, oversight, discipline and dismissal of the Teachers. The Principal shall keep the Charter School Board informed of staffing decisions on a regular basis, and shall report to and be responsible to the Board on collective bargaining matters. The number of Teachers to be hired and their levels of compensation are subject to prior review and approval by the Charter School Board. Notwithstanding the foregoing, the Charter School Board may, at any time by formal action of the Board, request that the Principal promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher serving the Charter School. The Principal shall provide a prompt report to the Charter School Board on any and all actions taken in response to such a request. In the event the Principal fails to take timely action to respond to the complaints or concerns raised, make a report, or in the event the actions taken by the Principal are deemed inadequate, the Charter School Board may act in the best interests of Charter School to require the removal or replacement of that Teacher.

2.8 Educational Resource Center. CA shall provide access to additional educational support staff in the areas of special education, gifted education and curriculum services with such staff being available to Teachers, Learning Coaches and Students, according to the terms of the Charter Petition and the School Handbook and other policies and procedures as established by CA with the approval of the Charter School. Such resources will be available toll-free to via email and telephone during the School Calendar, during the hours of 7 a.m. to 3 p.m. Pacific Time.

2.9 Instructional Staff Support and Development. All Teachers will receive access to all materials supplied to Students in Section 2.1 as necessary to conduct their teaching responsibilities. Teachers will be trained in the CA protocols, with such protocols being reviewed and approved by the Charter School Board. In addition, continuing professional development will be provided as required to support the delivery of the Educational Services and shall be sufficient to allow Teachers to comply with applicable California statutes and regulations regarding professional development requirements. CA will present a plan for the

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time and methods of delivery of professional development to the Charter School Board on a mutually agreed upon schedule for each Academic Year and such plan shall be subject to prior review and approval by the Charter School Board.

2.10 Learning Management System. CA will provide to the Charter School a nonassignable limited license for the use of its Learning Management System by Teachers, Students, Learning Coaches and other individuals required to access the system in order to provide the Educational Services in this Agreement. The Learning Management System will include features and functions required to meet the requirements of the Charter Renewal Petition including: Assignment Management and Tracking, Communication Tools and Reporting. The features and functions of the Learning Management System may be updated from time to time by CA.

2.11 Software, Hardware and Internet access. At its option, the Charter School may elect to lease hardware and software from CA for the specific use of a Student. Any hardware and software provided by CA will be the exclusive property of CA 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 hardware, software and any Internet subsidy provided shall be updated from time to time with the approval of the Charter School Board. The Charter School shall not be responsible for ensuring the return of such hardware or software. However, to the extent that such hardware or software are not recovered, CA may invoice Students for any equipment or software that are not returned as permitted by law. CA and the Charter School shall cooperate to ensure that equipment and software are, to the extent possible, recovered, and that no Student or Learning Coach obtains ownership of any such equipment or software. The Charter School may also elect to purchase its own equipment, or software, and contract with CA to manage such equipment or software. If the Charter School elects to own and manage its own equipment, then the Charter School must agree to provide the same services provided by CA during the term of this Agreement. However, to the extent that such hardware or software are not recovered, CA may invoice Students for any equipment or software that are not returned as permitted by law. CA acknowledges that the Charter School may not provide any “thing of value” (as defined in Education Code Section 51747.3) to Students.

2.12 Technical Support and Maintenance. CA shall provide technical support and maintenance of any computer hardware or software provided by it to Students toll-free via email and telephone during the hours of 7 a.m. to 3 p.m. Pacific Time. CA will only be responsible for providing repairs according to the policies outlined in School Handbook as approved by the Charter School Board. For Students using their own computer hardware and software, CA shall provide technical support for non-CA supplied hardware and software initially 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 to support the Students’ use of the Learning Management System. CA may contract with outside vendors for the provision of technical support and maintenance as required herein.

2.13 Student Records. CA shall provide maintenance of Student Records in accordance with state, local and federal requirements. CA shall maintain the confidentiality of all Students’ records in compliance with applicable federal and state laws and regulations and pursuant to the confidentiality section of this Agreement. CA shall maintain such records as are required to

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comply with all attendance rules and apportionment requirements specified by applicable law or regulations. All Student Record information shall remain the property of the Charter School and, to the extent not immediately available to the Charter School, shall be provided to the Charter School within five (5) business days of the Charter School's written request for such information. CA may retain a copy of such records subject to the confidentiality requirements of this Section. Upon termination, Charter School shall be entitled to a copy of all Student Records without charge.

2.14 Services to Special Needs Students. The Charter School and CA understand and agree that under Education Code Section 47646, the Sponsor is responsible for ensuring that all Special Needs Students that attend the Charter School are provided with a free and appropriate education in compliance with applicable state and federal law. Therefore, CA will comply with the Charter Renewal Petition and any applicable provisions of any Memorandum of Understanding between the Charter School and the Sponsor with respect to Special Needs Students. The Charter School will contract with CA to be responsible for ensuring the provision of necessary special education programs and services, including development of individualized education programs (IEPs), Section 504 plans for accommodation of disabilities, handling administrative proceedings and specialized services, submitting state or federal reports, applying for and administering supplemental funding and all other administrative services associated with the delivery of services to Special Needs Students.

2.15 Administrative services. The Charter School may elect to have CA provide and/or maintain in good working condition any or all of the accommodations and services used by Charter School personnel who are engaged in providing the Educational Services under this Agreement including but not limited to: office supplies; telephone service; data lines including Internet access; computer hardware and software (including CPUs, monitors, printers, and other suitable peripherals); and office support equipment (including means of photocopying, materials assembly, and the like).

2.16 Facility and capital expenditures. The Charter School may elect to contract with CA to provide and/or maintain in good working order one or more offices. If CA provides the facility under the terms of this section, it shall maintain at least one (1) office within the geographic boundaries of the Sponsor. Any office space provided or managed by CA shall be ADA-compliant and meet any other requirements of the Charter Renewal Petition, Charter School Law, the Brown Act (as applicable to public meetings of the Charter School Board) or 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. CA agrees that it will have no beneficial financial interest in any approved lease. All leases negotiated on behalf of the Charter School or entered into by CA on behalf of the Charter School shall contain a cancellation clause consistent with the requirements of the Charter Renewal Petition, unless otherwise approved by the Charter School Board. In addition, in the event that this Agreement is terminated prior to its expiration, if CA has provided the facility for the Charter School, CA 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 CA and located in the facility may be purchased by the Charter School at the then current tax records book value. If CA has provided the facility for

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the Charter School, CA shall permit Charter School to hold public meetings of the Charter School at such offices, without payment of rent. Any capital equipment, furniture or fixtures (“Capital Assets”) purchased by CA on behalf of the Charter School using federal or state grant funds, 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.

2.17 Financial and other reporting. CA will provide treasury and accounting support for all CA activities under this Agreement and such other Charter School activities as may be reasonably requested by the Charter School. CA will be responsible for providing to the Charter School any such reports as are required by law, regulation or the Charter Renewal Petition, including budgeted and actual expenses and will assist in providing any supplemental information required by District, the Charter School or its auditors. Information on the performance of the school and its Students shall be provided to the Charter School and Sponsor as required or upon request upon reasonable advance notice to enable the Charter School and Sponsor to monitor CA’s performance. CA shall also respond to requests for public records, subject to the ultimate control of the Charter School. Financial and other data will be available to the Charter School Board separately from CA’s operations or any other schools managed by CA.

2.18 Other. CA will be responsible to provide such other services not specifically described herein but which are required by the Charter Renewal Petition. CA will have the right to add any charges required to meet any new provisions not previously provided under this Agreement to the Fee Schedule described in Section 7. To the extent that any of the terms, conditions, or provisions of the Charter Renewal Petition conflict or are inconsistent with the provisions of any other paragraph or section of this Agreement, whether or not such inconsistency is expressed or noted herein, the provisions of such other section or paragraph of such Charter Renewal Petition shall in all instances prevail over the provisions of this Agreement.

2.19 Management services. CA will provide the administrative support necessary to deliver the materials and services defined in Sections 2.1 through 2.18 for which it will be entitled to a management fee as defined in Section 7.

2.20 Non-delegable duties. Notwithstanding anything to the contrary in this Agreement, if any service, responsibility, duty, power or authority delegated by the Charter School to CA 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 Use of Trademarks.

3.1 Permitted Use. CA has filed for or is the owner of various trademarks and logos. The Charter School will be granted the use of such logos and trademarks so long as the Charter School shall sign a Trademark License Agreement that is reasonably in the form attached as **Exhibit A**, that is acceptable to the Parties and to the Sponsor, and which shall be limited to those services provided under this Agreement.

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3.2 Termination of Use. The Charter School and the Charter School Board acknowledge that any use of the trademarked name “Connections Academy” and the Connections Academy logo may be only in strict accordance with the Trademark License Agreement executed with Connections Academy, LLC. In the event of a termination of this Agreement or the Trademark License Agreement, the Charter School and Charter School Board agree to terminate use of the trademarked name “Connections Academy” and the Connections Academy logo.

4 Eligible Students.

4.1 Admission Requirements. Any child qualified under the laws of California for admission to the Charter School for the provision of Educational Services under this Agreement is eligible to become a Student under this Agreement subject to: (a) completion of an enrollment application, (b) completion of all student record information required by CA, (c) completion of any placement evaluations required by CA, (d) completion of the Parent/Legal Guardian (Caretaker) Acknowledgement or equivalent, (e) completion of a Master Agreement per semester; and (f) to the extent as permitted by law, if they are a Student with Special Needs, possessing an existing IEP that specifically provides for their participation in an Independent Study Program.

4.2 Number. CA will not be responsible for delivering services under this Agreement if less than two hundred and fifty (250) Students are enrolled as of the first scheduled date of school according to the School Calendar. In addition, CA may limit the number of students in each grade served under this Agreement to conform to the Budget approved by the Charter School Board.

4.3 Priority. CA agrees to follow the admissions preferences as laid out in the Charter Renewal Petition and as adopted as school policy by the Charter School Board, including any policy or procedures for conducting a lottery.

4.4 Recruiting and community education. No later than April 1 of each Academic Year, CA shall submit a plan to conduct periodic community informational meetings and correspondence as required to recruit Students and to inform other interested Parties about the Charter School. All such recruiting and community education activities and any costs to be incurred by the Charter School are subject to prior review and approval by the Charter School Board.

4.5 Enrollment. The Charter School delegates to CA responsibility for accepting Students into the school. CA shall maintain a list of the Students enrolled on behalf of the Charter School and shall provide such list to the Charter School immediately upon request. The list shall include all required information for the Student’s record.

4.6 Disenrollment. A Student may withdraw from the Charter School at any time during the Academic Year. CA will be responsible using best efforts to collect any information required by law or regulation concerning a Student’s next school and for obtaining the return of materials provided to the disenrolled Student. CA will report on the status of disenrollments to the Charter

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School Board at each regularly scheduled Board meeting or whenever requested by the Charter School

5 Term and Termination.

5.1 Term. The term of this Agreement shall commence upon the Effective Date and shall expire on the earlier of June 30, 2015 (the "Term"), or the termination of the charter granted to the Charter School

5.2 Early Termination. This Agreement can only be terminated before its expiration as follows: (a) both Parties agree in writing to the termination; (b) if either 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, the non-breaching party may elect to terminate; (c) if the payments to which CA is entitled under Section 7 of this Agreement are materially reduced as a result of a change in funding provided to the Charter School or the Charter School Law or regulations impose requirements that are materially different from those previously provided under the Agreement and CA is unwilling or unable to make the required changes, CA may elect to terminate; (d) if the Charter School determines at the end of an Academic Year that the Educational Services do not meet the requirements for a computer-based virtual, independent study or community school as defined by applicable laws and regulations, the Charter School may elect to terminate, after providing notice thereof and the opportunity to respond and propose a cure for any alleged failure to meet such requirements; (e) if the Charter School determines, after a Performance Review, in the Charter School's sole reasonable discretion, that this Agreement should be terminated, the Charter School may elect to terminate, after providing notice thereof, the opportunity to respond and to propose a cure to any alleged deficiencies in the Performance Review; or (f) in the event that the Parties fail to agree on a Budget in accordance with Section 7. If the Charter School wishes to terminate this Agreement pursuant to the foregoing provisions during the Term or a renewal term, if any, the Charter School must notify CA in writing no later than April 1 of the then current Academic Year in order to ensure proper notification to Learning Coaches and Students.

5.3 Notice. In the event of a termination of this Agreement prior to its expiration, written notice by certified or registered mail, return receipt requested, 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.

5.4 Transition Cooperation. In the event this Agreement is terminated by either party for any reason, CA shall assist and cooperate with the Charter School in the transition of the provision of Educational Services from CA to the Charter School or another service provider so as to minimize the disruption to Students. Further, while all materials and equipment provided by CA shall remain its property, to the extent that the Charter School has specifically purchased materials or equipment as provided for in this agreement, such materials or equipment shall at all times remain the property of the Charter School. Further, while upon the termination of this agreement, all access to the Learning Management System and other Educational Services shall be discontinued, upon the request of the Charter School, the Parties agree to negotiate in good faith the terms and conditions for the Charter School's continued use of some or all of the

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programs, courses, assessments, individual lesson plans, techniques for preparation of Personalized Learning Plans and other proprietary property of CA in furtherance of the Charter School's charitable educational purposes. CA shall also provide copies of all public records to the Charter School, not otherwise in the Charter School's possession, without further charge upon expiration of the Agreement.

6 Representation Regarding Non-discrimination.

Neither CA nor the Charter School will discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or other basis prohibited by California law.

7 Financial Terms.

7.1 Payments. The following shall represent the financial responsibilities between the Parties.

(a) As compensation for the Educational Services provided by CA under this Agreement, CA and the Charter School shall negotiate in good 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, the Parties shall acknowledge and agree that the amounts are reasonable, necessary and fair market value compensation for services rendered. The Fee Schedule will include a fee for the services as provided for in Section 2.19 that shall be applied to all governmental funds received by the Charter School for services provided or to be provided in a given Academic Year which shall include revenues from whatever source, Title 1 funds or grants (the "Revenues" and together with all Revenues in a given Academic Year, "Total Revenues")

(b) Any costs required by the Charter Renewal Petition not specifically included in this Agreement shall be paid by the Charter School.

(c) The Parties may agree to have CA act as its payment agent for various other expenditures not included in the Fee Schedule. CA will be entitled to reimbursement for these expenses on a monthly basis as they are incurred upon the submission of appropriate documentation.

(e) CA 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. CA may charge interest at the rate of one and one half percent (1.5%) per month for any invoices over sixty (60) days unless such failure to pay is the result of funds being withheld from the Charter School due to a failure by CA to perform under the terms of the Agreement, or if the Charter School has insufficient funds to pay the invoice as the result of outstanding receivables, deferred payment by the State of funding due, or if the Charter School is disputing any charges. The Charter School shall notify CA of the basis for any dispute within five (5) days of receipt of the invoice and shall work to resolve the dispute within thirty (30) days. All amounts other than any amount in

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dispute shall be paid according to the terms herein. Funds shall also be subject to adjustment based on any adjustments to Student counts as a result of an audit by the State of California. Any differences in amounts that were previously paid under 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.

(f) To the extent that any adjustments as a result of a state audit are the result of CA's failure to adequately perform its responsibilities under this Agreement or the Charter Contract, CA will be required to either (i) return any required funds to the Charter School as required by the state funding authority or (ii) to the extent that funds are withheld from future payments to the Charter School, reduce payments otherwise due to CA by the amount that funding is withheld.

7.2 Budgets. No later than the earlier of May 1 or fourteen (14) working days prior to any regulatory or Charter Renewal Petition requirement to file a budget, CA agrees that it will present to the Charter School a balanced budget (i.e. not resulting in a 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 and CA 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 May 31 or such date as is required by any regulatory requirement or the Charter Renewal Petition for the budget submission.

8 Confidential and Proprietary Information.

8.1 The Charter School acknowledges that the programs, courses, assessments, individual lesson plans, and techniques for preparation of Personalized Learning Plans of CA and its vendor(s) are proprietary in nature and the confidential and exclusive property of CA and its vendor(s). The Charter School's access to this proprietary information is for the limited purpose and use as instructional material and monitoring of CA. Such access shall be revoked and all proprietary information returned upon termination of this agreement. The Charter School has no right, by virtue of this Agreement or otherwise, or to disclose the content of such property, except upon prior written approval from an officer of CA. The PLP will become a student educational record and treated as a Student Record.

8.2 In the event that any proprietary or confidential information is disclosed, intentionally or otherwise to the Charter School, its employees, agents or assigns, the Charter School agrees to hold same in strictest confidence and not to disclose same to any other person for any reasons nor utilize same without prior approval.

8.3 Each party further agrees to use all reasonable efforts at its disposal to assure that its employees, agents, or assigns are aware of the confidential and proprietary nature of the subject matter. Neither party shall disclose or utilize proprietary information or materials to any person for any reason without prior written approval by the other party. Both Parties acknowledge that unauthorized disclosure of proprietary and confidential information may cause irreparable harm and may entitle the damaged party to injunctive relief in a court of competent jurisdiction.

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8.4 Notwithstanding the foregoing, the Charter School shall be permitted to make such disclosures, retain such materials, and shall not be required to recover such materials, and CA shall make such information and facilities available to authorized Sponsor personnel, California regulatory authorities, and any other person, as is required for the Charter School to comply with applicable laws and regulations, and in accordance with Section 2.17.

9 Indemnification.

CA shall defend, indemnify and hold the Charter School, its directors, officers or employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney's fees) to which the Charter School, its directors, officers and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by CA, its agents, employees, or assigns in the execution or performance of this Agreement.

10 Limitation of Liabilities.

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 CA, its directors, officers, employees, or agents.

11 Insurance.

CA will maintain and keep in force no less than substantially such amounts of insurance as are provided for in **Exhibit B** for any of its activities which may arise from operations under this Agreement, whether such operations be by CA, or by any subcontractor or anyone directly or indirectly employed by any of them. Such coverage will include worker's compensation insurance for any CA employees provided under the terms of this Agreement. As to the services provided by CA to the Charter School, the Charter School may request to be included as an "additional insured" at no additional charge.

Further, CA may offer to the Charter School and the Charter School Board may elect to purchase additional coverage to be included in the Fee Schedule for any or all of the following: workers' compensation insurance for employees of the Charter School, personal injury, including death, and Liability and Property Damage Insurance for claims for any damage to any property of the Charter School or injury to the public. Any coverage offered to the Charter School by CA shall meet the requirements of any Memorandum of Understanding with the Sponsor or the Charter Petition or applicable law. To the extent that any coverage is provided to the Charter School by CA under this section, then the Charter School shall be included as a "named insured" as to such coverage. The Sponsor shall be included as an "additional insured" for all coverage provided by CA under the terms of this Section

The Charter School will maintain and keep in force Director and Officer's Insurance in the amount of at least one million (\$1,000,000) dollars, or more, if required by any Memorandum of Understanding with the Sponsor or by the Charter Petition. Further, if the Charter School does not elect to have CA provide it with worker's compensation insurance for any personnel employed by the Charter School, or does not elect to have CA provide Liability and Property Damage Insurance to protect it from claims for personal injury, including death, and claims for

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damages to any property owed by the Charter School or facilities leased or operated by the Charter School, whether such operations be by the Charter School or by any subcontractor or anyone directly or indirectly employed by any of them, the Charter School agrees to obtain, maintain and keep in force such insurance for these risks as is required by any Memorandum of Understanding with the Sponsor or the Charter Petition or by law.

12 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, 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:

To the Charter School:

CaliCA@VIMS
Address to be determined
Stockton, CA
Attention: Board President

If to CA:

Connections Academy
1001 Fleet St, 5th Floor
Baltimore, Md. 21202
Attention: Barbara Dreyer, President

13 Miscellaneous.

13.1 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.

13.2 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.

13.3 Complete Agreement; Modification and Waiver. This Agreement constitute 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

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effective unless it is in a signed writing by both Parties, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.

13.4 Force Majeure. If any circumstance should occur that is beyond the control of a party or that delays or renders impossible 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.

13.5 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.

13.6 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.

13.7 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.

13.8 Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original agreement.

13.9 Compliance with laws, policies, procedures, and rules. CA will comply with all applicable federal and state laws and regulations including all of the specific requirements of the Charter Renewal Petition, applicable local ordinances and the Charter School's policies whether or not specifically listed in this Section.

13.10 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 manner 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 effect the intent of the Parties as set forth in this Agreement.

13.11 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.

13.12 Attendance at Meetings. During the term of the Agreement between the Charter School and CA, CA will have the right to designate an individual or individuals who shall have attendance rights at all board meetings. Such rights are limited exclusively to attendance and provide no rights to participate without the express permission of the Charter School Board. The

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designated individuals shall also have the right to attend closed sessions as permitted by the Brown Act.

IN WITNESS WHEREOF, the Parties have executed this Agreement to be effective as of the Effective Date above.

**CALIFORNIA CONNECTIONS ACADEMY @
VISIONARY INSTITUTE OF MATH AND
SCIENCE**

CONNECTIONS ACADEMY, LLC

By: _____

Title: _____

Date: _____

By: _____

Title: _____

Date: _____

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Exhibit A – Trademark License Agreement

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Exhibit B - Certificate of Insurance

ACORD CERTIFICATE OF LIABILITY INSURANCE		OP ID NO CONNE-1	DATE (MM/DD/YYYY) 09/18/09		
PRODUCER Diversified Insurance Industries, Inc. Suite 155 West, 2 Hamill Road Baltimore MD 21210-1873 Phone: 410-433-3000 Fax: 410-433-3440		THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.			
INSURED California Connections Academy @ VIMS c/o Melba Gaskins, Board Chair P.O. Box 578268 Modesto CA 95357		INSURERS AFFORDING COVERAGE INSURER A: OneBeacon Insurance NAIC # 21970 INSURER B: INSURER C: INSURER D: INSURER E:			
COVERAGES					
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. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.					
INSR ADDL LTR INSR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR GENT. AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PER ACCIDENT <input checked="" type="checkbox"/> LOC	710020419	07/01/09	07/01/10	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED EQUIPMENT (Per occurrence) \$ 500,000 MED EXP (Per one person) \$ 10,000 PERSONAL & AD&V INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPROM. ASG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	710020419	07/01/09	07/01/10	COMBINED SINGLE LIMIT (Per accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	GARAGE LIABILITY <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT \$ OTHER THAN EA ACC \$ AUTO ONLY - AGG \$
A	EXCESS/UMBRELLA LIABILITY <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 0	712020419	07/01/09	07/01/10	EACH OCCURRENCE \$ 20,000,000 AGGREGATE \$ 20,000,000 \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below OTHER:	406018294	07/01/09	07/01/10	<input checked="" type="checkbox"/> MC STATE <input type="checkbox"/> OTHER <input checked="" type="checkbox"/> E.L. EACH ACCIDENT \$ 1,000,000 <input type="checkbox"/> E.L. DDBASE - EA EMPLOYER \$ 1,000,000 <input type="checkbox"/> E.L. DDBASE - POLICY LIMIT \$ 1,000,000
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS					
CERTIFICATE HOLDER			CANCELLATION		
CALIF04 California Connections Academy @ VIMS c/o Melba Gaskins, Board Chair P.O. Box 578268 Modesto CA 95357			SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 10 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE		

EXHIBIT J

Charter School Budget
Summary and Cash Flows

**California Connections Academy @ VIMS
3 Year Charter Budget**

	Pre-Operating	10-11	11-12	12-13
Average Daily Attendance (ADA)		250	500	750
Revenue				
General Purpose Block Grant - State	0	1,167,533	2,335,067	3,502,600
General Purpose Block Grant - Local	0	129,726	259,452	389,178
Categorical Block Grant	0	100,000	200,000	300,000
Lottery Fund Revenue	0	27,500	55,000	82,500
Economically Disadvantaged Student Block Grant	0	11,925	23,850	35,775
Federal Funding - Title I	0	35,284	70,568	105,853
Special Education Revenue	0	106,250	212,500	318,750
E-Rate Funds	0	0	8,640	10,800
Total Revenue	0	1,578,218	3,165,077	4,745,455
Expenses				
Salaries				
Administration	21,625	267,600	281,250	375,225
Teachers	0	359,140	736,237	1,113,334
	<u>21,625</u>	<u>626,740</u>	<u>1,017,487</u>	<u>1,488,559</u>
Benefits				
Administration	6,055	74,928	78,750	105,063
Teachers	0	100,559	206,146	311,734
	<u>6,055</u>	<u>175,487</u>	<u>284,896</u>	<u>416,797</u>
Total Salaries and Benefits	27,680	802,227	1,302,383	1,905,356
Educational Resource Center	0	31,500	63,000	94,500
School Curriculum Supplies	0	4,650	9,300	13,950
Student Technology Assistance	0	14,425	28,850	43,275
Internet Subsidy	0	4,000	8,000	12,000
Office supplies	0	5,000	10,000	15,000
Software - Student and SIS	0	150,000	300,000	450,000
HW/SW - Teachers	0	5,580	11,160	16,740
Books and Instructional Materials	0	324,614	649,227	973,841
Community Outreach	0	0	150,000	225,000
Copiers/Reproduction	0	1,250	2,500	3,750
Curriculum Postage	0	10,725	21,450	32,175
Office Postage	0	2,000	4,000	6,000
Student Testing & Assessment	0	20,000	25,000	30,000
Staff Recruiting	0	5,000	2,500	2,500
Staff Training / Prof. Development	0	2,500	5,000	7,500
Technical Support & Repairs	0	37,500	75,000	112,500
Travel and Conferences	2,000	10,000	11,000	12,000
Maintenance & Repair	0	500	500	500
High Speed Internet	1,500	6,000	6,000	6,000
Phone	3,000	12,000	14,400	18,000
Office Rent	23,625	94,500	94,500	94,500
Utilities	2,250	9,000	9,000	9,400
Enrollment and Records Management	0	13,000	26,000	39,000
Human Resources Support	0	16,000	28,250	41,750
Facility Support Services	0	10,000	10,000	10,000
Accounting and Regulatory Reporting	0	10,000	20,000	30,000
Financing Fee	0	22,080	44,289	66,401
Marketing Services	0	14,720	29,526	44,267
Special Ed Oversight / Liability	0	36,799	73,814	110,668
School Administration	0	95,678	191,917	287,736
Banking fees	0	240	240	240
Bookkeeping & Audit	0	7,500	8,500	9,500
Dues	0	500	500	500
Insurance - D&O	0	1,500	1,500	1,500
Legal	5,000	3,000	3,000	3,000
Special Ed Direct Services	0	106,250	212,500	318,750
Capital Purchases (Furniture and Equipment)	100,000	0	10,000	10,000
Sponsor Fee	0	12,973	25,945	38,918
EMO Service Credits	0	(500,000)	(375,000)	(375,000)
Total Non-Salary Expenses	137,375	600,983	1,811,369	2,816,360
(307) 777-7418	165,055	1,403,210	3,113,752	4,721,715
Surplus (Deficiency) of Revenue over Expenditures	(165,055)	175,009	51,325	23,740

Note: This revenue and expense statement reflects revenue and expenses as earned/incurred, whereas the cash flow statements will reflect the actual flow of cash in and out of the school. Any deficits that appear on this statement will be covered by No-Interest advances by the EMO partner.

California Connections Academy @ VIMS - Year 1
Monthly Cash Flow Projection
7/1/2010 - 6/30/2011

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Year 1
Revenues													
General Purpose Block Grant - State			97,294	97,294	97,294	97,294	97,294	97,294	97,294	97,294	97,294	97,294	972,944
General Purpose Block Grant - Local			10,810	10,810	10,810	10,810	10,810	10,810	10,810	10,810	10,810	10,810	108,105
Categorical Block Grant							12,500	12,500	12,500	12,500	12,500	12,500	75,000
Lottery Fund Revenue													0
Eco. Disadvantaged Student Block Grant							1,491	1,491	1,491	1,491	1,491	1,491	8,944
Federal Funding - Title I			8,821			8,821			8,821			8,821	35,284
Special Education Revenue	6,375	12,750	8,500	8,500	8,500	8,500	8,500	14,860	4,959	4,133	3,444	17,229	106,250
E-Rate Funds													0
EMO Partner No-Interest Advance	300,000				300,000								600,000
Total Revenue	306,375	12,750	125,426	116,605	416,605	125,426	130,596	136,956	135,875	126,228	125,540	148,146	1,906,527
Expenses													
Salaries - Administration	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	236,000
Incentive Comp - Administration	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	31,600
Salaries - Teachers			35,914	35,914	35,914	35,914	35,914	35,914	35,914	35,914	35,914	35,914	359,140
Incentive Comp - Teachers													
Subtotal Salaries	22,300	22,300	58,214	58,214	58,214	58,214	58,214	58,214	58,214	58,214	58,214	58,214	626,740
Benefits - Administration	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	74,928
Benefits - Teachers			10,056	10,056	10,056	10,056	10,056	10,056	10,056	10,056	10,056	10,056	100,559
Subtotal Benefits	6,244	6,244	16,300	16,300	16,300	16,300	16,300	16,300	16,300	16,300	16,300	16,300	175,487
Total Salaries and Benefits	28,544	28,544	74,514	74,514	74,514	74,514	74,514	74,514	74,514	74,514	74,514	74,514	802,227
Educational Resource Center			3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	31,500
School Curriculum Supplies			465	465	465	465	465	465	465	465	465	465	4,650
Student Technology Assistance			1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	14,425
Internet Subsidy			400	400	400	400	400	400	400	400	400	400	4,000
Office supplies	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Software - Student and SIS			15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
HW/SW - Teachers			558	558	558	558	558	558	558	558	558	558	5,580
Texts and Instructional Materials			81,153	81,153	81,153	81,153	81,153	81,153	81,153	81,153	81,153	81,153	324,614
Community Outreach			0	0	0	0	0	0	0	0	0	0	0
Course Reproduction			125	125	125	125	125	125	125	125	125	125	1,250
Communication Postage			1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	10,725
Office Postage	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Student Testing & Assessment			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
Staff Recruiting	5,000												5,000
Staff Training / Prof. Development			250	250	250	250	250	250	250	250	250	250	2,500
Technical Support & Repairs			3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	37,500
Travel and Conferences	5,000						5,000						10,000
Maintenance & Repair	42	42	42	42	42	42	42	42	42	42	42	42	500
High Speed Internet	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Phone	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Office Rent	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	94,500
Utilities	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Enrollment and Records Management			1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	13,000
Human Resources Support			1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	16,000
Facility Support Services	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Accounting and Regulatory Reporting	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Financing Fee	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	1,840	22,080
Marketing Services	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	14,720
Special Ed Oversight / Liability			3,680	3,680	3,680	3,680	3,680	3,680	3,680	3,680	3,680	3,680	36,799
School Administration			9,568	9,568	9,568	9,568	9,568	9,568	9,568	9,568	9,568	9,568	95,678
Banking fees	20	20	20	20	20	20	20	20	20	20	20	20	240
Bookkeeping & Audit	625	625	625	625	625	625	625	625	625	625	625	625	7,500
Dues					500								500
Insurance - D&O											1,500		1,500
Legal	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Special Ed Direct Services			10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	106,250
Capital Purchases (Furniture and Equipment)	0												0
Sponsor Fee	0	0	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	10,810
EMO Service Credits												(500,000)	(500,000)
EMO Partner Advance Repayment												500,000	500,000
Total Non-Salary/Benefit Expenses	26,378	16,378	153,598	153,598	154,098	153,598	77,445	72,445	72,445	72,445	73,945	72,445	1,098,821
Total Expenses	54,922	44,922	228,112	228,112	228,612	228,112	151,959	146,959	146,959	146,959	148,459	146,959	1,901,048
Net Change in Fund Balance	251,453	(32,172)	(102,686)	(111,507)	187,993	(102,686)	(21,363)	(10,003)	(11,084)	(20,731)	(22,919)	1,187	5,480
Beginning fund balance*	34,945												34,945
Ending fund balance	286,398	254,225	151,539	40,032	228,024	125,338	103,974	93,971	82,888	62,157	39,238	40,425	40,425

*Includes remainder of \$200K No-Interest Partner Advance from Pre-Operating Year

California Connections Academy @ VIMS - Year 2

Monthly Cash Flow Projection

7/1/2011 - 6/30/2012

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Year 2
Revenues													
General Purpose Block Grant - State	97,294	97,294	194,589	194,589	194,589	194,589	194,589	194,589	194,589	194,589	194,589	194,589	2,140,478
General Purpose Block Grant - Local	10,810	10,810	21,621	21,621	21,621	21,621	21,621	21,621	21,621	21,621	21,621	21,621	237,831
Categorical Block Grant	12,500	12,500					25,000	25,000	25,000	25,000	25,000	25,000	175,000
Lottery Fund Revenue			6,875		6,875			20,625			20,625		55,000
Eco. Disadvantaged Student Block Grant	1,491	1,491					2,981	2,981	2,981	2,981	2,981	2,981	20,869
Federal Funding - Title I			17,642			17,642			17,642				70,568
Special Education Revenue	12,750	25,500	17,000	17,000	17,000	17,000	17,000	29,720	9,918	8,265	6,888	34,458	212,500
E-Rate Funds							4,320						8,640
EMO Partner No-Interest Advance			200,000	200,000		200,000							600,000
Total Revenue	134,846	147,596	457,727	433,210	240,085	450,852	265,511	294,536	271,751	252,456	271,704	300,612	3,520,886
Expenses													
Salaries - Administration	20,750	20,750	20,750	20,750	20,750	20,750	20,750	20,750	20,750	20,750	20,750	20,750	249,000
Incentive Comp - Administration	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	32,250
Salaries - Teachers			71,828	71,828	71,828	71,828	71,828	71,828	71,828	71,828	71,828	71,828	718,280
Incentive Comp - Teachers			17,957										17,957
Subtotal Salaries	23,438	23,438	113,223	95,266	95,266	95,266	95,266	95,266	95,266	95,266	95,266	95,266	1,017,487
Benefits - Administration	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	78,750
Benefits - Teachers			20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	206,146
Subtotal Benefits	6,563	6,563	27,177	27,177	27,177	27,177	27,177	27,177	27,177	27,177	27,177	27,177	284,896
Total Salaries and Benefits	30,000	30,000	140,400	122,443	122,443	122,443	122,443	122,443	122,443	122,443	122,443	122,443	1,302,383
Educational Resource Center			6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	63,000
School Curriculum Supplies			930	930	930	930	930	930	930	930	930	930	9,300
Student Technology Assistance			2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	28,850
Internet Subsidy			800	800	800	800	800	800	800	800	800	800	8,000
Office supplies	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Software - Student and SIS			30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	300,000
HW/SW - Teachers			1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	11,160
Texts and Instructional Materials			162,307	162,307	162,307	162,307							649,227
Community Outreach			15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
Copy Reproduction			250	250	250	250	250	250	250	250	250	250	2,500
Online Postage			2,145	2,145	2,145	2,145	2,145	2,145	2,145	2,145	2,145	2,145	21,450
Office Postage	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Student Testing & Assessment			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Staff Recruiting	2,500												2,500
Staff Training / Prof. Development			500	500	500	500	500	500	500	500	500	500	5,000
Technical Support & Repairs			7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000
Travel and Conferences	5,500						5,500						11,000
Maintenance & Repair	42	42	42	42	42	42	42	42	42	42	42	42	500
High Speed Internet	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Phone	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	14,400
Office Rent	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	94,500
Utilities	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Enrollment and Records Management			2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	26,000
Human Resources Support			2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	28,250
Facility Support Services	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Accounting and Regulatory Reporting	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Financing Fee	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	44,289
Marketing Services	2,460	2,460	2,460	2,460	2,460	2,460	2,460	2,460	2,460	2,460	2,460	2,460	29,526
Special Ed Oversight / Liability			7,381	7,381	7,381	7,381	7,381	7,381	7,381	7,381	7,381	7,381	73,814
School Administration			19,192	19,192	19,192	19,192	19,192	19,192	19,192	19,192	19,192	19,192	191,917
Banking fees	20	20	20	20	20	20	20	20	20	20	20	20	240
Bookkeeping & Audit	708	708	708	708	708	708	708	708	708	708	708	708	8,500
Dues					500								500
Insurance - D&O											1,500		1,500
Legal	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Special Ed Direct Services			21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	212,500
Capital Purchases (Furniture and Equipment)	10,000												10,000
Sponsor Fee	1,081	1,081	2,162	2,162	2,162	2,162	2,162	2,162	2,162	2,162	2,162	2,162	23,783
EMO Service Credits												(375,000)	(375,000)
EMO Partner Advance Repayment												400,000	400,000
Total Non-Salary/Benefit Expenses	40,244	22,244	308,806	308,806	309,306	308,806	151,999	146,499	146,499	146,499	147,999	171,499	2,209,207
Total Expenses	70,244	52,244	449,206	431,249	431,749	431,249	274,442	268,942	268,942	268,942	270,442	293,942	3,511,590
Net Change in Fund Balance	64,602	95,352	8,521	1,961	(191,664)	19,603	(8,931)	25,595	2,809	(16,485)	1,263	6,670	9,296
Beginning fund balance	40,425												40,425
Ending fund balance	105,026	200,378	208,899	210,860	19,197	38,800	29,869	55,464	58,273	41,788	43,050	49,720	49,720

California Connections Academy @ VIMS - Year 3

Monthly Cash Flow Projection

7/1/2012 - 6/30/2013

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Year 3
Revenues													
General Purpose Block Grant - State	194,589	194,589	291,883	291,883	291,883	291,883	291,883	291,883	291,883	291,883	291,883	291,883	3,308,011
General Purpose Block Grant - Local	21,621	21,621	32,431	32,431	32,431	32,431	32,431	32,431	32,431	32,431	32,431	32,431	367,557
Categorical Block Grant	25,000	25,000					37,500	37,500	37,500	37,500	37,500	37,500	275,000
Lottery Fund Revenue			13,750		13,750			34,375				34,375	96,250
Eco. Disadvantaged Student Block Grant	2,981	2,981					4,472	4,472	4,472	4,472	4,472	4,472	32,794
Federal Funding - Title I			26,463			26,463			26,463			26,463	105,853
Special Education Revenue	19,125	38,250	25,500	25,500	25,500	25,500	25,500	44,580	14,876	12,398	10,333	51,688	318,750
E-Rate Funds							5,400					5,400	10,800
EMO Partner No-Interest Advance				200,000	300,000	200,000							700,000
Total Revenue	263,316	282,441	390,028	549,815	663,565	576,278	397,187	445,242	407,626	378,685	410,994	449,837	5,215,014
Expenses													
Salaries - Administration	28,208	28,208	28,208	28,208	28,208	28,208	28,208	28,208	28,208	28,208	28,208	28,208	338,500
Incentive Comp - Administration	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	36,725
Salaries - Teachers			107,742	107,742	107,742	107,742	107,742	107,742	107,742	107,742	107,742	107,742	1,077,420
Incentive Comp - Teachers			35,914										35,914
Subtotal Salaries	31,269	31,269	174,925	139,011	139,011	139,011	139,011	139,011	139,011	139,011	139,011	139,011	1,488,559
Benefits - Administration	8,755	8,755	8,755	8,755	8,755	8,755	8,755	8,755	8,755	8,755	8,755	8,755	105,063
Benefits - Teachers			31,173	31,173	31,173	31,173	31,173	31,173	31,173	31,173	31,173	31,173	311,734
Subtotal Benefits	8,755	8,755	39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	416,797
Total Salaries and Benefits	40,024	40,024	214,853	178,939	178,939	178,939	178,939	178,939	178,939	178,939	178,939	178,939	1,905,356
Educational Resource Center			9,450	9,450	9,450	9,450	9,450	9,450	9,450	9,450	9,450	9,450	94,500
School Curriculum Supplies			1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	1,395	13,950
Student Technology Assistance			4,328	4,328	4,328	4,328	4,328	4,328	4,328	4,328	4,328	4,328	43,275
Internet Subsidy			1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000
Office supplies	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Software - Student and SIS			45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	450,000
HW/SW - Teachers			1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	16,740
Texts and Instructional Materials			243,460	243,460	243,460	243,460							973,841
Community Outreach			22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	225,000
Copy Reproduction			375	375	375	375	375	375	375	375	375	375	3,750
Copies Postage			3,218	3,218	3,218	3,218	3,218	3,218	3,218	3,218	3,218	3,218	32,175
Office Postage	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Student Testing & Assessment			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Staff Recruiting	2,500												2,500
Staff Training / Prof. Development			750	750	750	750	750	750	750	750	750	750	7,500
Technical Support & Repairs			11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	112,500
Travel and Conferences	6,000						6,000						12,000
Maintenance & Repair	42	42	42	42	42	42	42	42	42	42	42	42	500
High Speed Internet	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Phone	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Office Rent	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	7,875	94,500
Utilities	783	783	783	783	783	783	783	783	783	783	783	783	9,400
Enrollment and Records Management			3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	39,000
Human Resources Support			4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	41,750
Facility Support Services	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Accounting and Regulatory Reporting	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Financing Fee	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	66,401
Marketing Services	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	44,267
Special Ed Oversight / Liability			11,067	11,067	11,067	11,067	11,067	11,067	11,067	11,067	11,067	11,067	110,668
School Administration			28,774	28,774	28,774	28,774	28,774	28,774	28,774	28,774	28,774	28,774	287,736
Banking fees	20	20	20	20	20	20	20	20	20	20	20	20	240
Bookkeeping & Audit	792	792	792	792	792	792	792	792	792	792	792	792	9,500
Dues					500								500
Insurance - D&O											1,500		1,500
Legal	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Special Ed Direct Services			31,875	31,875	31,875	31,875	31,875	31,875	31,875	31,875	31,875	31,875	318,750
Capital Purchases (Furniture and Equipment)	10,000												10,000
Sponsor Fee	2,162	2,162	3,243	3,243	3,243	3,243	3,243	3,243	3,243	3,243	3,243	3,243	36,756
EMO Service Credits												(375,000)	(375,000)
EMO Partner Advance Repayment												500,000	500,000
Total Non-Salary/Benefit Expenses	46,729	28,229	456,700	456,700	457,200	456,700	219,240	213,240	213,240	213,240	214,740	338,240	3,314,198
Total Expenses	86,753	68,253	671,553	635,639	636,139	635,639	398,179	392,179	392,179	392,179	393,679	517,179	5,219,553
Net Change in Fund Balance	176,563	214,188	(281,525)	(85,825)	27,425	(59,361)	(992)	53,063	15,447	(13,494)	17,315	(67,342)	(4,539)
Beginning fund balance	49,720												49,720
Ending fund balance	226,283	440,471	158,945	73,121	100,546	41,184	40,192	93,255	108,702	95,208	112,523	45,181	45,181

EXHIBIT K

Letters of Support

Dr. Anthony Smith, Superintendent
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

August 17, 2009

RE: Charter School Petition

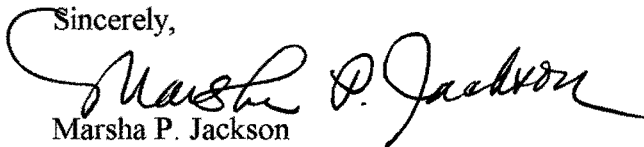
Dear Dr. Smith:

I have been approached by members of the community who are excited about the idea of another option for their children's education in the city of Oakland. The California Connections Academy@Visionary Institute of Math and Science (CaliCA@VIMS) Academy has talked to members of the community and shared their curriculum plan for a charter school. The design of their program sounds like an excellent choice for parents and students.

Middle school is a very important time for students developmentally. This is the age that students begin to make choices that will affect their future. Math, science and technology are important skills to master for the future job market. This charter will offer another opportunity for students to be successful in school. I have two boys who attended school in the Oakland Unified School District, both are now college students.

This charter school will be good for the community and I urge the Board of Education to approve this charter that will offer so many benefits to the students of our community.

Sincerely,



Marsha P. Jackson

Cc: VIMS Academy, c/o Shelia Gibson - 10301 Wrangler Drive - Elk Grove, CA 95624

Meredith Evans
845 19th Street
Oakland, CA 94607

August 2009

Dr. Anthony Smith, Superintendent
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212


RE: California Connections Academy@ Visionary Institute of Math and Science Charter School
Petition

Dear Dr. Smith:

The California Connections Academy@ Visionary Institute of Math and Science (CaliCA@VIMS) Academy will submit a charter petition to the Oakland Unified School District on August 26, 2009. This petition provides a "virtual" learning community for students K-12 and I support this concept. Opening an online school will allow parents the opportunity to monitor their child's learning and increase communication with the teachers. That's GREAT!

I am asking the School Board of Education to support the CaliCA@VIMS Academy and approve their charter. This charter will provide another choice for parents throughout the Oakland Unified School District. My daughter attended Oakland Schools from K-12 a charter school could have better met her needs throughout high school. Approval of this charter will offer benefits to the students throughout our community.

Sincerely,


Meredith Evans
talk2meri@aol.com

Cc: VIMS Education Group, PO Box 578268, Modesto, CA 95357