

SEPARATE COVER ITEM

Board Meeting: October 11, 2011

Item No.: 14.2.1

Document: CALPAC-NCC

**Revised CHARTER SCHOOL PETITION
OF
CALIFORNIA VIRTUAL EDUCATION PARTNERS**

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**Presented to:
TRACY UNIFIED SCHOOL DISTRICT
Tracy, California**

Presented by:

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A. EDUCATIONAL PHILOSOPHY AND PROGRAM

“A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

Education Code section 47605(b)(5)(A)(i).

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1) Mission

~~Kaplan Academy of California-California Pacific Charter Schools~~– North Central California (~~KAC-NCCCCALPAC--NCC~~) will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its standards-based online curriculum, combined with superior individualized support, ~~KACNCCCCALPAC--NCC~~ will create a learning environment that empowers students to rise to the challenge of independent, self-directed learning.

2) Educational Philosophy

The school seeks to attract and serve a group of students who can benefit from instruction that is more freely scheduled, flexibly paced, individually targeted, and closely monitored than can occur in a traditional “brick and mortar” classroom. This model is distinguishable from other virtual or self-directed learning models: students benefit from intensive academic support from professional educators—a feature lacking in other virtual and home school settings that heavily rely on parents for academic coaching.

The petitioners believe that educational success depends on positive student engagement and high levels of interaction with content, instructors, and fellow learners. That interaction occurs when learning is fun, challenging, flexibly paced, and situated in a climate where curiosity and risk-taking are rewarded.

This learning climate is made possible by a curriculum that is aligned to California’s academic content standards and targeted to individual learner needs. Our curriculum is delivered through an online model that balances the unique advantages of traditional and virtual classroom approaches. The curriculum is aligned to California’s academic content standards and designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in our approach enables the student, under the guidance of the educator, to spend more intensive time and effort in areas of need. This model allows teachers to better address each student’s unique learning and communication style, cultivate independent thought, and offer alternative or supplemental learning options that prepare students for the real-life complexities of higher education or the job market in the 21st century.

~~KAC-NCC~~CALPAC's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An "educated person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. These characteristics and habits reveal themselves when a person adapts learned capabilities to a job or career that did not exist when those capabilities were first formed. This dynamic demonstrates that the curious and open-minded are by nature "lifelong learners." Our model engenders this mentality by enabling the student to interact with the curriculum in a manner that motivates him or her to pursue individual interest while proceeding through the required content.

~~KAC-NCC~~CALPAC will position its students for success by enabling students to learn any time, any place, and by deploying flexible learning, teaching, curricular, and staffing models that adapt to the uniqueness inherent in every student and learning situation. It will empower them to take ownership of their education and develop not only knowledge, skills, and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in response to the challenges and opportunities of the 21st century.

3) High School Program

~~During its first year of instruction, KAC NCC will begin the process of accreditation from the Western Association of Schools and Colleges (WASC) by pursuing candidacy status during that first year, and will seek approval of its core academic program to meet the University of California/California State University college entrance requirements (the a-g requirements).~~

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~~Parents will be notified of our course acceptance and transferability status during enrollment through the charter school's enrollment packet and parent handbook packet. Updates will be provided via letters, emails, parent newsletters, and on the KAC NCC web site. CALPAC--NCC was WASC accredited during the 2010-2011 School year. We notified WASC immediately of the substantive changes to the school once the curriculum and systems were chosen and contracts were signed. WASC and representatives from CALPAC met on September 20, 2011 for a one day review of the new curriculum and name change. It was decided at that time, by WASC Executive Director, David Brown, that the currently accredited schools (CALPAC-NCC included) will retain their WASC accreditation. In January, at the WASC Commission meeting, he will recommend that all CALPAC schools be rolled into one accreditation schedule, with one overarching Focus on Learning document that reflects the substantive changes, name change, etc. The effect on the CALPAC-NCC charter will be an automatic extension of the current accreditation an extra 2-3 years. The recommendation has been met with approval by CALPAC as it unifies all WASC accreditation schedules, eliminates the need for five separate accreditation self-studies and extends the accreditation of four of the five schools.~~

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~~KAC NCC's online course catalog will provide information about the transferability of its courses to other public high schools and the eligibility of courses to meet college entrance requirements. Parents of KAC NCC students seeking higher education admission or to another public high school will be notified in writing within five (5) business days of KACNCC becoming aware of any issues or problems regarding the eligibility of the charter school's courses to meet college entrance requirements or transferability of KAC NCC's courses to another high school. Relative to meeting the U.C. Regent's a-g course requirements, CALPAC's primary curriculum provider, Education 2020 is an approved UC-regent, online curriculum provider. The UC regents office is currently in the process of reviewing their curriculum and granting a-g status to the applicable courses. Once the courses are approved by the UC Regents Office, any courses approved as a-g for the provider are automatically approved for applicant as well. This means that the classes will be accepted at UC and Cal State Colleges for transfer. Approval status was anticipated as early as September 18, 2011; however, the UC Regents Office indicated all along the way~~

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that they are backlogged and approval could take longer. The UC Regents Office has made it easier and more acceptable for principal approval of a-g course accreditation. Once Tracy Unified's board has agreed to the substantial changes, including the name change of the school, the principal of the school can proceed to give a-g status to the courses that meet the criteria. Without the approval of the changes by the TUSD board, however, the principal approval process cannot begin.

NCAA approval is being sought by the school and the provider jointly. This is an entirely different process that is being created as it goes. Currently, all incoming athletes are advised that if they are seeking NCAA scholarships, CALPAC courses have yet to be approved by the organization's criteria.

4) Students To Be Served

KAC NCCCALPAC will seek to serve any students who demonstrate an interest and aptitude for a self-directed, virtual learning environment. Frequently, these students are high performing or potentially so, but they find too much distraction or too little stimulation in the traditional classroom environment. The charter school's virtual model will also serve students who need an alternative to daily classroom attendance. These students may work during the day or may not be motivated to attend school on a full-time campus for many reasons. The KAC NCCCALPAC model is designed to serve all of these students effectively through a robust curriculum and dedicated, individualized teacher support.

During its initial year, KAC NCCCALPAC will serve grades 6-12. Beginning in year two (2010-11)

KAC NCC will serve grades K-12. First year enrollment is estimated to be 500 students.

(This estimate does not limit operational capacity, which can be quickly expanded to accommodate many more students). Current enrollment for the 2011-2012 school year is 145 students. As the program grows and expands, we anticipate serving as many students as we can adequately afford to service.

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5) Curriculum and Instructional Design

The school's learning environment will be a virtual, entirely online program delivered via synchronous and asynchronous modes. The petitioners will contract with Kaplan Virtual Education (KVE) to provide high quality courseware, instruction, and academic support, as well as day-to-day school operations. CALPAC has contracted with multiple companies to offer the most up to date, online curriculum possible. The majority, (approx 97%), of our course catalogue comes from Education 2020 with some supplemental elective and core middle school classes supplied by FYI and AVENTA. CALPAC will house and deliver the curriculum in an online system known as Blue Mouse (aka Brain Honey). The housing system, known as a Learning Management System.(LMS), interplays with the Student Information System, (SIS), created by School Pathways. The three systems together create the school: curriculum, classroom and information system. A fourth online tool, Blackboard Collaborate, provides a live classroom setting where once a week, students may attend a synchronous class online where their teacher instructs them directly and is available in "real time" for the student.

KVE will deliver these services through its integrated suite of online systems and applications for managing student admissions and enrollment; providing courseware and delivering curriculum via synchronous and asynchronous instruction; administering graded assignments and assessments; gathering, storing, manipulating and reporting student scoring data; tracking attendance, pace and progress; and providing communications pathways between students, parents, and the academic team. KVE will also deploy its comprehensive online teacher training program to prepare every CaVEP teacher for the challenges and opportunities of virtual instruction. The School Pathways SIS not only houses student information and records, but houses employee information and records; grades and transcripts; gradebook information; state testing information; it self-reports relative to state reporting mandates such as CALPADS; and, it is used to create and house the master schedule. It is one of the only SIS of its kind relative to state reporting and is quite sophisticated and reliable.

Most KVE courses are proprietary—designed and maintained by in-house curriculum developers who also ensure alignment to state content standards. A minority of course content is licensed from quality vendors such as Aventa. Courses are delivered online via the eClassroom Learning Management System (LMS). eClassroom is the K-12 learning platform developed by eCollege, a leading provider of eLearning solutions. eCollege is known across the industry for its unparalleled uptime performance, intuitive acquisition by faculty and students, 24-hour availability for user help, and highly functional features such as Gradebook; a completely integrated online grading tool.

The KVE curriculum inspires students to learn through its course design and rich interactive elements. The virtual courses are conceived and designed by KVE's subject matter experts and curriculum specialists, backed by a team of web and multimedia developers. This group is tasked with creating online courses that are research-based in design, leverage full Internet and multimedia technologies, address the needs of diverse learners, and are aligned to state content standards. The primary goals are to expand learning opportunities, improve student outcomes, and empower students to manage their own learning programs. These goals drive the key objectives that guide content creation, design, and delivery: accessibility for all students; flexible pacing; multiple opportunities to achieve and demonstrate mastery; and development of a student-centered curriculum that is continually improved through research and iterative evaluations that guide refinements to its design and delivery.

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KVE designs courses using research-based online instructional strategies and learning models. Instructional strategies are embedded in the courseware via learning activities that feature rich interactive and multimedia elements to capture students' attention, keep them engaged in the lesson, and help them grasp difficult concepts and processes. Each of these courseware activities has an associated teaching goal; i.e., a strategic purpose for enhancing student understanding or stimulating thought and further inquiry:

- *Springboard activities to engage students with essential background concepts.*
- *“Show me” activities to demonstrate concepts.*
- *Links to other internet resources to build knowledge and bridge understanding across disciplines.*
- *Enrichment activities to encourage further learning and deeper understanding.*
- *Videos and simulations: students can see a complex process as it unfolds, with each interaction moving seamlessly into the next, with text explanations and captions/labels, and audio support. This greatly aids students in learning the complex processes often encountered in the sciences (having multiple stages, layers of information, and outcomes) that are difficult to learn when portrayed through narrative and graphics alone.*

Interactive Gizmos where students manipulate parameters of a problem (such as variables in an algebraic function) and see the resulting effects in multiple presentation modes (algebraic, tabular, and graphical). Curriculum Provider, Learning Management Systems and Student Information System

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Education2020, based in Scottsdale Arizona, is an innovative leader in online education. From their website:

" Education2020 helps school districts provide core and elective instruction in a virtual school setting for students in grades 6-12. Our courseware is aligned to state and national standards and has helped students recover and accrue credits for graduation and prepare for state, end-of-course, and key standardized tests since 1998.

With our web-based model, teacher-led video delivery, and proven instructional approach, eEducation 2020 offers some of the most engaging and individualized instruction of any virtual school solution available today. It combines best-practice pedagogy with next-generation technology that enables your school to customize content and settings while providing an opportunity for students to learn at their own pace and make meaningful academic gains."

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Their website can be accessed at www.education2020.com. As a notation, we are using our own teachers in addition to the "teacher-led video delivery" system inherent in their curriculum.

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CALPAC chose E2020EDUCATION 2020 as their primary curriculum provider after conducting a thorough, in person committee-driven, curriculum review. After reviewing companies such as K12, A+ and others, we chose E2020EDUCATION 2020 because their curriculum was far advanced relative to alignment to California State Standards, presentation models, interactive modules, use of video instruction, user friendliness and an overall ability to engage students

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Most notably, when asked as to the passage rates for their first time Algebra One students, claims to have an 80% passage rate for first time takers. This is important because Algebra one is a graduation requirement in California and is notoriously a class that students struggle with. The average passage rate for first time takers is 50%.

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E2020EDUCATION 2020 has also proven itself to be an innovative, forward thinking company that is willing to create and recreate as it goes along in order to stay fresh and accessible to students and parents.

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All E2020EDUCATION 2020 courses include online reading materials for the course (textbooks, novels, supplementals, etc) embedded directly into the course. The relative state standards for each lesson and student expected learning outcomes are clearly listed. Instruction is divided by units and within each unit are related assignments and lecture. Housed in the courses are instructional video lectures by nationally certificated instructors; intense vocabulary instruction related to the course; the ability to take notes and save them to the computer; quizzes, unit tests and final exams; student supplemental help materials; links to other tutorial resources; areas to do online homework and submit it electronically, etc.

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Courses supplied by AVENTA and FYI are similarly structured in units and within each unit are related assignments and lecture; quizzes, unit tests and final exams; student supplemental help materials; links to other tutorial resources; areas to do online homework and submit it electronically, etc.

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Core curriculum is aligned to California State standards while non-core is aligned to either state and/or national standards.

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~~The actual electronic classroom (LMS), where the curriculum, gradebooks, announcement areas, etc. are housed and where students access and do their work is known as Blue Mouse (aka Brain Honey). All curriculum is housed in Blue Mouse and students can either work directly in the LMS or upload/download assignments and other information for their instructor to access. This also means that, regardless of which curriculum provider has supplied the curriculum, there is only one log-in portal, one type of student/parent information "dashboard", etc. Dashboards are where parents and students can access grades, upcoming assignments, past due assignments, announcements, class progress, student calendars, school calendars, journals etc. when they log in through the school's portal. The consistency and one log-in point create a seamless integration of LMS and curriculum and is meant to create a user-friendly, student success oriented access to the school.~~

~~The school's portal is accessed via the school's website, www.calpacschools.org. Once there, the student accesses their log-in page by indicating which CALPAC school they attend which then leads them to the log-in portal and then the school. Students and parents have individualized passwords/usernames that ensure privacy.~~

~~In addition, core courses will contain Instructional Strategies at the Unit level for teachers to use with Honors, Academic, Foundations (Remedial), ELL students, and Special Education, as well as assignments tailored to these student groups. ELL strategies will be included in all course versions (Foundations, Academic, and Honors), and will support student learning of unit concepts.~~

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~~Structurally, courses are divided into modules, units, and lessons. Each module and unit contains an essential idea or "big picture" concept with accompanying performance expectations and a teacher-graded assignment. Modules pose an essential question to the student that connects the content to larger conceptual understandings and to real world application. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives. The essential question and central idea are introduced to the student at the beginning of the module and unit.~~

~~The Core courses cover all the essential subject divisions within each of these academic areas: language arts, mathematics, history/social science, physical sciences, and life sciences. The school will also offer an array of electives reflecting a wide range of student interests, including communications and the professions (e.g., journalism, psychology); fine arts studies; liberal arts (including foreign language); computer technology; practical skills (health, personal finance); and career-oriented courses that focus on real-life experiences. Currently, because of a-g requirements, students needing UC/Cal State transferrable units for lab sciences and VAPA related subjects are instructed to take such courses at a local junior college concurrently while enrolled with us. We accept the credit from the JC as part of the graduation requirement.~~

~~KVE course listings are attached as Exhibit IV.~~

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~~KASC will employ a layered instructional approach where each student receives a California standards-based instruction that is then tailored to their specific learning needs via pre-assessments and ongoing, synchronous/asynchronous assessment within the course. Assessments reveal target areas in need of academic support. Using this information, instructors and support staff can then work to supplement student academic skills to support student success. Such support can be meant to accelerate skills or build skills which are lacking, thus blocking student achievement. Additionally, receives individualized support from an academic team. The team is composed of Department Chairpersons, Instructors, and Academic Advisors.~~

~~• The Department Chairperson manages and provides leadership in the development of goals and quality instruction within each subject area department. Because the~~

~~Chairperson also carries a small teaching load, she is never far from the concerns and outcomes that students exhibit as they respond to their learning program. The insights gained from teaching can inform her managerial decisions in the instructional realm.~~

~~• Instructors work directly with students by answering their questions, explaining concepts and techniques as necessary, adjusting lessons and assignments as needed, and monitoring student pace. Instructors meet with students via Blackboard Collaborate rooms where live, synchronous teaching sessions are held; through phone, email and IM; and during established office hours (using the means described above).~~

~~• Counselors Academic Advisors encourage student achievement through mentoring and support, for example by helping students navigate the online system, understand school policies and protocols, and plan their class schedules and course sequencing. Counselors also organize college information meetings; instruction in school success and work closely with families who have special needs such as IEPs or EL issues.~~

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Designed by ~~KAC NCCCALPAC~~ and deployed according to ~~KVECALPAC~~'s virtual model, the charter school will provide an optimal learning environment for:

~~• promoting higher levels of engagement through a highly individualized and supportive academic coaching model, and courses designed to capture and maintain student focus (for example by limiting text per page and incorporating graphics, video and other animated content, glossaries, and hyperlinks).~~

~~• Student engagement via a rigorous, engaging and user friendly curriculum model and system is the goal of CALPAC. All CALPAC administration, teachers and support staff tailor student support and success strategies through the lense of what is best for the students as a whole as well as for the students individually, motivating students via self-pacing guides; quick turnaround on graded assignments; and multiple avenues for interaction between learner/teacher, learner/content, learner/learner, and teacher/parent.~~

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~~• Using data driven protocols to ensure that students stay on pace, demonstrate progress, and ultimately achieve mastery of content. School Pathways, the Student Information System, allows the school to continually assess its educational program and make data driven decisions relative to course offerings, student outreach, HR issues, etc. The SIS has a sophisticated reporting capability that all faculty and staff have access to at different levels. (access is granted dependent on employee status and job needs).~~

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~~As an organization we can track student progress; make decisions about curriculum offerings and teacher assignments; determine correct student course placement; use state testing data for student placement and support needs; and track grades and progresss toward graduation, etc. CALPAC strives to be a data driven organization in order to make decisions that best serve student needs and help them become successful graduates of the school~~

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~~This is enabled by the data tracking and reporting functions of the LMS/SMS interface. Each night, the LMS collects student data generated that day and sends it to the Student Management System (SMS). The two systems work closely together to track progress and pace. If data indicate a student is falling behind, the system will trigger auto-generated alerts to faculty and notices and phone calls to parents. Armed with this data, faculty know when to step in with timely inquiries and appropriate interventions (such as a parent conference, or a lesson adjustment to better accommodate the student's learning style).~~

~~• balancing the unique advantages of traditional and virtual classroom approaches. As in a traditional classroom, the courses and assignments promote writing and problem solving, and preparation for the SAT writing test is required within the English sequence (which also includes offline reading of printed literature).~~

~~Presentation of content also mimics tradition in that the virtual courses proceed in units and modules, much as they do in a physical classroom. However, virtual schooling replaces the traditional textbook-driven curriculum with a web-based “living text.” Courses feature dynamic multimedia and interactive content, and course updates (to include new knowledge or meet changed standards) can be implemented more frequently than for a published text. The web-based curriculum undergoes continuous evaluation to optimize its educational value.~~

6) Plan For Students Who Are Academically Low Achieving

Identifying and Understanding Low Achievers

~~KAC-NCCCALPAC~~'s instructional team is prepared to work with a diverse student population, and to focus intensively on those who struggle academically and perform below expectations.

The petitioners understand that students can find themselves struggling for a variety of reasons. Some have difficulty staying on task; others have become accustomed and resigned to lowered expectations based on a pattern of past setbacks. Some have difficulty with one subject area but not another. Some have trouble working in the early morning, or after lunch.

Every student is different, and every struggling student struggles uniquely. This is, in fact, one of the major reasons why some students choose virtual education..

These students will be identified through past grades and state test scores; discussions with parents and previous counselors; IEPs; writing samples; and the results of diagnostic skills assessments given to all incoming students. Using this information, ~~KAC-NCCCALPAC~~ teachers and ~~counselors can advisors~~ ~~begin create ing~~ a pathway to success for each student. This involves not only appropriate course placement but also accommodations and adaptations that teachers make to the curriculum and their instructional approach to meet the needs of each individual student.

Structural Elements and Strategic Responses for Raising Student Achievement Levels

To meet the challenges faced by struggling students, instructors will offer continuous motivation and support; seek ways to engage students in meaningful learning through multiple delivery methods; and work one-on-one with students and parents in various ways.

These include individual student/teacher calls, teacher/parent phone conferences, academic team phone conferences (these include parents and student); and individual student/teacher “whiteboard” sessions. Where needed, individual tutoring can also be provided.

The flexible nature of our pacing and curriculum allow teachers to provide remediation, support, and additional challenge wherever it is needed during the year, proactively supporting students and addressing individual needs before more intensive intervention efforts are required.

While all students can benefit from the flexible pacing inherent in the school’s virtual program, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times.

Instruction is designed around a full panoply of graded assignments that afford students varied ways to demonstrate mastery of content. These include class discussions; written and verbal course assignments; worksheets; practice assignments; quizzes; journals; essays; creative writing papers; research projects; group projects; exams; reviews/case studies; and and portfolio pieces, in addition to Additionally, prep and/or remediation is available to students in order to help them achieve at a proficient or advanced level on the STAR exam as well as receive passing scores on California's state level STAR tests and the California High School Exit Exam high school exit examination (CAHSEE/CAHSEE).

Along with this range of assignments, the curricular program provides teachers with varied instructional suggestions tools to assist in individualizing student course work so that it meets each student's learning needs and methods, to help different students learn the material, each created to address different learning styles and levels of challenge. By drawing upon this menu of strategies and assignments to build a student's individual learning plan, teachers can provide comprehensive learning experiences tailored to each student's needs.

Some additional ways in which the virtual classroom is geared to accommodate each student's singular needs and learning style are:

- Individual support from a team of academic professionals: department chairpersons, instructors, and counselors
academic advisors;
- multimedia format that accommodates differences in knowledge acquisition by delivering curriculum in an engaging, academically sound, standards based, technological and easily accessible format.
mutually redundant/reinforcing text, visual, and audio content
 - hyperlinks providing immediate web access to reference materials and context sources;
 - prompt responses and effective, targeted feedback on graded assignments
 - the ability for of students to check grades and track their progress, view upcoming and past due assignments, communicate with their teacher, access their calendar s and activity logs all from one dashboard. (and retrieve all course submissions to read instructor comments) via the Gradebook interface described on page 13;
- multiple avenues for frequent one-on-one contact between teacher and student, including: asynchronous contact via email and course assignment submission; synchronous contact via the Blackboard Collaborate Classroom; IM; phone; and/or, one on one tutoring during teacher office hours, synchronous whiteboard sessions, but also asynchronous e text modes that afford the extra time for reflection and revision that helps level the playing field for certain types of learners;
- the ability to balance or choose between highly independent and collaborative modes of working on some assignments;
- the de-coupling of curriculum breadth from district resources derived from local tax revenue. This enables all students, wherever they live, to access any course they need ranging from remedial/alternate pace to AP and honors. Students can access the courses 24/7 as long as they are connected to an internet source. This aids in individualizing student instruction so that students can move at a daily pace that is in line with their learning style.

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Instruction adapted to the needs of low achievers will also emerge from data-driven analyses of their performance, and the teacher interventions that result (see as discussed further on page 15, "Use and Reporting of Data" section). These interventions will be based on California curriculum standards.

7) Plan For Students Who Are Academically High Achieving

These students are identified via the same process of investigation, observation, and analysis used to identify low-achieving students, as stated above.

High achievers will find the school's program appropriate to their needs. All curriculum is rigorous, relevant and state and/or national standards aligned. The school plans to offer AP and honors classes beginning in the 2012-2013 school year, however, all students can take AP courses via the College Board website. With the change of systems, we opted to wait and offer the advanced classes when we further understood how they could be integrated with our current LMS, as it offers enhanced, on-demand access to Advanced Placement (AP) and honors courses: the breadth of these course offerings does not rely on the resources of any single district. KAC-NCC will offer honors courses (proprietary and licensed), and licensed AP courses which are approved by the College Board. The virtual program also enables the flexible pacing that allows these students to advance at a rate commensurate with their ability.

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~~The petitioners wish to stress here the importance of the adaptable, highly individualized instructional delivery described in items 5) and 6) above. Its dynamic of enabling individually tailored instruction works as fully to benefit highly motivated and gifted students as it does for struggling students. KAC-NCC will employ teachers who work with these students to ensure that they progress at a pace appropriate to their high ability.~~

8) Plan for English Learners

Schools who receive Title I, Title III, and EIA categorical funding for EL students are required to have a formal plan filed with the state relative to serving such students. CALPAC receives no categorical funding. CALPAC does have a plan in place to serve EL students which addresses their needs; meets all state and federal mandates that are not tied to categorical funding; and, which has a goal of exiting students from EL status. CALPAC has an ESOL coordinator on staff who coordinates all CELDT testing, teaches the EL support class and who analyzes all related data. The goal is to move all EL students to redesignation status.

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EL students who do not accelerate one level per year on the CELDT will be monitored and given extra targeted support services.

At this time, due to EL population numbers, CALPAC is not required to have an ELAC or DELAC committee or translate documents into other languages. CALPAC translates documents into Spanish for families for whom Spanish is the primary language. Documents including the parent/student handbook, all CELDT testing correspondence, all redesignation materials and the Master Agreement have been translated into Spanish.

Identifying Students as EL and CELDT testing

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EL students are targeted for CELDT testing when the Home Language Survey indicates that their primary home language is a language other than English.

* All students are CELDT tested within 30 days of initial enrollment in CALPAC.

* Parents are notified of CELDT results within 30 days from when the state scores and releases results.

* All CALPAC students are in an English Language Mainstream academic program with an ELD Support Course. The mainstream curriculum is taught by CLAD certified teachers and includes vocabulary, visual, and thematic based support. English Learners are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

Criteria for redesignating (RFEP) EL students

The following criteria are used in tandem to determine redesignation:

* Early Advanced or Advanced on the CELDT (with no subscore below Intermediate)

* Basic (300) or above on ELA CST; or, Proficient (380) or above on the ELA CAHSEE

* Parent Approval

* Teacher or ESOL Coordinator approval based on work product, performance in courses, or other relevant academic criteria

ELD Support Class

The ELD support class covers the state ELD Standards and focuses on building skills in academic vocabulary and reading/writing across the curriculum. Students receive elective credit for the course. The course aids EL students by providing scaffolding to build skills in academic reading and writing in all content area courses. Additional EL support courses will be created to provide continuity in academic skills building. Students are placed in the course based on their status as an EL student until they have been redesignated. English Language core courses are chosen based on academic level and elective courses are chosen based on student interest and need (i.e. the EL support course).

• All units include vocabulary and grammar building components and targeted reading/writing strategies across content areas.

• Each individual unit is centered around a specific theme and a specific reading/writing strategy. *

• EL students are monitored every quarter relative to performance in the ELD support class and progress in all academic courses. The EL coordinator conferences with core, and support teachers on an ongoing basis (quarterly).

• All ELL students are contacted bi-weekly for check-in and progress monitoring.

• Parents are included in all correspondence regarding student progress.

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CALPAC voluntarily complies with all aspects of the Categorical Program Monitoring tool. Because the ELD Support Course is new this year, the evaluating its effectiveness is ongoing and a full review will take place after the school year and prior to building support classes that build upon the first class. Evaluation of the class will include a review of next year's CELDT scores, this year's STAR scores, and ELL student progress in their other academic courses.

Before a student begins at KAC NCC, we will identify students whose native language is not English through the state required home language survey. As required by law, identified students will be tested for English proficiency on the CELDT within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31. KAC NCC will use CELDT data, teacher observations of student work, and other relevant data to identify

ELL student needs and develop student goals, which shall become part of their individualized learning plans. ELL instruction will be offered primarily through English immersion. ELL students will also receive special one on one attention by their instructors until they have achieved the goals on their individualized learning plan and have been redesignated as English Proficient. KAC NCC's online courses and instructional programs align with NCTE research and policy for English Language Learners. Key guiding principles underlying KAC NCC's immersion approach include:

Our Curriculum content is organized around "essential ideas".

KAC NCC's courses divide the content into modules, units, and lessons. Each module and unit contains an essential idea or "big picture" concept with an accompanying performance expectation. Modules pose an essential question to the student that connects the content to larger conceptual understandings and to the real world. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives. The essential question and central idea are introduced to the student through the online curriculum at the beginning of the module and unit, supported by audio. From an instructional perspective, each performance expectation is accompanied by a teacher graded assignment that provides instructional strategies for the ELL student and scoring support in the form of an analytic rubric and scoring guidelines.

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Expectations for ELL students are based on academic achievement.

ELL students identified via the CELDT assessment will enter our programs and be placed in accordance with their academic achievement, not their language proficiency. The curriculum offered to all students will be identical, with both challenging and supportive material built in to the content and instruction.

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Kaplan's online curriculum and KAC NCC's instructional approaches use technology to support learning and facilitate interaction with the teacher.

Audio is built into the online content to support understanding of module and unit concepts, keywords and vocabulary, and to support summarization of lesson learning. KAC NCC's instructors use chat, white board, discussion board, and speak directly with students via telephone to provide instructional guidance, demonstrate concepts, work with students on their development of vocabulary and content knowledge, and to summarize what they have learned.

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KAC NCC's instructional program assists students with developing strategies to learn English.

Teachers will provide assistance to ELL students to develop their academic vocabulary through specific language learning strategies early in the program, relying on ELL trained teachers to provide individualized support.

~~□ KAC NCC's instructional program bridges ELL students' community and non-school related experiences into the context of their learning.~~

~~Teachers interacting with ELL students will encourage them to bring into their online course experience examples of work created outside the classroom, to collaborate with other students via guided synchronous and asynchronous discussions, and to develop their communication and collaboration skills while working through the online curriculum.~~

9) Plan for Special Education

~~KAC NCCALPAC~~ will provide a rigorous curriculum for all students. ~~KAC NCCALPAC~~ understands that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services: (1) ~~as~~ an arm of the charter granting agency, (2) ~~as~~ an independent local education agency, or (3) as a charter SELPA.

~~KAC NCCALPAC~~ intends to function as an independent local education agency (LEA) pursuant to Education Code Section 47641(a) for purposes of providing special education and related services.

Child Find

~~CALPAC The petitioners anticipate enrolling students with that students may enter school with an IEPs or enrolling students who with learning disabilities that may require testing for appropriate placement and possible services. KACNCCALPAC will work proactively and cooperatively with families, the teaching staff, and the charter district to adhere to state and federal mandates in servicing Special Education students, including, but not limited to: testing; creating and updating IEPs; special services as provided by outside providers or by the school district, etc. We will also ensure that resident school districts to identify students with exceptional needs. The school anticipates that its child find efforts will include various policies and practices, including, but not limited to, the~~

~~following:~~

- ~~• We employ admissions and enrollment practices that are non-discriminatory toward students with IEPs~~
- ~~• That special needs students are under the guidance of and receive support from the schools Special Education Case Managers~~
- ~~• That the Special Education Case Managers are ensuring that the staff working with students with IEPs are trained in how to fulfill the requirements of the IEPs and in how to best academically support Special Education Students in their classes~~
- ~~— That in working with Special Education students, our school is the least restrictive environment and most appropriate placement for the student as dictated by law. Admissions and enrollment practices that, using non-discriminatory methods, identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;~~
- ~~• CALPAC requests and obtains Seeking to develop relationships with all feeder local education agencies to request and obtain student's cumulative files and other documents in a timely fashion;~~

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• Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,

• Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

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Referral and Assessment

~~For students suspected of needing special education services, KAC NCC will secure a formal and appropriate assessment conducted by qualified staff. CALPAC NCC students who are referred for Special Education testing after admission to the program will be tested using appropriate assessments by CALPAC Special Education Case managers. Students identified after testing as qualifying for services will receive special education and/or related services under the terms of applicable special education law and as specified by the resulting IEP. The services may or may not be supplied directly by CALPAC staff dependent on: student needs; the terms of the charter district's Special Education services agreement in the MOU between CALPAC and the district; and /or services which may be given to outside providers as specified in the SEATS contract.~~ If this assessment identifies that the student has exceptional needs and require special education and/or related services under the terms of applicable special education law, ~~KAC NCC~~CALPAC will convene and conduct Individualized Educational Plan (IEP) team meetings.

Individualized Education Plans and Service Delivery

~~KAC NCC~~CALPAC will plan and conduct the IEP team meetings and processes and will designate staffing and other resources needed to implement the special education and related services called for by the IEP. Student progress toward the goals specified in the IEP would be monitored regularly, and formally reviewed by the IEP team on at least a triennial basis. Resource specialists will help ~~KAC NCC~~CALPAC teachers tailor their instruction to ensure that the needs of all special education students are being met.

Due Process

In the event of a due process claim to enforce provisions of applicable special education law, ~~KAC NCC~~CALPAC is committed to working in cooperation with the school district to the maximum extent permitted under law to respond to and defend the school and the district in the process.
~~California Virtual Education Partners 10~~

B. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

1) Measurable Outcomes

“The measurable pupil outcomes identified for use by the charter school.”
 Education Code section 47605(b)(5)(B).

Pupil Outcome Goals

Whether students are low achieving, high achieving, special education, or require English language development, a student’s progress toward expected outcomes depends on a continual monitoring of individual student growth. ~~KAC-NCCALPAC~~ will pursue the pupil outcome goals, as measured by multiple and varied benchmark assessments (as detailed below), that are aligned to state content standards, matched with the state and federal accountability systems, and reflect proficiency measures required by the Standardized Testing And Reporting (STAR) system.

The petitioners believe that both student performance metrics and school performance metrics are indicators of how ~~well~~ students have developed the qualities and abilities we seek to instill. These include high levels of engagement, and the ability to take charge of their own learning by taking advantage of the program’s flexibility and diverse paths to content mastery.

The petitioners have therefore set measurable goals for both student and school achievement, and the charter school will systematically track these metrics to gauge performance and progress:

Student-specific Goals

~~Curricular Focus Measurable Outcome Goals~~ **Core Curriculum Focus and Goals**

Language Arts

- ~~and AP~~
- ~~Language and Literature~~
- Meet state standards for sixth through ~~twel~~twelfth grades.
- Students will graduate with a C or better on “~~a-ga-g~~” requirements.

Mathematics

- Meet state standards ~~for mathematics for sixth through twelfth grades~~ including Algebra 1 and appropriate higher-level mathematics ~~standards in grades 6-12,~~
- Students will graduate with a C or better on “~~a-ga-g~~” requirements.

Science and AP Science

- Meet state standards for science survey courses, ~~—and,~~
- ~~—~~higher-level Science ~~courses~~
- ~~—, and, where applicable, AP Science.~~
- Students will graduate with a C or better on “~~a-ga-g~~” requirements.

Social Science and AP

Social Science

- Meet state standards for World History, US History, Government,

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- ~~Economics and AP Social Science.~~
- ~~Students will graduate with a C or better on "a-g-a" requirements.~~

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Foreign Language

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- ~~Meet state standards for foreign language.~~
- ~~Students will graduate with a C or better on "a-g-a" requirements.~~

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Visual and Performing Arts

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- ~~Meet State standards for visual and performing arts.~~
- ~~Assessment is based on effort, willingness to take creative risks, and active participation in the artistic process of reflecting and working.~~
- ~~Attention is paid to the understanding of specific concepts and the development of skills.~~
- ~~Students are not assessed according to skill.~~
- ~~The process of creating is prioritized over the product.~~

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Technology

Proficient in technology as demonstrated by the successful use of the online system and technology tools necessary to complete the program.

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High School Graduation Requirements

~~KAC NCCALPAC's graduation requirements emphasize the traditional university preparatory courses of English, mathematics, science, social science, foreign language, and art; however, these courses will be provided in a manner that challenges each student to think beyond the subject matter that is being presented and continually place new information in the context of their own knowledge base. KAC NCCALPAC's graduation requirements meet California Education Code requirements, including the passage of the CAHSEE exam. The curriculum, once approved as a-g qualifying (as described earlier) will meet or exceed UC/Cal State a-g course requirements.e-subject to further revision and improvement, meet or meet California Education Code requirements, including the passage of the CAHSEE exam. The curriculum, once approved as a-g qualifying (as described earlier) will meet or exceed UC/Cal State a-g course requirement(exceed the University of California "a-g" course requirements.~~

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~~Like all California public schools, KAC-NCC also requires CAHSEE passage as a requirement for graduation.~~

Subject UC Requirement KAC-NCC Requirement
Credit and Graduation Requirements

Diploma requirements are as follows:

English Four-years Four-years

History/Social Studies Two-years Three-years

Mathematics
Three-years

Lab Science Two
(three-years

Foreign

years Two-years

Visual &

One-year One
recommended)

College

Electives Two

Met by above
course

requirements and
preparatory

electives

Courses for College Prep Path

Credits

Required

English

40

Mathematics

30

Life Science

10

Physical Science

10

Visual/Performing Arts

10

World History

10

American History

10

American Government

5

Economics

5

Foreign Language

20

Physical Education

20

Electives

50

220 Total Credits

Three-years

years Two-years
recommended)
Language Two

Performing Arts
year (Two-years

Preparatory
years
KAC-NCC

other college

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Courses for Non College Prep Credits

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CALPAC awards
course, per
credits are
graduate

Path

Required

<u>English</u>	<u>40</u>
<u>Mathematics</u>	<u>20</u>
<u>Life Science</u>	<u>10</u>
<u>Physical Science</u>	<u>10</u>
<u>Visual/Performing Arts or FL</u>	<u>10</u>
<u>World History</u>	<u>10</u>
<u>American History</u>	<u>10</u>
<u>American Government</u>	<u>5</u>
<u>Economics</u>	<u>5</u>
<u>Physical Education</u>	<u>20</u>
<u>Electives</u>	<u>80</u>

220 Total Credits

5 credits per
semester 220
required to

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School-Wide Goals

In addition to being accountable to the state accountability system, KAC-NCCCALPAC will pursue the following school-wide goals:

- 1-Ensure students make progress on the pupil outcomes listed above and overall student and school performance as evidenced by the following measures:
 - a. A semester course completion rate of between 70% and 83%
 - b. A Course On-Pace Rate of at least 75% (i.e., students not more than 3 weeks behind)
 - c. A student retention rate of between 75% and 85%
 - d. A student graduation rate of between 75% and 85%
- 2-Ensure student improvement on standardized tests, including the STAR, and other appropriate ___ school-based assessments, including increased achievement over time for significant subgroups.
- 3-Strive for positive student satisfaction as a measure of school performance, including satisfaction with KAC-NCCCALPAC's program approach. Indicators of student satisfaction may include: increased enrollment and continued enrollment, academic achievement and ability to meet educational goals, and active engagement in the curriculum.

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2) Academic Performance Index

KAC-NCCCALPAC, like other charter and non-charter public schools, will ~~adhere~~ be subject to the tenets ~~and consequences~~ of the state accountability system, including the Academic Performance Index (API). ~~As this is a new school, there is no base API from which to set growth targets.~~ The school will set a goal of meeting or exceeding its yearly API growth target. KAC-NCCCALPAC's API growth targets will be made clear to all teachers, who will develop a plan for meeting those goals together with the Executive Director. Using testing data, One technique ~~KAC-NCCCALPAC will use to achieve the API growth targets is to~~ discern which numerically significant subgroups are not achieving growth target goals, at the school's norm. ~~Since each S~~ students is treated as an individual, each student who is not showing continuous improvement through our online progress and data reporting system (described below) identified as needing support to achieve proficient or advanced levels of achievement, or who need support to pass the CAHSEE, will receive additional individualized assistance, and, where appropriate, tutoring, remedial instruction, and other intensive interventions.

3) Methods of Assessment

*"The method by which pupil progress in meeting those pupil outcomes is to be measured."
Education Code section 47605(b)(5)(C).*

Academic performance is assessed through graded lesson assignments, unit and module assignments, unit tests, course final exams, and statewide testing to include grade-specific STAR components and the California High School Exit Exam ([CAHSEE/CAHSEE](#)).¹

~~In KVE courses, assessments are delivered separate from the instructional content via course setup in the LMS. This allows teachers some discretion in selecting assessments for inclusion in the course and adapting assessments to meet the needs of individuals or populations. Learning is assessed in KVE courses through two categories: Assessments (referring to computer scored tests/quizzes) and Assignments (referring to subjective assignments submitted to a teacher).~~

~~CALPAC courses and assessments, (other than state assessments which are done in person and proctored), are delivered via the LMS, Blue Mouse. The course content, curriculum purchased from [E2020EDUCATION 2020](#), AVENTA and FYI, are housed in the LMS. From there, students access all course content and complete work either in the LMS or upload it to the LMS. Teachers can upload and download information to the LMS as well. Teachers have much discretion and, based on school policy and procedure, can adapt assessments and assignments to meet the needs of individuals or school populations.~~

All objective assessment items assess lesson objectives and/or unit performance expectations, which are aligned to state and/or national standards. ~~Items are also metatagged with a Bloom's taxonomy identifier. Items are grouped into test banks and items are selected and randomized for delivery to students as unique test instances. All instances are delivered according to a predefined Bloom's array, which varies by test type and subject/discipline.~~

Every assignment (teacher-graded) can be adjusted by the instructor to ~~is delivered in three separate versions targeting~~ students of varying ability levels. ~~These versions are designated as Honors, Academic, and Foundations. All versions are also delivered with an answer key or an analytic rubric with an underlying scoring mechanism, depending on the format of the assignment.~~

~~In addition, students undergo testing in mathematics and English/language arts through the online Scantron Performance Series.² The tests are used in a pre and post test scenario, providing both formative and summative data on the student's ability to master learning objectives. Scantron provides teachers and students with real-time performance results, and tools such as study guides and worksheets designed to support learning in particular skill areas. Data for each student is maintained and tracked over time to assess progress toward mastery of state standards, and school leadership is provided regular reports on test~~

~~performance, ensuring that interventions are addressed and that curriculum can be modified where appropriate.~~

A distinguishing feature of the charter school's instructional model is the frequent and varied student assessments delivered through the Learning Management System (LMS), and the automated scoring, tabulating, and transfer of that data to the Student Management Information System (SISMS), ~~where it is further manipulated to reveal patterns of performance and progress. The SISMS~~ can, for example, calculate assignments completed to date and suggest a pace going forward that would ensure the student completes all course work in the time remaining.

The charter school's online LMS, Blue Mouse interacts with the SIS where the gradebook is housed and ~~— among the contractual services to be provided by KVE —~~

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~~will include the eClassroom Gradebook,~~ where student performance is ~~will be~~ documented in

real time. The SIS Gradebook provides a central place for faculty to reference, review, and grade a

student's course activities and assignments.

~~As described previously, the variety of gradable classroom assignments includes class discussions; worksheets; practice assignments; quizzes; journals; essays; creative writing or other writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces.~~

~~These are computer adaptive tests that access a large database of test questions of varying levels of difficulty. Students answer a question, and an algorithm selects a new question based on the student's previous answers. (Progressively more difficult questions will be selected if the student consistently answers correctly). Thus with each series the test re-calibrates to the student's demonstrated performance. Ultimately this produces a finely tuned evaluation of content mastery, revealing where the student lands on a spectrum ranging from poor to sophistic~~

Assessment scoring can be automated for any objective question type used in a test.

Additionally, exam statistics tools are available for every exam taken online. These tools allow instructors to analyze student assessment results to make sure questions are accurately written and assessing the content being delivered.

The gGradebook is tightly integrated with all areas of ~~the~~ online course delivered through the eClassroom-LMS and is linked to the online school calendar. It intuitively knows when the end of the semester is and can tabulate points due versus points earned to date which allows it to keep accurate grades at all times. ~~For example,~~ Faculty can grade, archive and export any thread post, assignment or exam in the online course from the LMSGradebook.

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~~By giving teachers a choice of~~

~~views and filters, its user interface opens a revealing window on the progress and~~

~~performance of a single student or defined student group. When managing assessments in~~

Gradebook, Instructors can flexibly employ practices such as:

- Assign weighting percentages to gradable items
- Tag a gradable item as "practice"
- Tag a gradable item as "extra credit"
- Sort, filter, and view large quantities of grades
- enter, update and change grades
- hide assignments
- add assignments

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- give up-to-date progress checks

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These options give instructors greater speed and dexterity in managing grades.

The gradebook is also visible to the student and parent which via their private access log-in. Gradebook This also enables students to quickly and easily access instructor feedback so they can see the key concepts driving the course and module, identify areas for improvement, and adjust their focus and study time accordingly.

For capstone assessments:

- All students will take a final exam at the end of each course.
- The charter school will work closely with the Tracy Unified School District and local schools in scheduling schedule and administering the for our students the applicable STAR tests and the CAHSEE CAHSEE. The CAHSEE will be offered up to four times yearly for 11th and 12th grade students who have not passed the exam. 10th graders will be given a chance to take the CAHSEE beginning in the spring of the current school year. The results will be processed by the state and reported to yield NCLB compliant data on student performance and progress.

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Grades

Assignment grades and course averages can be accessed through the gGradebook feature of courses. Parents/guardians have their own passwords to access grade information. Feedback on assignments can be accessed through the dropbox files in the course. Students with California Virtual Education Partners 14 questions about grades, averages, or course progress should contact the instructor immediately.

KAC NCCALPAC uses a traditional 4.0 scale in determining Grade Point Average (GPA), and

weights honors and AP courses according to the chart below. College courses taken for high school credit may be weighted if approval of the principal is granted prior to the start of coursework. Transfer credits may be weighted if the courses meet the guidelines established for KAC NCCALPAC guidelines.

honors or AP courses. Both weighted and unweighted GPAs are recorded on the transcript. Middle school and high school GPAs are calculated separately.

Percentage Grade for GPA Letter Grade GPA Honors GPA AP GPA

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90–100%	A ⁹⁰ 4.0 4.5 5.0
80–89%	B ^{3.5 4.0} 3.0
70–79%	C ^{2.5 3.0} 2.0
60–69%	D ^{1.0 1.0} 1.0
0–59%	F ^{0 0 0} 0.0

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Credit is granted only for courses that earn a 1.0, or 60% out of a possible 100%. Only courses that earn 60% or above are calculated in the GPA.

Repeating a Course

Grades for courses that are repeated will replace any previous grades existing for the same course taken with ~~KAC-NCCCALPAC~~. Grades earned at other institutions will not be replaced. Courses can be repeated one time, thus a student may take the course a total of two times (the initial attempt plus the course repeat). Third attempts must be approved by ~~an academic advisor~~ the principal or executive director.

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Transfer Credits

Transfer credits are awarded on a case-by-case basis, ~~by the registrar's office~~. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. International records may require translation and/or evaluation prior to being considered for transfer credits. Costs for ~~external~~ translation and ~~external~~ evaluation are sustained by the student.

Transcripts

Official transcripts should be requested from the ~~registrar's office~~ the student's counselor at least two weeks prior to deadlines. Transcripts and student records will be withheld until all financial obligations are cleared from a student's account.

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Grade Level

Students are assigned a grade level based on the core English course in which they are enrolled regardless of the number of required credits remaining toward graduation. Students who have completed all English requirements will be classified as grade 12 students.

4) Use and Reporting of Data

Collecting, Analyzing, and Utilizing Data

The school will rely on the robust data collection and reporting abilities inherent in the LMS/SIMS interface. The web-based SMS-SIS stores comprehensive data about students, instructors, courses, applications, enrollments, and pace in a single database, enabling educators to quickly retrieve information and create custom reports. All charter school faculty will have access to reports that detail students' progress and challenges, and can take advantage of a variety of automated interventions to help keep students on track.

Another important feature is the SIS gGradebook, which includes exam statistics tools that enable instructors to evaluate and modify assessment design based on an analysis of student scores. ~~Gradebook functionality is further described on page 13.~~ The online program's faculty also use these data-driven protocols to analyze performance, modify instructional practices, and deploy interventions:

- frequent feedback, ongoing assessment, and pace tracking that allows students, parents, and Instructional Team members to constantly monitor performance and progress and immediately see when adjustments/interventions are needed.
- multiple academic intervention strategies including continuous positive feedback; ~~two week inactivity alert; pace notification letters/zero grade warning~~ grade checks; academic advisement conferences ~~via phone~~; and individualized pace recovery plans.

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These data, mechanisms, and intervention procedures are then used by teachers to assess each student's needs and deploy appropriate modifications. Instructors adjust and enhance course content with a variety of student assignments, projects, and assessments, each created to address different learning styles, levels of challenge, or student needs.

~~Teachers also have real time access to the results of the Scantron diagnostic tests (administered three times a year) and the program's instructional tools (e.g. worksheets, study guides) created specifically to address each student's needs.~~

As teachers deepen and broaden their understanding of each student's knowledge and skill level, they have a number of ways of adapting and shaping instruction to meet individual needs. Computer-scored activities and quizzes at the lesson level give teachers a surface understanding of student comfort with and understanding of lesson material. Teacher-scored performance tasks at the unit and semester level provide teachers with a deeper and clearer picture of student understanding and abilities. Performance tasks are provided at a variety of ability and skill levels, to give students a number of different ways of demonstrating their understanding.

If teachers notice otherwise successful students having distinct discrete problems in particular

lessons, they ~~tutor the student via the Blackboard Collaborate platform, telephone, IM, during Live Sessions, etc.~~ can talk them through rough areas through ~~Teachers can also email or on the phone, going back~~

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~~over lessons and working together through trouble spots.~~ work with ~~They can gather~~ groups of students

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together at the interactive whiteboard ~~in the Blackboard Collaborate platform~~ to work through difficult concepts or practice problems

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collaboratively.

When teachers find that students are having more serious trouble progressing through a lesson or a unit, ~~teachers they can~~ utilize amplified instructional strategies embedded in the course LMS and accessible only to them which will target the learning needs of the specific student or group. ~~refer to a detailed, unit by unit "Instructional Strategies" booklet for ideas on how to~~ The instructional strategies will help the teacher support, reshape, or adapt the lesson material to meet the needs of different types of students: providing students ~~suffering from~~with skills-gaps with tutorials and support lessons; ~~having help~~ struggling readers or ELL students prioritize visual aids such as embedded videos and animations; and focusing on larger concepts ~~and while~~ omitting interesting but less necessary detail ~~for certain special education students,~~ to name just a few examples. Differentiation is thus supported ~~and on the input and output level. As~~ teachers progressively learn more about their students, ~~they Teachers can~~ create more individual pathways of instruction for ~~them students,~~ and prescribe activities and assessment tasks on a more individual basis, ~~to give thus giving~~ students the best chance ~~of learning of mastering the material and~~ demonstrating their knowledge of the ~~course at~~ material. ~~Over time, in the hands of skilled teachers, this ability to tailor instruction to changing student needs becomes a driver of improved outcomes.~~

Reporting Data to Stakeholders

Parents/guardians can receive updates on a daily basis by logging onto the ~~the student or parent dashboard through the portal on the website as described earlier.~~

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Student

~~Management System (SMS) to see the student's current average and pace in each course.~~

~~The eClassroom LMS allows students to see and track their own progress via individualized pace charts as well as access to academic advisement. When a student seeks advisement by contacting the Instructional Support Center (by phone, email, or instant messaging), every~~

~~contact is logged and tracked within the Student Management System. These tracking features allow each student's Instructional Team to view a comprehensive picture of the student's academic progress and needs. The dashboard gives them access to the gradebooks, lets them know about upcoming and past due assignments, alerts them to upcoming quizzes and tests, displays current announcements and displays all current class loads with a link to each class. All of this on one page that has live links to individual classes as well as the classroom tools described throughout this document.~~

Student scores on statewide assessments will be mailed to parents/guardians, along with interpretive guidance from the school's ~~Executive Director based on~~ Testing Coordinator, based on CDE guidance and related NCLB standards.

Like other public schools, the virtual charter's annual performance will be shared with the community via the state's school report card system that reports academic and AYP performance, which is then published and freely available online at the California Department of Education website.

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C. FOUNDERS AND GOVERNANCE STRUCTURE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."

Education Code section 47605(b)(5)(D)

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1) Board Member Biographies

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The governance board members consist of the following individuals:

Ronald Grider (original founder, July 2009)

During his 10 years of service to Lynwood USD, Ron Grider has developed a number of programs and initiatives and has spearheaded the district's innovative services for at-risk students. He currently serves as Principal for Lynwood's cluster of Alternative Education schools and programs: Vista Continuation High School, Pathway Independent Study High School, Lynwood Opportunity School, District Suspension Center, and Lynwood Learning Academy (CDS). In addition to his key roles in developing and designing these programs, he has administered them and has taught and tutored their students. Ron's committee service has included the Risk Management Supervision Committee, P.A.R. Committee, Review and Placement Committee (determining expulsions), the District Accommodations Committee, and the Secondary Principal's Leadership Committee. Prior to Lynwood, Mr. Grider spent a total of

22 years working and volunteering in the Rockford, Illinois School District, starting as a classroom teacher. He also developed vocational education pilot programs for the State of Illinois. It was during this period that he began working with at-risk students needing help in math, reading, and English. In California, he implemented reading programs in two elementary schools in Rosemead USD and Garvey USD for Juvenile Diversion.

Mr. Grider received his undergraduate degree from Northern Illinois University (BSE in History and Political Science). He holds a Master of Education from the University of La Verne in California where he also earned the California Administrative Credential. He holds current teaching credentials in California and Illinois. He has also completed the UCLA School Management Program. As a California Pacific Charter School Founder and Board member, Ron's long immersion in public schools, his demonstrated achievements in teaching, curriculum and administration, and his expertise in serving at-risk youth place him in a unique position to assure that CALIFORNIA PACIFIC CHARTER SCHOOL can effectively address a key tenet of the state's charter law: to provide comprehensive learning experiences to students identified as academically low-achieving.

Board Member, Dr. Essa Allred (March 2011)

Dr. Essa Allred, has served students and their families in the field of education for 39 years and counting. Prior to retiring from his position as Director of Secondary Education in Stockton Unified School District in 2008, he served students and their families in a multitude of capacities. Dr. Allred has been a classroom teacher, assistant principal, middle school principal and district director. He worked briefly in the private sector as an in-house company educator. Currently, Dr. Allred maintains a consultancy position with Stockton Unified School District and is an adjunct professor for Phoenix University. Dr. Allred believes that in using a collaborative leadership role which articulates a standards-based curriculum while utilizing guided horizontal and vertical discussions between grade level professionals, human and financial resources can be maximized which in turn will result in motivating student learning. His vision is to create a K-14 education system, with a focus on strategic intermediate grade level basic skills which would decrease the need for secondary crisis intervention and increase career technical education options. He is a strong advocate for online learning the potentials it offers to students of all achievement levels.

Ben Casados (original founder, July 2009)

Ben Casados has served as a scientist and educator for more than 40 years. He has held many positions including: Instructor of Physical Science at Northern New Mexico College; a Professor of Space Science at Oklahoma State University; a Space Science Specialist for NASA Office of Education in Washington DC; a Manager in the Educational Programs Office at Jet Propulsion Laboratory; The Founder and Vice President of Optical Data Corporation; The Executive Director of Galaxy Classroom; The Science Editor for "Ask Andy" a syndicated newspaper column and author/webmaster of www.youaskandy.com; and, and Educational Consultant for Hager Sharp Inc. Washington DC Technology. Mr. Casados has further been

appointed to and served stints on many committees such as the California Technology Commission as appointed by former California Governor Dukmajian; the Vice President, for the committee in charge of the Educational Technology Plan for the state of California; an Educational Technology Council Member; and for NASA, he served as an Advisory Board member of Classroom of the Future.

4) Founding Group

Kaplan Academy of California—North Central California (KAC-NCC) founding board of directors and developers bring a wealth of experience, dedication, and expertise necessary to accomplish KAC-NCC's educational goals on behalf of its targeted population. The founding board has invaluable experience in curriculum, instruction and assessment, business management and financial operations, public school administration, planning and development, and legal and governance matters.

Developers and Founding Board Expertise

The developers/founding board members consist of the following individuals:

Jonathan Zaff, PhD

Dr. Jonathan Zaff is the Vice President of Research and Policy Development at America's Promise Alliance, the largest multi-sector collaborative dedicated to enhancing the wellbeing of all children and youth in America. In this role, he directs all research activities at America's Promise, including the national *Every Child, Every Promise* study, which examines the key developmental resources that all children, especially those from disadvantaged backgrounds, need to succeed in school and life. He is also overseeing the evaluation of the Alliance's Dropout Prevention Campaign in which the Alliance is catalyzing systematic action to reduce the school dropout crisis in the nation's urban centers. Prior to joining America's Promise, Dr. Zaff was a research associate at Child Trends, a leading child-focused think tank, where his research focused on ways to promote positive academic, civic, and social outcomes among youth. His work primarily involves studying social contexts that predict well-being throughout adolescence and into adulthood as well as identifying and tracking indicators of child well-being.

Ronald Grider, Principal, Alternative Programs, Lynwood Unified School District

During his 10 years of service to Lynwood USD, Ron Grider has developed a number of programs and initiatives and has spearheaded the district's innovative services for at risk students. He currently serves as Principal for Lynwood's cluster of Alternative Education schools and programs: Vista Continuation High School, Pathway Independent Study High School, Lynwood Opportunity School, District Suspension Center, and Lynwood Learning Academy (CDS). In addition to his key roles in developing and designing these programs, he has administered them and has taught and tutored their students.

Ron's committee service has included the Risk Management Supervision Committee, P.A.R. Committee, Review and Placement Committee (determining expulsions), the District Accommodations Committee, and the Secondary Principal's Leadership Committee.

Prior to Lynwood, Mr. Grider spent a total of 22 years working and volunteering in the Rockford, Illinois School District, starting as a classroom teacher. He also developed vocational education pilot programs for the State of Illinois. It was during this period that he

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began working with at risk students needing help in math, reading, and English. In California, he implemented reading programs in two elementary schools in Rosemead USD and Garvey USD for Juvenile Diversion.

Mr. Grider received his undergraduate degree from Northern Illinois University (BSE in History and Political Science). He holds a Master of Education from the University of La Verne in California where he also earned the California Administrative Credential. He holds current teaching credentials in California and Illinois. He has also completed the UCLA School Management Program.

As a CaVEP Founder and Board member, Ron's long immersion in public schools, his demonstrated achievements in teaching, curriculum and administration, and his expertise in serving at risk youth place him in a unique position to assure that KAC NCC can effectively address a key tenet of the state's charter law: to provide comprehensive learning experiences to students identified as academically low-achieving.

Andrew Ordover, Director of Academics, Kaplan Virtual Education

Andrew Ordover oversees the academic programs in KVE public schools in Kansas, Missouri, Colorado, and Arizona. Andrew came to KVE from Kaplan K12 Learning Services, where he has worked in curriculum development and school reform since 2000.

As Executive Director of Curriculum and Instruction, Andrew helped bring Kaplan's decades of expertise in test readiness to underserved urban school districts, developing unique programs for use in the public school classroom. He helped to pioneer Kaplan's work with school districts on issues of curricular reform and instructional rigor, overseeing the development of core curriculum courses in all subject areas for diverse school districts that included Pittsburgh, PA; St. Louis, MO; Clayton County, GA; and Bismarek, ND.

Mr. Ordover received a BA in English from Emory University and an MFA from the University of California at Los Angeles. He is currently pursuing an educational doctorate at Walden University.

2) Legal and Governance Structure

Legal Structure

The petitioners believe that establishing sound legal status and governance practices with clearly delineated roles and responsibilities from the outset is essential to sustaining the program for long-term success. [Kaplan Academy of California-California Pacific Charter Schools](#)– North Central California

([KAC-NCCCALPAC](#)) is a charter school operated by California Virtual Education Partners (CaVEP),

as provided in Education Code section 47604. CaVEP is organized as a California Public Benefit Non-profit Corporation. CaVEP has applied for its full tax exemption status from the federal and California state governments, under the federal Internal Revenue Code section 501(c)(3) and the companion California state tax laws and regulations. See Exhibits VII and VIII for copies of the filed and approved Articles of Incorporation, Tax ID information, and submitted Form 1023 for application as a tax exempt entity.

[CaVEP/KAC-NCCCALPAC](#) will be governed by a set of mission-driven policies and procedures to help staff

and administrators perform their daily responsibilities with a focus on the school's mission.

The school's bylaws, adopted by the governing board, will be the primary policy document dictating board practice and operations. The bylaws will explicitly delineate the procedure

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for election and appointment, removal and vacancy of governing board members, and

policies and procedures for conducting board meetings and general board operations.

Governance Structure

~~KAC-NCCCALPAC~~'s governance responsibilities will primarily be divided between the governing board and the school's Executive Director(s). The Executive Director(s) and teachers will carry out the day-to-day operations of the school, with the director having primary responsibility to conduct and manage the daily operations. The governing board will set policy, approve the budget, and assure that the school maintains high academic standards. The ~~CaVEP/KAC-NCCCALPAC~~ governing board shall have ultimate responsibility to oversee the operation and activities of the school.

The governing board's major roles and responsibilities will include:

- 1) Establishing and approving all major educational and operational policies
- 2) Approving all major contracts
- 3) Approving the school's annual budget and overseeing the school's fiscal affairs
- 4) Evaluating the school's Director, who will be responsible for operating the school and implementing the policy direction of the board
- 5) Developing annual goals for the school and long range plans with input from the Director, teachers, and parent advisory committee members
- 6) Receiving reports from, and providing recommendations to, the ~~KAC-NCCCALPAC~~ Executive Director and staff, parents and students
- 7) Assessing ~~CaVEP/KAC-NCCCALPAC~~ goals, objectives, academic achievements/student progress, financial status, and any need for redirection
- 8) Evaluating school and student performance

The governing board is responsible for the accountability requirements established by the California Charter Schools Act of 1992 and the Charter itself. One of the governing board's primary responsibilities is to ensure that ~~KAC-NCCCALPAC~~ is meeting annual accountability targets.

The governing board will routinely evaluate the academic, financial, and legal/compliance health of the charter school and will work with school district officials to determine the scope of ~~KAC-NCCCALPAC~~'s annual academic accountability plan.

The governing board's objective is to develop an accountability plan that demonstrates measurable annual progress toward meeting the school's high standards for pupil success, and to oversee the implementation of that plan by the school's director. The governing board will foster a close working relationship with school district officials to help ensure that ~~KAC-NCCCALPAC~~ is meeting its accountability targets. As a part of this responsibility, the board will prepare a yearly performance report to the school district, including an assessment of the

school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress.

Election, Term, and Removal Process for Board Members

The governing board members will be chosen using the following methodology, as further defined in [CaVEP/KAC-NCCCALPAC](#)'s bylaws. After the terms of the initial board members expire, there will be nominations of candidates for governing board seats each Spring for board members' [California Virtual Education Partners 20](#) seats whose terms are expiring. Candidates will submit a brief narrative statement regarding their qualifications for a position on the governing board that includes a description of their expertise in matters pertaining to the charter school's operations and their demonstrated commitment to [CaVEP/KAC-NCCCALPAC](#)'s mission and targeted student population. The then-seated governing board will review candidates' narrative statements, and determine the selection of representatives from the general community with an attempt to achieve the desired commitment level and the mix of skills and expertise necessary to effectively govern the charter school. Then-seated governing board members will vote to select new board members. The school district may appoint a non-voting member to the board of directors if it so desires.

Terms

To establish continuity and sustainability for the new charter school, initial governing board members shall each serve a fixed five-year term. Following expiration of these initial terms, members of the governing board will serve for three years. To create the staggered effect, in [CaVEP/KAC-NCCCALPAC](#)'s fifth year of operation new governing board members will be elected to one, two, and three-year terms, as determined by the then-seated governing board who will select candidates for open board seats based on each potential candidate's qualifications as described above. All governing board members, thereafter, will be elected to serve staggered three-year terms such that there will be certain board seats up for election each year.

Removal of Board Members

[CaVEP/KAC-NCCCALPAC](#) board members may recommend the removal of a board member pursuant to the governing board's removal policy and procedure that will be set forth in the school's bylaws. A governing board member may be removed by a vote of not fewer than two-thirds of the board members then in office.

Structure and Operations of the Board

The governing board will hold its meetings on a quarterly basis. (Expulsion hearings,

personnel matters, and other confidential governance matters will be held in closed session, unless open session is requested by the parent of the child in question or faculty/staff member in a matter for which open session is legally appropriate). The board will appoint a chairperson, a secretary, and a treasurer. The chairperson will be responsible for the functioning of the board and the conduct of board business and meetings. The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. Two weeks prior to each board meeting, the secretary will send out a request for agenda items to board members. The school's Executive Director and any member of the governing board may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the chairperson. The agenda for board meeting will be sent to all governing board members at least three days prior to the meeting. The agenda will also be posted in hard copy at the school's administrative offices. The treasurer will have primary responsibility to monitor ~~KAC-NCCCALPAC~~'s fiscal affairs and to oversee and review financial statements created by the school's chief business officer.

Board Training and Sustainability

~~CaVEP/KAC-NCCCALPAC~~ founders and board members are committed to continuous improvement and ongoing training to assist the governing board in fulfilling its responsibilities to act as stewards for the charter school. To this end, the ~~CaVEP/KAC-NCCCALPAC~~ board will seek appropriate training and ~~California Virtual Education Partners 21~~ educational opportunities to more effectively govern ~~KAC-NCCCALPAC~~'s operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. The school will maintain in effect general liability and board errors and omissions insurance policies.

Parental Involvement

~~KAC-NCCCALPAC~~ believes that active parent, student, and employee participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. ~~KAC-NCCCALPAC~~ will encourage parent involvement, and will ensure that all faculty practice open communication to enable every parent to take an active role in the academic progress of their enrolled child as well as in the direction and governance of the school.

~~KAC-NCCCALPAC~~ will establish an Advisory Board which will be chaired by the ~~KAC-NCCCALPAC~~ Executive Director, and will comprise parents, students, certificated and classified staff. The Advisory Board will play an important role in making ~~KAC-NCCCALPAC~~ a school responsive to staff, student, and parents' needs, and provide for continual improvement. The Advisory

Board will meet regularly and function to address and make recommendations to the governing board regarding specific areas of school operations. Those areas are likely to include:

1. Curriculum/Instruction/Assessment
2. Mentoring/Internship Development
3. Extracurricular Programs/Activities
4. School Program Development
5. Fundraising and Development

The ~~KAC-NCCCALPAC~~ academic model requires frequent outreach to parents and easy accessibility to faculty. Parents receive various email notifications regarding their child's pace and progress, and all parents/guardians have at least monthly contact with their student's academic team.

Parents will be surveyed at least once a year to determine their satisfaction levels with the school with respect to open governance; curriculum; instructional design and delivery methods; achievement of performance objectives; and other metrics that factor into the school's governance and accountability.

These iterative reporting mechanisms—combined with the availability of faculty to parents during and beyond normal business hours—is designed to keep parents apprised, informed, and involved. This puts parents in a position to influence school decisions affecting their child, for example a decision to change or add courses.

The forum for major school decisions will be public meetings of the ~~KAC-NCCCALPAC~~ Board of Directors. Parents will be notified of all such meetings and will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Board. ~~KAC-NCCCALPAC~~ will encourage parents to form an association and if there is sufficient interest, can provide a bulletin board on the school website to accommodate a Parent/Teacher Association-type entity.

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~~Legal Affirmations~~

~~Kaplan Academy of California California Pacific Charter Schools~~– North Central California will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability. Pursuant to Education Code Section 47604(c), the school district in performing its oversight of ~~KAC-NCCCALPAC~~ shall not be liable for the debts and obligations of the

charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law. As a non-profit corporation, ~~KAC-NCCCALPAC~~ will not operate to the private benefit of any individual or group of individuals, and will instead operate for the benefit of the California public school students it serves.

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D. HUMAN RESOURCES

1) Qualifications of School Employees

"The qualifications to be met by individuals to be employed by the school."

Education Code section 47605(b)(5)(E)

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All administrators, faculty, and staff members to be employed by ~~California Pacific Charter Schools Kaplan Academy of California~~ North Central California (~~KAC-NCCCALPAC~~) must possess the qualifications, knowledge base, and experience essential to successfully fulfill their responsibilities.
~~KACNCCALPAC~~

will ensure that all required legal qualifications, including compliance with the requirements of the No Child Left Behind Act (NCLB), are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications ~~KAC-NCCCALPAC~~ requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by the ~~KAC-NCCCALPAC~~ governing board and Executive Director(s).

Hiring Plan

~~KAC-NCCCALPAC~~ seeks to hire a diverse faculty composed of highly qualified teachers, and highly skilled professionals who express an understanding of and support for our mission and student population. We will achieve this goal by recruiting and compensating our faculty and staff based on their ability to meet the needs of our program as outlined in our hiring and evaluation rubric. The rubric will contain qualifications and criteria directly aligned to the qualities we believe are essential for effective teaching and learning within the ~~KAC-NCCCALPAC~~ program, as outlined in Section I of this charter petition.

Employing a highly qualified faculty and staff is critical to our program. The ~~KAC-NCCCALPAC~~

founding team has extensive experience working with highly qualified faculty. This charter petition has been signed by a number of certificated teachers that we believe would be a good match for our program. In addition to the signatories on our charter petition, ~~KAC-NCCCALPAC~~

~~plans to recruit~~ certificated personnel from regional and national graduate schools of education, ~~teacher recruitment fairs, professional publications, newspapers and through our website.~~ ~~We will begin earnest recruitment and hiring, especially for the school's Executive Director and other key staff, upon approval of our charter petition.~~

Faculty and Staff Qualifications

Teachers and Instructional Staff: Purpose of the Job/Major Responsibilities:

~~KAC-NCCCALPAC~~ has a highly specified set of qualities it will require of its teaching faculty ~~and: KACNCC~~

will adhere to all “highly qualified” requirements of the No Child Left Behind Act (NCLB) with respect to teachers. As such, teachers in all of our core subjects, ~~—~~ English/language arts, mathematics, science, and history/social science, ~~—~~ will meet NCLB’s highly qualified standards.

Teachers will also meet the following credentialing requirements for employment as stipulated by California Education Code section 47605(1):

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“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, or permit, or other document equivalent to that which a teacher in other public schools would be required to hold...It is the intent of the legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

The full time instructor is responsible for implementing appropriate teaching and grading strategies that assist each student in achieving his/her academic potential while also providing superior customer service to all internal and external customers.

Typical activities include:

- Assist the Department Chairs with development of the annual strategic process for the respective department.
- Grade student work as prescribed by ~~Kaplan Academy of California's~~ CALPAC's grading policy. Provide feedback on graded assignments, in which students are encouraged to be actively engaged in the learning process.
- Contribute to a climate where students are “actively engaged” in meaningful learning experiences.

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- Work with administration and other [KAC-CALPAC](#) instructors to produce learning experiences suited to the grade level and to the student developmental level that will enhance student achievement.
- Communicate with students and families as prescribed by [Kaplan Academy of California's CALPAC's](#) communication policy. Update communications in communication log on a daily basis.
- Hold Live Sessions as prescribed by [Kaplan Academy of California's CALPAC's](#) policy. Update student attendance day of and maintain records of student attendance.
- Use effective written communication skills with students on a regular basis.
- Model professional and ethical standards when dealing with students, parents and community.
- Reviews contemporary educational literature to remain current with information related to job responsibility.
- Respond promptly (within same day or 24 hours) when returning telephone calls and replying to correspondence, emails, instant messages, and faxes.
- Meet established deadlines.
- Conform with and abide by CALPAC work procedures and instructions, and [KAC CALPAC](#) regulations and policies.
- Update announcements in courses weekly.
- Attend IEP meetings and complete necessary documentation.
- When requested, participate in student and parent/guardian conferences, marketing events and proctor scheduled live exams.
- Oversee at least one school club/extracurricular/student-centered program.
- Participate in committees and organizations as needed.
- Maintain effective and efficient records.
- Maintain a daily product record of tasks completed, including communication with students, live session and grading.
- Implement curriculum as prescribed by CALPAC using activities that contribute to a climate where students are actively engaged in meaningful learning experiences and be available to assist students via phone, and instant messenger
- Identify, select, and modify instructional resources to meet the need of students with varying backgrounds, learning styles, and special needs
- Communicate with stakeholders in a courteous, timely and professional manner.
- Approach situations with a student-centered attitude and flexibility that promotes student success.
- Partake in Professional Development opportunities.

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Teachers of core, college preparatory subjects (i.e., English language arts, math, science, and history/social science) and special education will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. In order to ensure implementation of the school's mission and educational philosophy, hiring preference will be given to teachers who have experience designing and implementing curriculum aligned to the state content standards and our educational program. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the

appropriate knowledge to each student.

• Possession of a CLAD credential.

• Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.

• Knowledge of assessment strategies and the desire to use data to drive their teaching and ensure continuous improvement of student learning.

• Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back-mapping, among others.

• Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.

• Outstanding classroom management skills.

• Belief in KAC-NCC's mission.

• Willingness and ability to work with students and parents on an ongoing basis to ensure student success.

• Desire and ability to engage in continuing education, staff development and skill upgrading.

• Positive references from most recent employment and/or college or graduate school.

KAC-NCC will use a rubric in the evaluation and interview process so candidates are each evaluated against a common set of standards. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies. KAC-NCC may also employ or retain noncertificated

instructional support staff in any case where a credential is not required and a

prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity.

Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

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Executive Director: Purpose of the Job/Major Responsibilities

General Expectations of Executive Directors:

Upholding Mission

- Understand and promote the charter's mission, purposes and objectives to parents, staff, board members, and community.
- Build shared vision among all stakeholders, focusing on the program's mission and identity.
- Establish and maintain a healthy and mutually supportive relationship with our partners to advance the mission of CaVEP
- Ensure the charter school enacts its mission;

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Administrative Responsibilities

- Develop new and revised policies for recommendation to the Board and ensure that all laws, Board policies, procedures and administrative regulations are implemented.
- Make administrative decisions necessary for the proper functioning of CaVEP.
- Secure legal interpretations on all issues pertaining to CaVEP and the operation of the CaVEP.
- Create and oversee system to handle organizational tasks such as student records, teacher records, purchasing, budgets, and timetables
- Serve as professional advisor to the Board, keeping them fully informed on all programs, practices, issues and problems of the charter school; provide them with all information and data for decision making. When recommendations are requested or offered, the Executive Director will provide rationale for the recommendation.
- Provide leadership in designing, implementing, and evaluating major programs and activities to bring about needed change and higher performance.
- Provide leadership to CaVEP staff in determining instructional objectives and identifying charter needs as the basis for developing long- and short-range plans for the charter.
- Continuously develop and expand the educational goals and programs, and inform the Board of status, progress, and implementation.
- Keep informed of current educational philosophy, practices and public policies by advanced study, by visiting other charters, by attending educational conferences and workshops, and by reading current professional literature. Keep the Board informed of trends in education.
- Oversee academic advisement at schools in accordance with policies established by the Board of Directors.
- Complete and submit required documents as requested or required by the charter and/or CaVEP Board of Directors and/or the District;
- Participate in and develop professional development workshops as needed;
- Maintain good working relationships with the total staff, directing and implementing lines of communication with employees.
- Foster a climate of innovation and collaborative creative problem solving with charter personnel, students, parents, and community.
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;

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Responsibilities Specific to Executive Director: Instructional Program & Community/District Outreach

Faculty Oversight

- Supervise and evaluate teachers and staff;
- Encourage and support teacher professional development ;
- Oversee Teacher development and progress of SMART goals
- Supports, supervises and evaluates and non-teaching personnel (counselors, assessment coordinators, special education coordinators, etc.)

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- Direct the evaluation and make all recommendations for retention, discipline, or dismissal of employees, supported by accurate and adequate records.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Track and evaluate performance of student completion rates
- Direct the preparation of reports showing objectives, plans, programs, educational accomplishments

Family and Community Outreach

- Oversee administration of PTSO
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Attend meetings of community lay people and confer with other professionals about CaVEP and provide suggestions to the Board from these groups.
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Oversee creation of newsletters and family outreach communications

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Student Performance

- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.
- If necessary, communicate with parents when major issues arise about individual students.
- Oversee, special education and ESOL at schools in accordance with policies established by the Board of Directors.

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District Liaison

- Serve as liaison between CaVEP and school districts on all educational matters; work with CaVEP attorney on contracts with contractor.
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Monthly Progress reports to districts
- Attend board meetings of districts

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Responsibilities Specific to Executive Director: Finance/Operational Compliance & Provider Outreach

Financial Oversight

- Oversee school finances to ensure financial stability; Maintain up-to-date financial records;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Direct the preparation of the annual budget of CaVEP, presenting it to the Board along with facts and pertinent information relative to its adoption; make recommendations regarding the same and direct the administration of the budget after its adoption.
- Provide all necessary financial reports as required for proper attendance reporting.
- Establish procedures for purchasing materials: Provide explanation to the Board of any departure from established procedure or the expenditure of substantial sums.
- Oversee reimbursements and expenses.

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Legal Compliance

- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Identify the staffing needs of the school and Direct the assignment, duties for all personnel.
- Oversee the development of the School Annual Performance Report and the SARC;
- Present independent fiscal audit to the CaVEP Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Prepare the agenda and minutes for all Board Meetings, all records and correspondence of the Board, and assure legal requirements are met in scheduling and conducting Board Meetings.
- Oversee the processing and submission of required state and federal reports. Direct the maintenance of all records that are required by law and Board policy.
- Create school calendar
- Oversee testing efforts

Attendance Compliance

- Oversee attendance at schools in accordance with policies established by the Board of Directors.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- If necessary, communicate with parents when major issues arise about individual students.

Provider Liaison

- Oversee marketing to recruit new families and students.
- Organize efforts for RFPs to various providers .
- Serve as liaison between CaVEP and school providers on all educational matters and to ensure providers are adhering to contracts and quality of services.

- Work with CaVEP attorney on contracts with contractors/providers.

Duties and Responsibilities

The Executive Director shall perform the responsibilities assigned by the governing board and is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the organization and may include but not be limited to the following:

- Ensure charter school enacts its mission
- Communicate and report to the governing board
- Supervise and evaluate teachers and staff
- Oversee school finances, including ensuring financial stability
- Interview and recommend to the governing board for hiring of staff
- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance at school of the students enrolled in the school in accordance with policies established by the governing board
- Complete and submit required documents as requested by the charter and/or governing board
- Identify the staffing needs of the school, recruit, interview, and recommend the hiring of new staff members
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, purchasing, budgets, and timetables
- Interact effectively with media and promote positive public relations
- Participate in on-going professional development

Leadership Competence

- The ability to articulate and support the philosophy and direction of the KAC-NCC academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;

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- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the

- maintenance of all fiscal records;
 - The ability to work well with the school governing board.
- Overall Qualifications (Desired/Preferred but not required)
- Professional Administrative Credential and/or Masters Degree in Education or equivalent;
 - At least 5 years experience in the education field;
 - Management, administrative and instructional expertise
 - Curriculum implementation expertise
 - Experience with school budgets
 - Willingness to learn about charter school leadership

Counselor:

Purpose of the Job/Major Responsibilities:

The Academic Advisor is responsible for providing academic guidance and coaching that assist each student in achieving their academic potential while additionally providing superior customer service to all internal and external customers.

Typical activities include:

- Provides students with academic guidance and serves as the liaison on all educational matters.
- Reviews contemporary educational literature to remain current with information related to job responsibility.
- Assists each student in better understanding him or herself, develop personal decision-making competencies, and resolve problems.
- Advises school personnel regarding the need for mental health counseling for pupils.
- Conducts orientation (welcome) call to assigned students within first week of enrollment into program.
- Oversees all outreach activities (i.e., bi-weekly phone calls, auto emails/phone messages) with students to provide academic support and increase retention/course completion rates.
- Assists pupils in choosing courses of study best suited to their goals, aptitudes and interests.
- Provides information to students about schools of higher learning, schools of technical training, internships, apprenticeships and work place opportunities.
- Reviews transcripts to ensure students are placed in their proper educational program.
- Adjusts school pacing plans for individual students to maintain student retention.
- Keeps attendance records and intervenes with students who are not meeting attendance requirements.
- Annually reviews each student's educational progress and career plans
- Maintains documented files on all activities pertaining to students and records of formalized conferences with teachers and parents.

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- Works with administrative lead and other [KAC-CALPAC](#) instructors to produce learning experiences suited to the grade and student developmental level that will enhance student achievement.
- Maintains appropriate levels of live contact with students and parents.
- Uses effective written communication skills with students on a regular basis.
- Models professional and ethical standards when dealing with students, parents and community.
- Responds promptly (within same day or 24 hours) when returning telephone calls and replying to correspondence, emails, instant messages, and faxes.
- Advocating for students' needs with the school leadership team.
- Recommending at-risk students for academic intervention.
- Meets established deadlines.
- Conform with and abide by CALPAC work procedures and [KAC-CALPAC](#) regulations and policies.
- When requested, attend mandatory training, participate in student and parent/guardian conferences, marketing events and supervises scheduled live exams.
- Meet established key performance indicators (KPIs) related to service level agreements, academic outcomes, retention and student acquisition targets.

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A highly qualified counselor is fundamental to the KAC NCC program. The counselor brings knowledge and training in specialized fields, including growth and development of the student, testing and assessment, educational planning, and career guidance and planning. The KAC NCC counselor will be responsible to ensure that students are obtaining the instructional support they need to succeed in our program. The counselor will help students plan their high school course programs, will provide information about KAC NCC offerings to students and parents, and will help students prepare and apply for college and university education. The counselor will consult with the Executive Director and faculty on student needs and will aid students and parents in resolving personal problems by direct intervention or by referral to appropriate agencies. KAC NCC will seek to employ a counselor with the following qualifications:

- Fully certified and credentialed: valid Pupil Personnel Services credential required; valid teaching credential and five years service as a teacher preferred.
- Demonstrated ability to meet students' counseling needs in personal and social matters, and knowledge of strategies to solve student personal, social, and behavioral problems.
- Knowledge and experience in educational planning that will provide normal progress toward graduation and completion of University of California A-G requirements.
- Familiarity with the specifics of college admissions requirements, admissions tests, academic achievement tests, aptitude tests, interest inventories, and financial aid.
- Demonstrated ability and willingness to write letters of recommendation.

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Administrative and Non-Instructional Staff

The school will seek administrative and operational staff who that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws

or appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

General Requirements, Hiring and Performance Review

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. ~~KAC-NCCCALPAC~~ will adhere to

California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. ~~KAC-NCCCALPAC~~

will comply with the provisions of NCLB as they apply to certificated personnel. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws. All employees will be required to undergo a criminal background check prior to hiring through such services as a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Executive Director will have the authority to recruit and interview candidates and make hiring recommendations to the governing board for approval. The ~~KAC-NCCCALPAC~~ governing board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate.

The director will have the responsibility of evaluating the performance of the teaching and administrative staff on an annual basis, and to review the results of ~~the performance reviews these evaluations~~ with the governing board. The ~~KAC-NCCCALPAC~~ governing board has the right, if it so chooses, to review these performance ~~reviews-evaluations~~ before they are delivered to the staff members.

The Executive Director, with input from the ~~KAC-NCCCALPAC~~ governing board, will determine the criteria by which to judge the performance of ~~these~~ employees prior to conducting a formal performance ~~evaluation~~ review. These criteria will be tied directly to ~~KAC-NCCCALPAC's~~ educational program goals ~~by the use of and will utilize~~ a ~~teacher employment and~~ performance review rubric. The rubric will, among other criteria, be used to tie ~~teacher evaluations~~ job reviews to relevant performance areas such as delineated in individual job descriptions, school and individual smart goals, and, in some instances, to student performance as measured by criteria listed earlier performance on KAC-NCC's student performance measures outlined in Section II of this charter.

The ~~KAC-NCCCaVEP~~ governing board will create the job ~~and description and review the~~ performance ~~review~~ of the ~~KAC-NCExecutive C-D~~ director(s, both on a year-end basis). The director's performance will be objectively evaluated based on school and student success as reflected in a predefined set of performance criteria.

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2) Employee Compensation and Professional Development

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security."

Education Code section 47605(b)(5)(K)

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Compensation and Benefits

Staff ~~at Kaplan Academy of California – North Central California (KAC-NCCCALPAC)~~ will participate in the federal social security system as required by law and will have access to ~~their~~ school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. ~~KAC-NCCCALPAC~~ currently plans to participate in California's State Teacher Retirement System (STRS) for its certificated staff and plans to offer an Internal Revenue Code section 403(b) plan with an employer contribution or other comparable benefits plan in conjunction with Social Security for all other staff. Teachers and staff may also have access to other school-sponsored retirement plans according to policies developed by the ~~KAC-NCCCALPAC~~ governing board.

If the board chooses STRS in accordance with Education Code Section 47611.3, the county shall create any reports required by STRS. At the county's request, the school shall pay the county a reasonable fee for the provision of such services. ~~KAC-NCCCALPAC~~ retains the option for its governing board to choose to participate in California's State Teacher Retirement System (STRS), Public Employees Retirements System (PERS) or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole. This determination will be reflected in ~~KAC-NCCCALPAC~~'s personnel policies and employment handbook and will be presented to employees prior to their employment with the charter school.

Salary

~~KAC-NCCCALPAC has an established salary schedule as of the summer of 2011. does not anticipate adopting a formal salary schedule. Instead, KAC-NCC plans to compensate its faculty and staff using a salary scale that ties salary to each individual's qualifications for their specific position. KAC-NCC plans to use a rubric that specifies the qualifications and experience levels desired for each given position and will base individual salaries and salary increases on the employee's possession and attainment of these qualifications.~~ Additional salary increases and bonus compensation may be provided to

individual employees for their contribution to school and student success. This salary structure will be detailed in KAC NCCALPAC's personnel policies and employment handbook.

~~Although KAC NCC does not plan to use a formal salary schedule, KAC NCCALPAC recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. KAC NCCALPAC will likely therefore seek to provide competitive salary levels similar to the general salary levels being offered by these surrounding districts surrounding our charter partners.-~~

Professional Development Plan For Instructional Staff

CAVEP is committed to the ongoing improvement of its staff. A comprehensive program of professional development is coordinated with the California State Standards for Teaching and North American Council on Online Learning (NACOL) teaching and evaluation process, ensuring that school staff members are focused on improving skills that serve the online learning community as a whole, as well as the individual needs of their students.

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CAVEP will be contracting with KVECALPAC for professional development management, therefore, the offerings KVECALPAC makes to its employees will also be made available to the non-profit.

Authority And Responsibility

~~CAVEP will be supported by the Professional Development resources of KVE. The Director of Professional Development is The Executive Directors of CALPAC are responsible for monitoring teacher credentials and qualifications relative to their positions.- assisting teachers in meeting state requirements.- While the school principal is responsible for working with each teacher in the development and management of an individualized professional development plan, the CALPAC Executive Director of Instruction and the Executive Director of Operations work together to Director of Professional Development works with the Executive Director for Instruction to ensure that state mandates are appropriately enforced in all schools. This work is further supported by the oversight of the CaVEP/CALPAC Board of Trustees. Director of Institutional Effectiveness, who is responsible for all compliance issues, and by the Vice President of State Regulatory Affairs, who maintains responsibility for ensuring all state regulations are identified and met.-~~

Professional Development Program

Our professional development program is structured in three parts: onboarding, first year induction (mentoring), and continuing education:

Onboarding

- Understanding the online educational experience
- Working within eClassroom and the Student Management System
- Communicating with students
- Understanding and using online metrics
- Motivating students and meeting the special needs of students
- Monitoring and guiding student pacing
- Managing the protocols of online learning: pace charts, contact histories, grading.
- Technology tools for effective teaching.

Mentoring

- During their first year, teachers are partnered with experienced online educators.

Continuing education

- Teachers are provided with opportunities to expand their knowledge of online instructional strategies throughout the year by participating in synchronous inservice programs offered by the Director of Professional Development.
- Teachers are surveyed to determine areas of need. The Director of Professional Development will provide programs to meet the expressed needs.

Individual Professional Development Plans

Additionally, all full-time school staff members are required to develop an annual Professional Development Plan that identifies areas of development that will lead to professional growth and improved instruction. This plan will be developed in conjunction

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with the Executive Director overseeing the employee's job review, staff member's immediate academic supervisor and the KVE Director of Professional Development (DPD).

The plan will include the following:

- Membership in a professional organization related to the staff member's subject field or to online education
- Scholarly activity that can include research, presentations, or service to the profession, such as:
 - Action research (as approved by the KHE OIE Institutional Review Board)
 - Presentations at an approved regional or national conference (attendance for up to 2 days is fully reimbursable)
 - Publishing an article in a scholarly journal
 - Providing voluntary service to organizations related to the profession or the discipline, including serving as an officer in a professional organization

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- ~~☐ Attendance at a College Board-sponsored Advanced Placement Institute (grants for registration and fees are subject to the company's approval process; available only to teachers scheduled to teach an AP course in the following year; failure to teach the course will require reimbursement of the grant)~~
- ~~☐ Serving the curriculum team as a Subject Matter Expert (SME)~~
- ~~☐ Serving on a recognized KVECALPAC committee~~
- ~~☐ Serving as a mentor for new KVECALPAC school staff~~
- ~~☐ Presenting at a KVECALPAC mini-conference~~
- Measurable implementation of selected best practices methodology that will be employed to improve support for student success.

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Each school is also allotted monies every year to support individual professional development activities. Requests for those funds should be submitted to the Executive Director.principal.

KVECALPAC Conferences

In support of continued professional growth, two KVECALPAC mini-conferencesProfessional Developments are conducted each year. The location is always near the corporate office in Southern California. One comprises all KVE school staff, and is held in early June in Hollywood, Florida, near the KVE headquarters as part of the staff retreat. School staff members are expected to attend. A second mini-conference is held in state. The state mini-conference is open and required of all staff employed at a school in that state.

3) Employee Representation

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.”

Education Code section 47605(b)(5)(O)

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~~Kaplan Academy of California California Pacific Charter Schools~~– North Central California (KAC-NCCCALPAC) shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA). Under the EERA, KAC-NCCCALPAC employees

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shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of

teaching hours per day, and work rules (including required breaks).

4) Rights of School District Employees

“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.”

Education Code section 47605(b)(5)(M)

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Members of ~~KAC-NCCCALPAC~~ staff who leave employment in the Tracy Unified School District to work at ~~KAC-NCCCALPAC~~ shall not have any right to return to employment within the district without prior consent by the district.

Employees of ~~KAC-NCCCALPAC~~ who were not previous employees of the school district will not become employees of the school district and will not have the right to employment within the district upon leaving the employment of the charter school.

Upon dismissal from the charter school, no previous school district employee may return to the district for employment without the prior written consent of the school district.

Tracy Unified School District employees cannot be required to work at ~~KAC-NCCCALPAC~~, nor can the district require the charter school to hire district classified, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of an agreement for services paid to the school district by ~~KAC-NCCCALPAC~~ under a separately negotiated agreement or memorandum of understanding.

Charter school employees are not subject to district transfers without written consent of that employee.

The ~~KAC-NCCCALPAC~~ Executive Director will devise and recommend to the ~~KAC-NCCCALPAC~~ governing board for approval, salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day and vacation policies) for all employees that will allow ~~KAC-NCCCALPAC~~ to attract and retain the caliber of employees necessary for ~~KAC-NCCCALPAC~~'s success.

5) Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 4437.”

Education Code section 47605(b)(5)(F)

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Prior to commencing instruction, ~~KAC-NCCCALPAC~~ will adopt and implement a comprehensive set of health, safety, and risk management policies. In general, health and safety matters will be ~~California Virtual Education Partners 32~~ dealt with in accordance with these ~~KAC-NCCCALPAC~~ policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the topics discussed below. These policies and procedures 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.

Immunizations and Criminal Background Check

All faculty and staff members shall be in compliance with California Education Code Section 44237. All enrolling students and staff must provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students, and vision, hearing and scoliosis screening for students as required by law. As a condition of employment, tuberculosis screening and fingerprinting will be required with clearance by the Department of Justice before the employee's start date. Each employee of the school shall submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

Documentation is on file in the student's records or employee records held in security at the school's primary administrative office. Copies of employee records and student records can be made available at the request of the school district.

Facilities Compliance

Because ~~KAC-NCCCALPAC~~ will operate a virtual school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. ~~KAC-NCCCALPAC~~ will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. ~~KAC-NCCCALPAC~~ will ensure that its offices 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 the facilities present no substantial seismic safety hazard. The school will obtain all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Student Health

If required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the required proof of immunization. The school will maintain records of legally required tests and immunizations of students and staff.

KACNCCALPAC

will also have a policy establishing the school as a drug, alcohol, and tobacco free workplace.

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Blood-borne Pathogens

KAC NCCALPAC will implement policies relating to preventing contact with blood-borne pathogens. The Executive Director shall ensure that **KAC NCCALPAC** meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Executive Director shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting

KAC NCCALPAC will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom she or he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. All appropriate staff shall be required to certify that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions before being hired.

6) Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

Education Code section 47605(b)(5)(N)

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~~Kaplan Academy of California California Pacific Charter Schools~~– North Central California
(~~KAC-NCCCALPAC~~) will adopt policies
and processes for aiding and resolving internal and external disputes.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on the Tracy Unified School District as the charter school’s authorizing agent, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and governing board members of ~~KAC-NCCCALPAC~~ and the Tracy Unified School District agree to resolve all disputes regarding this charter school pursuant to the terms of this section. Both agree to refrain from public commentary regarding any disputes until the matter has progressed through this dispute resolution process.

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Disputes Arising From Within the School

Disputes over personnel discipline will not be covered by the charter school dispute resolution process, and instead, will be resolved through the personnel policies and procedures. The charter school shall adopt comprehensive personnel policies and procedures, approved by the ~~KAC-NCCCALPAC~~ governing board that will be provided to each employee upon

hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The charter school’s Executive Director will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the governing board, if necessary, in accordance with these policies.

The Tracy Unified School District agrees to refer all complaints regarding the school’s operations to the ~~KAC-NCCCALPAC~~ Executive Director for resolution in accordance with the school’s adopted policies. Parents, students, governing board members, volunteers, and staff at the charter school will be provided with a copy of the school’s policies and dispute resolution process and will agree to work within its bounds. In the event that the school’s adopted policies and processes fail to resolve the dispute, the district agrees not to intervene in the dispute without the consent of the ~~KAC-NCCCALPAC~~ governing board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked (e.g., gross fiscal mismanagement or student health and safety risks).

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and governing board members of the school, shall be resolved by the charter school and the governing board pursuant to policies and procedures developed by the charter school governing board, which shall ensure that such policies and procedures are drafted in accordance with applicable laws.

The Tracy Unified School District shall not intervene in any such internal disputes without the consent of the governing board of the charter school and shall refer any complaints or reports regarding such disputes to the chairperson of the governing board/or the director of the charter school for resolution pursuant to the charter school's policies. The Tracy Unified School District agrees not to intervene or become involved in the dispute unless the dispute has given the school district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the charter school has requested the school district to intervene in the dispute.

Disputes Between the Charter School and The District

In the event that the charter school and the school district have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the school district, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the school district superintendent, or his/her designee, and the charter school's Executive Director. In the event that the district superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

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a. **Cause of Revocation:** The District may revoke the charter if the district finds that ~~KAC NCCCALPAC~~ did any of the following: 1) committed a material violation of any of the conditions, standards, or procedures set forth in the charter; 2) failed to meet or pursue the pupil outcomes identified in the charter; 3) failed to meet generally accepted accounting principles or engaged in fiscal mismanagement; 4) violated any provision of law relating to the charter school.

b. **Notice of Intent to Revoke Charter ("Notice"):** Prior to the revocation of the charter, the District shall provide written notice to ~~KAC NCCCALPAC~~ which details the following: 1) those sections or laws violated by ~~KAC NCCCALPAC~~; 2) all facts in support of the Notice; 3) all available documents to support the Notice.

c. **Opportunity to Cure:** The District shall give the ~~KAC NCCCALPAC~~ a reasonable opportunity to cure the violations. Normally the opportunity to cure shall be 30 days after service of the Notice. This period may be extended by mutual agreement of the parties. The cure period may be shortened or foregone if the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils of ~~KAC NCCCALPAC~~.

d. **Mediation:** Within 30 days of service of the Notice, the parties shall schedule a

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mediation to resolve the matter. The parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties.

e. **Arbitration:** Within 60 days of the Notice of Intent to Revoke Charter and in the event that the mediation is unsuccessful, the dispute shall be referred to Arbitration. The arbitrator shall be selected by mutual agreement and the format of the arbitration session shall be developed jointly. The superintendent and director shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The arbitrator shall issue a written decision. The findings or recommendations of the arbitrator shall be non-binding, unless the boards of the charter school and the district jointly agree to bind themselves.

f. **Cost of Mediation:** The cost of mediation shall be borne equally by both parties.

g. **Decision by the District Board:** Within 30 calendar days of the arbitrator's decision the school district Board shall either affirm or overturn the opinion of the arbitrator. If the Board overturns the decision of the arbitrator, it shall state its reasons and evidence in writing.

In the event there is a dispute between the parties and the issue does not rise to the level of a revocation of the Charter, the dispute shall be resolved by the same procedures and principles outlined in subsections 'd' through 'g' above after the following steps have been taken.

a. The charter school director and the district superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute.

b. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with

the superintendent of the district and the director of the charter school and attempt to resolve the dispute.

c. If this joint meeting fails to resolve the dispute, the superintendent and the director shall meet to jointly identify a neutral, third party mediator, and shall follow the process for mediation described in subsection 'd' above.

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

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1) Student Admission Policies and Procedures

“Admission requirements, if applicable.”

Education Code section 47605(b)(5)(H)

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KAC-NCCCALPAC will actively recruit a diverse student population from within its legally prescribed service area – the district, San Joaquin County and its contiguous counties. Within that boundary, admission will be open to any California resident, and all students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. KAC-NCCCALPAC will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Tracy Unified School District.

KAC-NCCCALPAC seeks to enroll students committed to a rigorous educational experience. Families who understand and value the school’s mission and will commit to the school’s instructional and operational philosophy will be actively recruited. Prospective students and their parents or guardians will be briefed regarding the school’s instructional and operational philosophy and will be informed of the school’s student-related policies.

KAC-NCCCALPAC has no requirement for admission and will admit any child that wishes to attend. We do, however, have parent and student commitment agreements which all parents and students will be asked to sign when a student is enrolled. In no instance will a student be refused admission nor subjected to any form of discipline because of their parents’ failure to sign or comply with the parent commitment agreement.

Recruiting and Admissions Cycle

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other nondiscriminatory process. The school will admit students at any time during the school year on an open-ended basis in order to best serve the needs of students.

Timeline For Recruiting and Enrollment

The school will recruit and enroll students from areas they are legally allowed to recruit and enroll from. We currently have enrolled 145 students for the CALPAC-NCC 2011-2012 school year. We have a rolling admissions policy and students can enroll at any time during the course of the school year. Applications for admission can be generated by going to the CALPAC website at www.calpacschools.org where an interest survey can be filled out and submitted. A

~~staffer at CALPAC will gather all interest surveys, contact the submitters and the enrollment process will begin from there.~~

~~For our first year, recruiting for admission will commence immediately upon approval of the charter petition. Our goal is to enroll up to 500 students during the first year, per our plan for enrollment and growth. Applications for admission will be made immediately available and the school will hold parent information meetings prior to commencing instruction.~~

~~For future years, applications for admission will be made available in March of our first year and will be due by the third Friday in April. The school will hold parent information meetings between January and April so parents can learn more about the school as they apply.~~

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Lottery – Public Random Drawing

If the number of applications does not exceed the capacity of the charter school there will be no lottery, and all students who submitted qualified applications will be enrolled. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. ~~KAC-NCCCALPAC~~ may grant priority in admissions to current

students and residents of the school district, as provided in current law. The school may also grant admission preference to children of school founders, siblings, and children of staff and board members, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment. If greater than 10 percent of the school's total enrollment seeks admission in a given year via a preference, an initial lottery will be conducted to select up to 10 percent of those seeking admission via preference. Following this lottery, those not selected via the preference lottery will be placed in the general lottery with the general applicant pool.

After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed below.

Currently-enrolled students will not participate in the random drawing, as they are automatically reserved a space for the following year.

Admission will not be based on prior student performance or admission testing.

Post matriculation, various assessments may be administered to determine the students' readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or need a little extra help will be required to attend programs such as summer school, after school classes, and academic support classes, designed to remediate any academic deficiencies. ~~KAC-NCCCALPAC~~ will be non-sectarian in its

programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

2) Attendance Tracking

The virtual platform to be provided by ~~KVE-School Pathways, as employed by CALPAC~~ ~~calculates on templates~~ approximately 6.5 instructional hours per day on average, but this will vary day-to-day because instruction is available 24/7 and is paced flexibly according to individual student needs. ~~The eClassroomBlueMouse~~ virtual platform will track hours logged into the system in real time, enabling teachers and administrators to frequently monitor instructional time.

Instructional time is systematically logged and reported by ~~Gradebook's the gradebook~~ user activity function, which reveals whether a student was online during a specific day, and if so how much time was spent online and where it was spent. Time is reported for both content items and course tools, including all readings, assignments, exams, journal, whiteboard/synchronous session tool, chat, document sharing, webliography, and dropbox. To prevent time being logged when a student is not online, the system will automatically log a student out.

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3) Non-Discrimination

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

Education Code section 47605(b)(5)(G)

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~~KAC-NCCCALPAC~~ will implement a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of the following elements or strategies to ensure a diverse student body and a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the Tracy Unified School District, including materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the district to reach prospective students and parents. The school will keep a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and nonprint media for outreach communications.

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- Discussions and distribution of application materials to the school district central office, middle schools, small autonomous schools, district high schools, private schools, and other events and areas where diverse student families might be reached.
- Collaboration with community based organizations to support outreach efforts.
- Focused recruitment of groups that may be underrepresented among ~~KAC-NCCCALPAC~~'s student population, using brochures, public meetings, and door-to-door outreach. Because we seek a targeted student population whose families may not be reachable by traditional means, ~~KAC-NCCCALPAC~~ plans to utilize direct outreach strategies such as direct mailing and community home meeting outreach efforts targeted in specific communities in the Tracy Unified School District.

4) Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

Education Code Section 47605(b)(5)(L)

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No student is required to attend ~~Kaplan Academy of California~~CALPAC. —~~North Central California (KAC-NCC)~~. Students who do not attend the school may attend their local school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

~~California Virtual Education Partners 39~~

Parents or guardians of each student enrolled in the charter school will be informed, at the time they enroll and within the student/parent handbook, that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment at ~~KAC-NCCCALPAC~~, except to the extent that such a right is offered by the school district.

5) Discipline, Suspension/Expulsion Procedures

“The Procedures by which pupils can be suspended or expelled.”

Education Code section 47605(b)(5)(J)

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~~KAC-NCCCALPAC~~ will adopt student discipline policies. These policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding academic expectations, attendance, substance abuse, safety, and work habits. Each student will be required to verify that they have reviewed and understand the policies prior to enrollment. The ~~KAC-NCCCALPAC~~ Executive Director will ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and

given an opportunity to provide input and feedback on discipline policies and procedures.

The notice shall state that these disciplinary rules and procedures are available on request at the charter school office. The [KAC-NCCCALPAC](#) governing board shall review the student discipline

policies at least annually, and more frequently if necessary, to determine if the policies should be modified to more accurately meet the needs of the charter school.

The school will reserve the right to suspend or expel students pursuant to the policy and procedures established by the governing board. Disciplinary procedures for students with disabilities will be addressed by the IEP team in accordance with both federal and state law and the student's IEP.

Frequent interaction among students, and between students and faculty, will occur mostly online via one-on-one and collaborative communication tools. These participants may also interact from time to time during field trips and proctored testing events.

The school will have disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to [KAC-NCCCALPAC](#) policies that establish: a) expectations for civil and courteous student

behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.

[KAC-NCCCALPAC](#)'s written procedures for ensuring *academic integrity* and '*netiquette*' will be

incorporated into the school's student/parent handbook. These terms are clearly defined (for example, the several forms of plagiarism are described), and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

[California Virtual Education Partners 40](#)

Informal Conference:

Suspension shall be preceded by an informal conference conducted by the charter school director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school director.

The conference may be omitted if the charter school director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to

return to school for the purpose of a conference.

Notice to Parents/Guardians:

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Authority to Expel

Only the ~~KAC-NCCCALPAC~~ governing board upon the recommendation of the expulsion panel may expel a student. The governing board may expel any student found to have committed an expellable offense(s) listed in the “Grounds for Suspension and Expulsion” in the student handbook.

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school governing board finds that the students committed the expellable offense and at least one of the following findings may be substantiated:

- 1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

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Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school director or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by an appointee of the governing board. The charter school director will make a recommendation to the expulsion panel.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- 1) ~~The date and place of the hearing;~~
~~California Virtual Education Partners 41~~
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;

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~~3)3)~~ A copy of charter school's disciplinary rules which relate to the alleged violation;

4) Notification of the student's or parent/guardian's obligation to provide information about the student's status in charter school to any other district in which the student seeks enrollment;

5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;

6) The right to inspect and obtain copies of all documents to be used at the hearing;

7) The opportunity to confront and question all witnesses who testify at the hearing; and

8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" in the student handbook

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

Written Notice to Expel

The charter school director or designee following a decision of the charter school governing board to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

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1) The specific offense committed by the student or any of the acts listed in “Grounds for Suspension and Expulsion” in the student handbook

2) Notice of the right to appeal the expulsion

3) Notice of the student’s or parent /guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the charter school
The Executive Director, or designee, shall send written notice of the decision to expel to the student’s district of residence and the county office of education. This notice shall include the following:

~~California Virtual Education Partners 42~~

~~a.)~~ The student’s name

~~b.)~~ The specific offense committed by the student

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Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Every student is entitled under fundamental principles of due process to know precisely what conduct is prohibited prior to being disciplined for such conduct. Therefore, no student shall be disciplined for an offense which is not specified in the above list.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. Further, because this is a virtual school and many of these offenses can only occur in person, the ~~KAC-NCCCALPAC~~ governing board and Executive Director, as appropriate, will consider alternatives that result in students continuing their education without any personal interaction with other students.

Appeal Rights

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Following receipt of the notice of expulsion or suspension, the student shall have the right to appeal that decision to the full ~~KAC-NCCCALPAC~~ governing board. The student shall have 10 days to present her/his intention to appeal the decision. Upon the appeal, the student shall have the right to a de novo review in front of the full governing board in closed session, including the full complement of due process rights available to the student during the initial hearing. The full governing board will then render a final decision regarding the students’ appeal.

Disciplinary Records

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The School shall maintain records of all student suspensions and expulsions at ~~KAC-NCCCALPAC~~. Such records shall be made available for the district’s review upon request, but neither the

district nor county office of education shall be involved in the disciplinary decision.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the county or their school district of residence.

Rehabilitation Plans

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Students who are expelled from KAC-NCCALPAC shall be given a rehabilitation plan upon expulsion as developed by the governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to KAC-NCCALPAC for readmission.

Readmission

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The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

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F. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

1) Budgets

~~A financial plan for the school, including a proposed first year operational budget and three year cash flows and financial projections, is attached. This plan is based on the best data available to the developers at the time the plan was assembled and includes the key assumptions, as outlined in the attached tables.~~

2) Financial Reporting

Financial Systems and Processes

~~KAC-NCC anticipates contracting with Kaplan Virtual Education to perform most of the business operations of the school. KAC-NCC's Executive Director will oversee those services to ensure that they are meeting the needs of the charter school. We anticipate utilizing Kaplan Virtual Education to organize the school's chart of accounts in an easy to use accounting software package (e.g., QuickBooks) and to train the Executive Director on the proper classification of entries utilizing this chart of accounts.~~

Budget and Financial Reporting Schedule

F. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

1) Budgets

A financial plan for the school, including a proposed current-year operational budget and current year cash flow and financial projection, is attached. This plan is based on the best data available to the developers at the time the plan was assembled. (Exhibit IV)

2) Financial Reporting

Financial Systems and Processes

California Pacific Charter School anticipates contracting with EdHive most of the business operations of the school. California Pacific Charter School's Executive Director(s) will oversee those services

to ensure that they are meeting the needs of the charter school. We anticipate utilizing EdHive to organize the school's chart of accounts in an easy to use accounting software package (e.g., QuickBooks) and to train the Executive Director(s) on the proper classification of entries utilizing this chart of accounts.

Budget and Financial Reporting Schedule

California Pacific Charter School will annually prepare and submit its financial information to the Semitropic School District, as follows:

- On or before July 1, a preliminary budget
- On or before December 15, an interim financial report which reflects changes to the preliminary budget through October 31
- On or before March 15, a second interim financial report which reflects changes to the preliminary budget through January 31
- On or before September 15, a final unaudited financial report for the prior full fiscal year

Other Financial Reports

California Pacific Charter School will implement an attendance recording and accounting system which complies with state law and the school district's requirements.

California Pacific Charter School anticipates applying for the Charter School Revolving Loan Fund. If it does so,

California Pacific Charter School understands that it must comply with Education Code section 41365 if it receives funds.

California Pacific Charter School will be a direct-funded charter school. California Pacific Charter School anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

California Pacific Charter School will provide the following reports that are required by law: California Basic

Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

KAC NCC will annually prepare and submit its financial information to the Tracy Unified School District, as follows:

- On or before July 1, a preliminary budget
- On or before December 15, an interim financial report which reflects changes to the preliminary budget through October 31
- On or before March 15, a second interim financial report which reflects changes to the preliminary budget through January 31
- On or before September 15, a final unaudited financial report for the prior full fiscal year

Other Financial Reports

- KAC NCC will implement an attendance recording and accounting system which complies
- with state law and the school district's requirements.
- KAC NCC anticipates applying for the Charter School Revolving Loan Fund. If it does so,

KAC NCC understands that it must comply with Education Code section 41365 if it receives funds.

KAC NCC will be a direct funded charter school. KAC NCC anticipates depositing its funds

- in a non-speculative and federally insured bank account for use by the school.
- KAC NCC will provide the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

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3) Insurance

KAC NCC shall secure and maintain, as a minimum, insurance as set forth below to protect KAC NCC from claims that may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect KAC NCC from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence.
3. Fidelity Bond coverage shall be maintained by KAC NCC to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

3) Insurance

Insurance Certificates

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~~KAC-NCCALPAC~~ shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the district. Facsimile or reproduced signatures are not acceptable. The district reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should ~~KAC-NCCALPAC~~ deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the district and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, ~~KAC-NCCALPAC~~ shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the district, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of ~~KAC-NCCALPAC~~ or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the district, its officers, directors and employees. The district shall be named as an additional insured under all insurance carried on behalf of ~~KAC-NCCALPAC~~ as outlined above.

With respect to its operations under this charter, the district shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend ~~KAC-NCCALPAC~~, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of ~~California Virtual Education Partners 45~~ injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the district or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of ~~KAC-NCCALPAC~~, its officers, directors and employees.

4) Administrative Services

The ~~KAC-NCCCALPAC~~ Executive Director will be responsible for administering the school under policies adopted by ~~KAC-NCCCALPAC~~'s governing board.

~~The school anticipates that it will contract with Kaplan Virtual Education (KVE) for the provision of much of its administrative services. KVE has a demonstrated track record of experience with virtual public schools, and will meet the charter school's service needs based on mandatory state data tracking and reporting requirements. The services include payroll, accounts payable, student accounting, and financial reporting. The specific terms and cost for these services will be set forth in an annual operational agreement or memorandum of understanding.~~

Pursuant to California law, the Tracy Unified School District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests.

~~KAC-NCCCALPAC~~ will coordinate with the county to report pertinent STRS payroll data if STRS is used. The county may request a reasonable fee for coordinating this transfer of data. The school plans on obtaining its own health and benefits via small business plan type offerings from local vendors (e.g., Kaiser and Blue Cross).

5) Facilities

The school is operated as a virtual school. As such, minimal facility usage is required.

~~KAC-NCCCALPAC~~ will maintain a central administrative office wherein important student and personnel records will be maintained.

6) Transportation

As a virtual school program, ~~KAC-NCCCALPAC~~ does not anticipate providing any home to school or school to home transportation services; however, ~~KAC-NCCCALPAC~~ will ensure that students with IEPs that require such services receive them. ~~KAC-NCCCALPAC~~ does anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

7) Audits

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

Education Code section 47605(b)(5)(I)

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~~KAC-NCCCALPAC~~ California Virtual Education Partners 46

The ~~KAC-NCCCALPAC~~ governing board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, and accounting practices, and will review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed and submitted to the requisite parties (the school district CFO, the County Office of Education, the State Superintendent of Public Instruction and the State Controller's Office) by December 15 each year. The school's audit committee will review any audit exceptions or deficiencies and report to the school's governing board with recommendations on how to resolve them. The governing board will report to the 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 this charter.

~~KAC-NCCCALPAC~~ shall provide the Tracy Unified School District with monthly financial reports and interim financial statements, pursuant to Education Code section 47604.33. ~~KAC-NCCCALPAC~~ and the school district will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. In addition, both entities will jointly develop an annual site visitation process and protocol to enable the school district to gather information needed to confirm the school's performance and compliance with the terms of this charter.

Performance Audit

~~KAC-NCCCALPAC~~ will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

1. Summary data showing student progress toward the goals and outcomes specified in section II of this charter petition, as indicated by the assessment instruments and techniques listed in section III of this charter petition.
2. An analysis of whether student performance is meeting the goals specified in section II of this charter petition. 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.

| 3. A summary and analysis of the school's performance on state-mandated assessments, including the Academic Performance Index or an alternative measure.

| 4. A summary of major decisions and policies established by the school's governing board during the year.

| 5. Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.

| 6. Data regarding the number of staff working for the charter school and their qualifications.

| 7. A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.

| 8. Information demonstrating whether the school implemented the means listed in this charter petition to achieve a racially and ethnically balanced student population.

| ~~California Virtual Education Partners 47~~

| 9. 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.

| 10. Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

| 11. 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.

| 12. Suspension and expulsion data.

| ***Annual Reports***

| ~~KAC NCCCALPAC~~ and the Tracy Unified School District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. The charter school and the 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. ~~KAC NCCCALPAC~~ and the school district agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education.

| The district agrees to receive and review the annual fiscal and programmatic audit and

performance report as specified in this section. Within sixty days of receipt, the district will notify the charter school as to whether it deems the school to be making satisfactory progress toward the goals specified in the charter. This notification will include the specific reasons for the district's conclusions. If the district concludes the school is not making satisfactory progress the school shall be provided with specifics regarding areas of concern, and the school and the district will work together in good faith to develop a plan to address these areas of concern.

8) Closure Protocol

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

Education Code section 47605(b)(5)(P)

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Financial

In the event that ~~KAC-NCCCALPAC~~ closes, the assets and liabilities of the school will be disposed of by the school's governing board to another charter school, non-profit, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws. The ~~KACNCCCALPAC~~ governing board members will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

Students, Families and Staff

Should the charter terminate or not renew, ~~KAC-NCCCALPAC~~ will notify staff, student families, and resident districts of pending school closure, in writing, as far in advance as possible.

~~California Virtual Education Partners 48~~

The school website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

Copies of student records will be sent to each resident district, and transcripts will be mailed to parents/guardians. ~~KAC-NCCCALPAC~~ will maintain student records for a term and in a manner

consistent with applicable federal and state law.

Online instructors will have access to job postings for other ~~KVECALPAC~~-affiliated schools, and

KVECALPAC will assist them in determining eligibility to teach under reciprocal state certification agreements; provisional certification requirements; or private school accreditor requirements, as applicable. Charter school employment references will be provided to all staff members.

9) Financial Management and School Management Contracts

Financial Management

KAC-NCCCALPAC's Executive Director(s) will be responsible for administering the school under policies adopted by KAC-NCCCALPAC's governing board. As described further below, the school anticipates that it will contract with KVEEdHive (as a backoffice provider) and SchoolPathways (as a student information systems and state reporting provider) for certain of its operational, administrative, and financial ~~planning services, and will contract with other firms for financial operations~~ services.

KVEEdHive and SchoolPathways both have a demonstrated track record of experience with virtual public schools, and will meet the charter school's service needs based on mandatory state data tracking and reporting requirements. The specific terms and cost for these services will be set forth in an annual operational agreement or memorandum of understanding.

All financial management and administrative services will be overseen by KAC-NCCCALPAC's Executive Director(s) and Trustees. -

Pursuant to California law, the Tracy Unified School District will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests.

KAC-NCCCALPAC will coordinate with the county to report pertinent STRS payroll data. The county may request a reasonable fee for coordinating this transfer of data. The school plans on obtaining its own health and benefits comparable to those provided to other California public schools.

Material Contracts

~~Kaplan Academy of California-California Pacific Charter Schools~~– North Central California (KAC-NCCCALPAC) anticipates maintaining the following material agreements for services:

An agreement for payroll processing services.

- An agreement for accounting and tax services.
- An agreement with an independent financial auditor that meets the certification and licensure requirements for conducting an independent financial audit of California public schools.
- This agreement will be made upon terms and conditions that are California Virtual Education Partners 49 standard for the industry and will ensure a legally compliant annual audit of KACNCCALPAC's finances.
- An agreement for curriculum educational products and services and administrative services with Kaplan Virtual Education Education2020, FYI and AVENTA to supply assist in the operation of KAC NCCALPAC's instructional program.
- An agreement for student information systems with SchoolPathways
- An agreement for back office services with EdHive
- An agreement for and interactive online meeting space with Blackboard Collaborative
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Proposed Contract for Services with Kaplan Virtual Education

~~KAC NCC will contract with Kaplan Virtual Education for the provision of certain educational and operational products and services. It is contemplated that the agreement between KAC NCC and KVE will be concurrent with the term of the initial charter petition and will be up for renegotiation upon renewal of the charter petition.~~

~~As explained further in a subsequent section, KVE provides similar products and services to schools in multiple states and can provide quality educational, administrative and staffing support in a cost effective manner.~~

~~It is anticipated that KVE will provide the following services to KAC NCC:~~

- ~~Licensing and permission to use the "Kaplan" name as the name of the charter school.~~
- ~~Licensing and permission to use the online curriculum, technology platform and learning management system.~~
- ~~Technical and programmatic support services for the online curriculum, technology platform and learning management system.~~
- ~~Administrative, staffing and "back office" services to assist KAC NCC in managing its operations:~~
 - ~~Student attendance accounting and reporting~~
 - ~~Financial planning assistance (financial operations services will be provided by other firms, as described in "Material Contracts" above)~~
 - ~~Pension and benefits administration and reporting~~

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Other Schools and Programs Managed by KVE

~~KVE currently serves thousands of students in partnership with public school districts, state departments of education, and private schools around the country:~~

~~Public School Partnerships:~~

- Kaplan Academy of California—Los Angeles (KAC-LA), a public charter school authorized by Lynwood Unified School District and serving the counties of Los Angeles, Kern, Ventura, Orange, and San Bernardino; <http://www.kaplanacademy.com/california/losangeles/index.asp>
 - Kaplan Academy of California—San Diego (KAC-SD opening Fall 2009), a public charter school authorized by Mountain Empire Unified School District and serving the counties of San Diego, Orange, Riverside, and Imperial
 - Missouri Virtual Instruction Program (MoVIP), the virtual high school for the state of Missouri, www.movip6-12.org
 - California Virtual Education Partners 50
 - Kaplan Academy of Kansas (KAKS), in cooperation with Leavenworth Unified School District, www.kaplanacademy.com/kansas
 - Kaplan Academy of Oregon, (KAOR, opening 2009), a public statewide charter school authorized by Reynolds School District, www.kaplanacademy.com/oregon
 - Kaplan Academy of Washington (KAWA), an online public school offering grades 7-12 to qualified residents statewide, in cooperation with Stevenson-Carson School District, www.kaplanacademy.com/washington
 - Kaplan Academy of Idaho, (KAID, opening Fall 2009), a public statewide charter school authorized by the Idaho Public Charter School Commission
 - Kaplan Academy of Colorado (KACO), a certified statewide high school program in cooperation with Garfield Re-2 School District, www.kaplanacademy.com/colorado
 - St. Louis Public Schools (SLPS) Virtual School, for the St. Louis Public Schools District, www.slpsvirtualschool.com
 - Chesapeake Public Schools Online Homebound Program
- Privately Owned Schools (diploma granting):
- Kaplan College Preparatory School (KCPS), www.kaplancollegepreparatory.com (formerly University of Miami Online High School)
 - Kaplan University High School (KUHS), www.kuhighschool.com
 - Kaplan High School (KHS), www.kaplanhighschool.com

History and Background of KVE

Kaplan Virtual Education (KVE) is part of Kaplan Higher Education (KHE), a business unit of Kaplan, Inc. Founded in 1938 and now serving over 1 million students each year, Kaplan has grown into a diverse mix of educational service providers and diploma and degree granting institutions. Kaplan offers postsecondary education, professional training, test preparation, and K-12 services for children and schools throughout the world. Kaplan, Inc. is a subsidiary of The Washington Post Company.

KVE currently delivers seamless, fully integrated education solutions to public school districts in Arizona, Missouri, Washington and Virginia, and operates statewide virtual schools in Washington, Colorado, Missouri, and Kansas. In California, KVE deploys its full suite of services to CaVEP's Los Angeles area charter school, which serves students from L.A. and surrounding counties. A second charter school to serve the counties of San Diego, Imperial, Riverside and Orange has been approved to open in 2009. Also this year, KVE is launching statewide public charter schools in Oregon (February) and Idaho (Fall 2009).

KVE has a record of success in delivering 70 to 83 percent course completion rates across our affiliates, serving traditional and at-risk students.

Technology Platform and Support

Virtual education depends critically on the quality, usability, reliability, and systems support features of the hosted Learning Management System (LMS). KVE delivers all courses via eClassroom, the K-12 learning management system developed by eCollege, a leading provider of eLearning solutions. eCollege launched its first online campus in 1996, launched California Virtual Education Partners 51

eClassroom in 2000, and today serves over 3 million students. The choice to use eClassroom was driven by its enhanced functionality, intuitive acquisition by faculty and students, unparalleled uptime performance, highly integrated tools such as Gradebook, and 24-hour availability for user help. The Help Desk staff is co-located with the system software developers, data center staff, product management, and project management. These teams work cross-departmentally to resolve problems as they materialize, unlike many help desks that merely serve as a call center for recording problems.

Locations

KVE is headquartered at 4601 Sheridan Street, Suite 600, Hollywood, FL, 33021, and has support locations, staff, and teachers across the country.

Accreditation

KVE is accredited by The Commission on International and Trans-Regional Accreditation (CITA), PO Box 871008, Tempe, AZ 85287; 866.873.8878; www.citaschools.org. KVE's three private schools are Florida-based and are accredited by the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033, Tel: 404.679.4500. KVE provides curriculum, instruction, administration, and operations management to several public charter schools that were approved within the past year. Within the first operational year, these schools will begin the process for accreditation by the appropriate regional body.

Background on KVE Leaders

Charles Thornburgh, President

In over a decade in the education and technology fields, Mr. Thornburgh has served as a teacher, trainer, product developer, and chief executive for a variety of educational organizations. Mr. Thornburgh founded three separate educational technology companies, which has given him a unique viewpoint on what it takes to translate the promise of educational technology into practice in real-world learning environments.

Before becoming President of KVE, Mr. Thornburgh served Kaplan in several capacities, most recently as Senior Vice President overseeing strategic initiatives at Kaplan University, where he spearheaded student retention initiatives, championed the innovative use of technology and data analysis to drive student success, and provided the educational technology vision for the next-generation instructional platform. Upon first joining Kaplan, he spent four years as Vice President of Online Services for Kaplan's K12 Learning Services group.

Mr. Thornburgh also served on the SIIA Education Board of Directors. He holds an AB degree from Stanford University.

Eduardo Gomez, Vice President, Public Schools

As vice president of public schools, Eduardo Gomez provides both strategic and operational direction for all KVE public and charter schools, including setting long-range growth strategy, managing student acquisition and retention efforts, and ensuring the delivery of an outstanding experience to students across the country. He oversees on-ground, local school

eClassroom posted total system uptime of 99.98% in 2006, 99.97% in 2007, and 99.98% in 2008.

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staff, as well as centralized headquarter personnel, ensuring effective communications and

operations between them.

Before joining KVE, Mr. Gomez was the general manager of Research and Compliance Solutions, a \$100M P&L at LexisNexis. Prior to that, he co-founded a boutique private equity/consultancy focused on providing interim management for turnarounds and start-ups. Mr. Gomez has worked at Procter & Gamble and also as a strategy consultant with McKinsey & Co and Monitor Group. Eduardo serves on the board of Charter on the Beach Middle School in Miami Beach, FL. He holds an MBA from the University of Texas in Austin and BS in Finance from the University of Rhode Island.

Mary Catherine (MC) Desrosiers, Senior Vice President, Academic Products and Instructional Services

Mary Catherine (MC) Desrosiers is responsible for driving the vision behind and execution of KVE's products and instruction and their technological delivery across markets. She manages the curriculum, instruction, and institutional effectiveness teams, ensuring that those teams have the talent and resources to establish KVE's offerings as the best in the industry. Ms. Desrosiers has a 20 plus year track record in the educational, training, and technology markets. She has established and managed all aspects of companies' core capabilities and has years of experience in building teams, processes, and controls to facilitate rapid growth. She specializes in the design, development, and delivery of products and instructional services across all types of media using a variety of emerging technologies. She has created awardwinning

product and services for the K-12 publishing, consumer/professional markets as well as training products and corporate business systems.

Ms. Desrosiers was one of the first executives at k12, Inc., where she formulated and delivered successful K-12 products and services for various clients and was responsible for systems/technology and operations. She also created a strategic relations and business planning group that analyzed companies and trends in the market to establish a pipeline of acquisition and partnership opportunities.

Prior to k12, Ms. Desrosiers was an executive with Atos/Origin Technologies and Philips Electronics, NA, where she established a best-of-breed organization focused on Internet technology and helped develop and implement its global e-business strategies. She worked with several Phillips' labs on taking to market innovative ideas such as connective technologies. She also established and managed Studio Interactive, which produced awardwinning

educational software for CD-ROM.

Previously, Ms. Desrosiers managed the creation of multimedia applications from traditional mediums to emerging technology platforms with names such as Time Life, Readers Digest, CTW, and the Smithsonian. She started her career at Booz Allen & Hamilton. Ms. Desrosiers holds a B.S. from St. Mary's College and an M.B.A. from Marymount University.

Timothy Lafferty, Executive Director of Instruction

Dr. Timothy Lafferty has established himself as a successful educator in school district communities across Pennsylvania and New York. Prior to his work at KVE, he served as District Superintendent for the Franklin Square Union Free School District on Long Island, New York. Dr. Lafferty was directly responsible for curriculum reviews and revisions, implementation of all special education mandates, and the professional development and growth of all staff members. During his 13-year tenure, the district enjoyed a period of rising

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enrollment and performance as it grew student population by more than 30 percent and became one of Nassau county's top 5 districts in academic achievement (out of 56 districts). Dr. Lafferty has served in a variety of teaching and administrative positions in Pennsylvania. In his administrative appointments, he repeatedly demonstrated commitment and achieved success in partnering with communities for long range planning, moving toward a common vision, providing curricular and managerial leadership, and serving the unique needs of each community.

Dr. Lafferty earned his Ed.D. in Organizational Leadership from the University of Pennsylvania and an M.A. in Educational Administration from Villanova University.

Andrew Ordover, Director of Academics

Andrew Ordover works with both the curriculum department and the instructional staff to help develop and refine KVE's instructional model and ensure that all Kaplan Academies provide students with rigorous, relevant curriculum materials; state-of-the-art instructional tools; and thoughtful, innovative teachers. Previous to joining KVE, Andrew worked in Kaplan's K12 Learning Services division, where he managed a national curriculum development team creating supplemental skills and test-readiness courses, along with full-year, core curriculum courses for a variety of school-district partners. Andrew has led teacher development workshops across the country on issues of test readiness, data-driven instruction, and effective curriculum. Andrew began his career as a middle and high school teacher of English and Humanities, working in Atlanta, Brooklyn, and Manhattan. Mr. Ordover received a BA in English from Emory University and an MFA from the University of California at Los Angeles. He is currently pursuing an educational doctorate at Walden University.

Kathy Houlihan, Director of Student Services

Kathy Houlihan manages all student enrollment activities, textbook and laptop logistics, customer care and maintenance issues and concerns, and course setup and management for all KVE schools and programs. Prior to holding this position she was instrumental in setting up several KVE schools and has also taught in our schools. Ms. Houlihan came to us from the University of Miami Online High School where she was Mathematics Department Chair. She is certified in the state of Florida to teach math in grades 6-12. Ms. Houlihan worked for Procter & Gamble for 11 years as a manager/engineer, and during that time she earned an advanced business degree. When Kathy decided to pursue a second career in education five years ago, she began by teaching math courses online and found she loved teaching in the virtual realm where she could devote more personal attention to students than she could in a classroom setting. With her strong knowledge base and experience in virtual education, Kathy helped launch the first online schools for KVE in Missouri, Colorado and Kansas, and then applied those skills as the Director of each program. Kathy graduated with a BS in chemical engineering from Clarkson University and also holds an MBA in Marketing from the University of Scranton.

Laura Malcolm, Executive Director, Academic Technologies

Laura Malcolm oversees academic technologies at KVE, which includes platform, student portals, and student management systems—the technologies that impact every aspect of operations, from students and parents to teaching and marketing. She has been with the California Virtual Education Partners 54 Kaplan organization for over six years, having filled similar roles with Kaplan K12 Learning Services and Kaplan University, respectively.

~~Prior to its acquisition by Kaplan, Ms. Malcolm worked at Achieva, which developed and implemented online supplemental educational programs for K–12 students. In addition, she has five years of high school teaching experience in public schools. Ms. Malcolm has a master’s degree in learning, design, and technology from Stanford University.~~

~~Linda Boone, Director of Institutional Effectiveness~~

~~Dr. Linda Boone is in charge of establishing our assessment procedures and measures of success as an institution. Her team conducts data analyses on a wide variety of academic indicators, including satisfaction surveys. She also manages the corporate and school accreditation processes.~~

~~Dr. Boone spent nine years with the Middle States Commission on Secondary Schools,~~

~~where she served as Associate Director for Non-Public and Distance Education Schools.~~

~~Dr. Boone holds a B.A. in English from Berea College, a M.S. in Library Science from the University of North Carolina at Chapel Hill, and a Ph.D. in Educational Leadership from Drexel University.~~

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G. IMPACT ON THE CHARTER AUTHORIZER

This section is intended to satisfy the requirement of Education Code section 47605(g) that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of ~~Kaplan Academy of California—North Central California~~ CALPAC on the Tracy Unified School District. It is intended to assist the school district in understanding how ~~KAC-NCCCALPAC~~ may affect the school district but it is not intended to govern the relationship of the charter school and the school district. The relationship between the charter school and the school district will be governed by the charter petition and any subsequent written agreement between these parties.

1) Facilities

A school district provided facility will not be needed. The virtual charter school is designed to operate independently of any facility. Using their secure login and password, students will be able to connect with all aspects of the program from any computer with internet access.

2) Administrative Services

~~KAC-NCCCALPAC~~ will be constituted as a California Non-Profit Public Benefit Corporation and will be governed by a board of directors as described above. A school’s Executive Director will have lead responsibility for administering the school under policies adopted by the school’s governing board and oversight given by the governing board’s Executive Committee. The school anticipates that it will contract for most of its own administrative services independent of the school district. These include financial management, personnel, and instructional program development. If ~~KAC-NCCCALPAC~~ desires to purchase any administrative services from the school district, ~~KAC-NCCCALPAC~~ will seek to define the specific terms and cost for any such

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services in an annual memorandum of understanding with the school district. Pursuant to California law, the school district will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

3) Civil Liability

California Virtual Education Partners (CaVEP) will be formed as a non-profit public benefit corporation, and will be responsible for governing ~~Kaplan Academy of California-California Pacific Charter Schools~~– North

Central California pursuant to Education Code section 47604. Pursuant to Education Code section 47604(c) the Tracy Unified School District is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, so long as the district performs its oversight responsibilities. In the event that the school district does not complete its responsibilities for charter school oversight under the Charter Schools Act, the school district may expose itself to liability. The school intends to purchase liability, property, and errors and omissions insurance as outlined above to protect the school's assets, staff, governing board members, and, where appropriate, the district from unforeseen liability.

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4) General Provisions of the Proposed Charter

Term

The term of this Charter shall be 1st of July 2009 through the 30th of June 2014. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of this Charter may be made in writing with the mutual consent of the Tracy Unified School District and the ~~KAC-NCCCALPAC~~ governing board. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines set forth in Education Code section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of ~~KAC-NCCCALPAC~~ and the

Tracy Unified School District. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and good faith manner.

Miscellaneous

The Tracy Unified School District and the charter school shall engage in a mutually agreeable memorandum of understanding (MOU), which outlines further details of the relationship between the district and the charter school. The MOU may include, but not be limited to, the following:

- transportation and food services to be provided by the district, if any;
- services to be purchased by the charter school from the district, and the fee schedule for such services;
- details of the oversight and monitoring relationship between the charter school and the district;
- mutual indemnification from loss;
- cash advances to handle cash flow issues, if necessary;
- charter school's receipt of mandated cost reimbursement;
- fiscal reporting requirements to the state, either independently or through the district, ~~and~~
- district support for the charter school in seeking additional funding.

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The charter school may purchase administrative services from the district upon mutual agreement between both parties. Such services include site budgeting, instructional programs, development, custodial services, food services, accounting, payroll and purchasing services, and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. ~~KAC-NCCCALPAC~~ reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

~~California Virtual Education Partners 57~~

The district will be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

The MOU will delineate the liability of the Tracy Unified School District if ~~KAC-NCCCALPAC~~ should default. As a nonprofit organization, ~~KAC-NCCCALPAC~~ anticipates that the school district's liability will be limited as long as the district performs its oversight functions, according to law.

Communication and Notices

All official communication between ~~Kaplan Academy of California~~ California Pacific Charter Schools– North Central California and the school district will be sent via first class mail or other appropriate means

to the Charter School Executive Director and the Superintendent of the district, at the following locations:

California Virtual Education Partners

California Pacific Charter Schools

840 Apollo Street, Suite 222

El Segundo, CA, 90245

~~1133 Westwood Boulevard, Suite 201~~

~~Los Angeles, CA 90024~~

~~Superintendent of Schools~~

~~Tracy Unified School District~~

~~1875 W. Lowell Avenue~~

~~Tracy, California 95376~~

[EXHIBITS FOLLOW THIS PAGE]

H. Attached Exhibits

EXHIBIT I - Petitioner Signatures Form

PETITION FOR THE ESTABLISHMENT OF
~~KAPLAN ACADEMY OF CALIFORNIA~~
~~NORTH CENTRAL CALIFORNIA,~~ CALIFORNIA PACIFIC
CHARTER SCHOOLS

A CALIFORNIA PUBLIC CHARTER SCHOOL TO BE OPERATED BY CALIFORNIA VIRTUAL EDUCATION PARTNERS

We the undersigned believe that the attached Charter merits consideration and hereby petition the Tracy Unified School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of ~~Kaplan Academy of California~~ California Pacific Charter Schools-North Central California. California Virtual Education Partners, a California non-profit public benefit corporation, agrees to operate ~~Kaplan Academy of California~~California Pacific Charter Schools - North Central California pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. The petitioners listed below certify that they have been given the opportunity to review the attached charter and that they are teachers who are meaningfully interested in teaching at ~~Kaplan Academy of California~~California Pacific Charter Schools-North Central CaliforniaCalifornia Pacific Charter Schools-North Central California.

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By the lead Petitioner:

Name (please print) Signature

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Tracy Unified School District.

By the Petitioners:

Name (please print)
Name (please print) Signature Date
Name (please print) Signature Date
Name (please print)
California Virtual Education Partners
Signature Date

EXHIBIT III

Program Alignment to California High School Diploma Requirements

The charter school will configure its minimum course completion requirements and its credit award policy so as to fulfill the high school graduation requirements of the Tracy Unified School District.

Consistent with California Law, the school will prescribe completion of the following, at a minimum:

- Four courses in English (English I, II, III, IV).
 - Three courses in Mathematics, with one year of Algebra I mandatory (Algebra I, Geometry, Intermediate Algebra and one other).
 - Two courses in Science (Biology, physical science, with laboratory sections).
 - Three courses in Social Studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics).
 - One course in Visual or Performing Arts or Foreign Language.¹
 - Two courses in Physical Education, unless the pupil has been exempted pursuant to the provisions of *Education Code* Section 51241.
- ¹ Students will be advised that for UC entrance, two years of Foreign Language are required/ three recommended, **plus** one year of Visual and Performing Arts.

EXHIBIT IIIV

Sent as new attachment. Lists courses for NCC school for 2011-2012 school year.

KVE Course Catalog

Five pages follow this title page

Kaplan Virtual Education Course Catalog

Course Name Credit

High School Core Catalog

Language Arts

Grammar & Composition, First Semester 0.5

Grammar & Composition, Second Semester 0.5

English 1: Survey of Literature, First Semester 0.5

English 1: Survey of Literature, Second Semester 0.5

English 1 Honors: Survey of Literature, First Semester 0.5

English 1 Honors: Survey of Literature, Second Semester 0.5

English 2: World Literature, First Semester 0.5

English 2: World Literature, Second Semester 0.5

English 2 Honors: World Literature, First Semester 0.5

English 2 Honors: World Literature, Second Semester 0.5

English 3: American Literature, First Semester 0.5

English 3: American Literature, Second Semester 0.5

English 3 Honors: American Literature, First Semester 0.5

English 3 Honors: American Literature, Second Semester 0.5

English 4: British Literature, First Semester 0.5

English 4: British Literature, Second Semester 0.5

English 4 Honors: British Literature, First Semester 0.5

English 4 Honors: British Literature, Second Semester 0.5

Smart Track Remedial Reading

ESL Reading Smart

Mathematics

Consumer Math, First Semester 0.5

Consumer Math, Second Semester 0.5

Pre-Algebra, First Semester 0.5

Pre-Algebra, Second Semester 0.5

Algebra IA, First Semester 0.5

Algebra IA, Second Semester 0.5

Algebra IB, First Semester 0.5

Algebra IB, Second Semester 0.5

Algebra I, First Semester 0.5
Algebra I, Second Semester 0.5
Algebra I Honors, First Semester 0.5
Algebra I Honors, Second Semester 0.5
Algebra II, First Semester 0.5
Algebra II, Second Semester 0.5
Algebra II Honors, First Semester 0.5
Algebra II Honors, Second Semester 0.5
Geometry, First Semester 0.5
Geometry, Second Semester 0.5
Geometry Honors, First Semester 0.5
Geometry Honors, Second Semester 0.5
Trigonometry—one semester 0.5
Pre-Calculus—first semester 0.5
Pre-Calculus—second semester 0.5
Calculus—first semester 0.5
Calculus—second semester 0.5
Course List 1 of 5

Kaplan Virtual Education Course Catalog
Course Name-Credit

Science

Biology—first semester 0.5
Biology—second semester 0.5
Biology Honors—first semester 0.5
Biology Honors—second semester 0.5
Chemistry, First Semester 0.5
Chemistry, Second Semester 0.5
Chemistry Honors, First Semester 0.5
Chemistry Honors, Second Semester 0.5
Earth Space Science—first semester 0.5
Earth Space Science—second semester 0.5
Earth Space Science Honors—first semester 0.5
Earth Space Science Honors—second semester 0.5
Marine Science—first semester 0.5
Marine Science—second semester 0.5
Physical Science—first semester 0.5
Physical Science—second semester 0.5
Physics—first semester 0.5
Physics—second semester 0.5
Physics Honors—first semester 0.5
Physics Honors—second semester 0.5
Environmental Science—first semester 0.5
Environmental Science—second semester 0.5

Social Studies

American History—first semester 0.5
American History—second semester 0.5
American History Honors—first semester 0.5
American History Honors—second semester 0.5
World History—first semester 0.5
World History—second semester 0.5
World History Honors—first semester 0.5
World History Honors—second semester 0.5
American Government 0.5
American Government Honors 0.5

Economics

Economics Honors 0.5
Geography—first semester 0.5
Geography—second semester 0.5

Foreign Language

Spanish 1—first semester 0.5
Spanish 1—second semester 0.5
Spanish 2—first semester 0.5
Spanish 2—second semester 0.5
Spanish 3—first semester 0.5
Spanish 3—second semester 0.5
French 1—first semester 0.5
French 1—second semester 0.5
French 2—first semester 0.5
French 2—second semester 0.5
French 3—first semester 0.5
French 3—second semester 0.5
Latin 1—first semester 0.5
Latin 1—second semester 0.5
Latin 2—first semester 0.5

Latin 2—second semester 0.5
Latin 3—first semester 0.5
Latin 3—second semester 0.5
Mandarin-Chinese 1—first semester 0.5
Mandarin-Chinese 1—second semester 0.5
Mandarin-Chinese 2—first semester 0.5
Mandarin-Chinese 2—second semester 0.5

Course List 2 of 5

Kaplan Virtual Education Course Catalog

Course Name Credit

Other Electives

Thinking and Learning Strategies 0.5
Journalism—first semester 0.5
Journalism—second semester 0.5
Psychology—1 semester only 0.5
Art History—first semester 0.5
Art History—second semester 0.5
Music Appreciation 0.5
Computer Literacy—first semester (Google docs) 0.5
Computer Literacy—second semester (Google docs) 0.5
Computing for College and Careers, First Semester 0.5
Computing for College and Careers, Second Semester 0.5
Health 0.5
Nutrition 0.5
Physical Education 1 0.5
Physical Education 2 0.5
Physical Ed. for the Special Education Student (IEP or 504 Plan) 0.5
Personal Finance 0.5
Career Planning 0.5
Digital Photography and Graphics (GIMP) 0.5
Digital Video Production (Movie Maker) 0.5
Web Design (KompoZer) 0.5
Flash Animation (CS 4) 0.5
Game Design I 0.5
Game Design II 0.5
Online Game Design (CS 4) 0.5
CAHSEE Test Prep 0.5
ACT Prep 0.5
SAT Prep (math and English) 0.5

Advanced Placement

AP English Literature—first semester 0.5
AP English Literature—second semester w/ Exam Review 0.5
AP English Language—first semester 0.5
AP English Language—second semester w/ Exam Review 0.5
AP Art History—first semester 0.5
AP Art History—second semester w/ Exam Review 0.5
AP Statistics—first semester 0.5
AP Statistics—second semester 0.5
AP Calculus AB—first semester 0.5
AP Calculus AB—second semester w/ Exam Review 0.5
AP Calculus BC—first semester 0.5
AP Calculus BC—second semester 0.5
AP Chemistry—first semester 0.5
AP Chemistry—second semester 0.5
AP Physics B—first semester 0.5
AP Physics B—second semester 0.5
AP Biology—first semester 0.5
AP Biology—second semester w/ Exam Review 0.5
AP Microeconomics 0.5
AP Macroeconomics w/ Exam Review 0.5
AP US Government and Politics w/ Exam Review 0.5
AP US History—first semester 0.5
AP US History—second semester w/ Exam Review 0.5
AP World History—first semester 0.5
AP World History—second semester 0.5

Course List 3 of 5

Kaplan Virtual Education Course Catalog

Course Name Credit

Middle School Catalog

Language Arts

6th Grade Language Arts, First Semester 0.5
6th Grade Language Arts, Second Semester 0.5
6th Grade Language Arts, First Semester, Advanced 0.5

6th-Grade Language Arts, Second Semester, Advanced 0.5
7th-Grade Language Arts, First Semester 0.5
7th-Grade Language Arts, Second Semester 0.5
7th-Grade Language Arts, First Semester, Advanced 0.5
7th-Grade Language Arts, Second Semester, Advanced 0.5
8th-Grade Language Arts, First Semester 0.5
8th-Grade Language Arts, Second Semester 0.5
8th-Grade Language Arts, First Semester, Advanced 0.5
8th-Grade Language Arts, Second Semester, Advanced 0.5

Mathematics

6th-Grade Mathematics, First Semester 0.5
6th-Grade Mathematics, Second Semester 0.5
6th-Grade Mathematics, First Semester, Advanced 0.5
6th-Grade Mathematics, Second Semester, Advanced 0.5
7th-Grade Mathematics, First Semester 0.5
7th-Grade Mathematics, Second Semester 0.5
7th-Grade Mathematics, First Semester, Advanced 0.5
7th-Grade Mathematics, Second Semester, Advanced 0.5
8th-Grade Mathematics, First Semester 0.5
8th-Grade Mathematics, Second Semester 0.5
8th-Grade Mathematics, First Semester, Advanced 0.5
8th-Grade Mathematics, Second Semester, Advanced 0.5

Science & Health

6th-Grade Science, First Semester 0.5
6th-Grade Science, Second Semester 0.5
6th-Grade Science, First Semester, Advanced 0.5
6th-Grade Science, Second Semester, Advanced 0.5
7th-Grade Science, First Semester 0.5
7th-Grade Science, Second Semester 0.5
7th-Grade Science, First Semester, Advanced 0.5
7th-Grade Science, Second Semester, Advanced 0.5
8th-Grade Science, First Semester 0.5
8th-Grade Science, Second Semester 0.5
8th-Grade Science, First Semester, Advanced 0.5
8th-Grade Science, Second Semester, Advanced 0.5
6th-Grade Health / Physical Ed, First Semester 0.5
6th-Grade Health / Physical Ed, Second Semester 0.5
7th-Grade Health / Physical Ed, First Semester 0.5
7th-Grade Health / Physical Ed, Second Semester 0.5
8th-Grade Health / Physical Ed, First Semester 0.5
8th-Grade Health / Physical Ed, Second Semester 0.5

Social Studies

Social Studies (World Geography), First Semester 0.5
Social Studies (World Geography), Second Semester 0.5
Social Studies (World Geography), First Semester Advanced 0.5
Social Studies (World Geography), Second Semester Advanced 0.5
Social Studies (World Cultures), First Semester 0.5
Social Studies (World Cultures), Second Semester 0.5
Social Studies (World Cultures), First Semester Advanced 0.5
Social Studies (World Cultures), Second Semester Advanced 0.5
Social Studies (US History), First Semester 0.5
Social Studies (US History), Second Semester 0.5
Social Studies (US History), First Semester Advanced 0.5
Social Studies (US History), Second Semester Advanced 0.5

Course List 4 of 5

Kaplan Virtual Education Course Catalog

Course Name Credit

Electives – Middle School

6th-Grade Smart Track Reading (Remedial)
7th-Grade Smart Track Reading (Remedial)
8th-Grade Smart Track Reading (Remedial)
6th-Grade Smart Track Mathematics (Remedial)
7th-Grade Smart Track Mathematics (Remedial)
8th-Grade Smart Track Mathematics (Remedial)
Computer Fundamentals, First Semester 0.5
Computer Fundamentals, Second Semester 0.5
Career Explorations, One Semester 0.5
Art Appreciation (6th), One Semester 0.5
Music Appreciation (6th), One Semester 0.5
Art Appreciation (7th), One Semester 0.5
Music Appreciation (7th), One Semester 0.5
Art Appreciation (8th), One Semester 0.5
Music Appreciation (8th), One Semester 0.5

Standard Curriculum Sequence: English I, II, III, IV

Four pages follow this title page

English 1: Survey of Literature

Semester 1 only; Semester 2 available January 2009

0.5 credits

Prerequisites: none

Course Description

In English 1: Survey of Literature, students investigate the connections between literature, culture, and their own life experiences. Grade-level appropriate reading selections include novels, short stories, and poetry representing a broad cross-section of American subcultures and literary traditions. The course also builds fundamental writing and communication skills. Through frequent writing assignments and writing-focused lessons, students are introduced to the writing process and the basic principles of academic research.

Course Materials

Semester 1

Required Books:

- *To Kill a Mockingbird*, by Harper Lee
- One of the following: *Alice's Adventures in Wonderland*, by Lewis Carroll; *The Wonderful Wizard of Oz*, by L. Frank Baum; or *The Jungle Book*, by Rudyard Kipling
- One of the following: *A Lesson Before Dying* by Ernest Gaines; *My Name is Asher Lev*, by Chaim Potok; *Snow Falling on Cedars* by David Guterson; or *Uncle Tom's Children* by Richard Wright
- *When I Was Puerto Rican* by Esmeralda Santiago

Course Outline:

Semester 1

Module 1: Reading Literature

Unit 1: What is Literature?

Unit 2: How Should You Read?

Unit 3: The Importance of Context

Module 2: Discovering Literature

Unit 1: Identifying Themes

Unit 2: Getting to Know Characters

Unit 3: Characters and Their Conflicts

Module 3: Analyzing Literature

Unit 1: The Role of Setting

Unit 2: Setting the Mood

Unit 3: The Moral of the Story

English 2: World Literature

Semester 1 only; Semester 2 available January, 2009

0.5 credits

Prerequisites: none

Course Description

This course introduces students to major literary traditions from all corners of the globe. Reading selections include novels, short stories, epic poetry, drama, and mythology spanning the millennia of

human history. As students explore various time periods and cultures through literature, they also build proficiency in writing, literary analysis, and critical thinking.

Course Materials

Semester 1

Required Books:

• *Fahrenheit 451* by Ray Bradbury

Recommended Books:

• *1001 Arabian Nights*, various authors

• *Tigers on the Tenth Day and Other Stories*, by Zakaria Tamer

• *Antigone*, by Sophocles

• *The Iliad*, by Homer

• *Don Quixote*, by Cervantes

• *Le Cid*, by Pierre Corneille

Course Outline

Semester 1

Module 1: Learning Lessons From Literature

Unit 1: What is Language Arts?

Unit 2: Stories with Purpose

Unit 3: Read the Selection: Greek Literature

Unit 4: Literature as Warning

Module 2: Classifying Character

Unit 1: Characters as Mirrors

Unit 2: What Makes a Hero?

Module 3: Evaluating Character

Unit 1: What Makes a Good Person? (Eastern Wisdom)

Unit 2: What Makes A Good Person? (Middle Eastern Wisdom)

English 3: American Literature

1.0 credits

Prerequisites: none

Course Description

This course provides students experience in analyzing American texts and writers of the historical literary periods including the Puritans, Westward Expansion, the Industrial Revolution, Transcendentalism, the Roaring Twenties, the Great Depression, and the Civil Rights Movement. Students will continue to improve strategies for writing timed essays for the SAT writing assessment and will use the process approach to research. Students will write a paper about American ideals consistent with the MLA style of documentation. In addition to online reading texts, students will study American novels and an American play.

Course Materials

Semester 1

None required.

Semester 2

Required Books:

• *The Great Gatsby* by F. Scott Fitzgerald

• *Of Mice and Men* by John Steinbeck

• *A Raisin in the Sun* by Lorraine Hansberry

Required Film Rental:

• *Matewan* (1987)

Course Outline

Semester 1

Module 1: The American Dream

Unit 1: Propaganda: The Call to a New Frontier

Unit 2: Individualism in America

Module 2: Varying Perspectives of the American Dream

Unit 1: The Native Americans, Slavery, and Forced Relocations

Unit 2: Call to a New Frontier

Semester 2

Module 1: Dissolution of the American Dream

Unit 1: America: The Roaring 20s and the Great Gatsby

Unit 2: Westward Expansion, Boom and Bust, and The American Dream Deferred

Module 2: Alienation, Displacement, and Disappointment

Unit 1: The Importance of Place

Unit 2: The Power of People

English 4: British Literature

1.0 credits

Prerequisites: none

Course Description

This course provides college-bound students a solid background in British Literature, from the early epic *Beowulf* to the science fiction of George Orwell. Students will develop the sophisticated skills of analyzing poetry and conducting close readings of difficult texts. Asynchronous discussions about difficult texts will help students develop literary analyses and comparison-contrasts of literary elements and devices.

Course Materials

Semester 1

Required Play:

• *Hamlet* by William Shakespeare

Required Film Rentals:

• *Mists of Avalon*

• *Once and Future King* *OR* *Excalibur*

• *Hamlet* (preferred version: 1990, with Mel Gibson and Glenn Close)

Semester 2

Required Book:

• *1984* by George Orwell

Course Outline

Semester 1

Module 1: A Spot of Epic Proportions

Unit 1: *Beowulf*

Unit 2: Chaucer's *Canterbury Tales*

Unit 3: Around the Round Table

Module 2: A Spot of Early Ages

Unit 1: Scansion, Schemes, and Sonnets

Unit 2: The Renaissance

Unit 3: The Romantic Age

Module 3: A Spot of Shakespeare

Unit 1: Bits of the Bard

Unit 2: *Hamlet*
Semester 2
Module 4: A Spot of the Later Ages
Unit 1: The Victorian Age
Unit 2: The Edwardian Age
Unit 3: The Modern Age
Module 5: Dystopian Literature
Unit 1: *Utopia, Republic, and 1984*
Unit 2: *Brave New World*

EXHIBIT IVVI

Sent as new attachment: Current Budget projections with payments to Kaplan as part of separation agreement; projected cash flow for 2011-2012 and projected revenue for 2011-2012 and three year budget projection (2011-2014) . All documents reflect information relevant to charter with Tracy Unified School District, aka California Pacific Charter Schools-North Central California (NCC)

~~Proposed Three-year Operating Budget~~

~~Kaplan Academy of California—
North Central California
2009/10-2010/11-2011/12
Students 500-1,000-1,500
Funding per student (\$4,980K @ 100%) \$ 4,980 \$ 5,129 ⁽¹⁾ \$ 5,283 ⁽¹⁾
Certified Teaching Staff 21-36-54
Charter School Funding \$ 2,490,025 \$ 5,129,452 \$ 7,925,003
Miscellaneous Revenue/USDOE grants—
REVENUES 2,490,025 5,129,452 7,925,003
Teacher salaries and benefits 1,245,013 2,462,137 3,804,001
Instructional cost 522,905 1,308,010 2,417,126
Other Operating Expenses 597,606 1,077,185 1,268,000
Total 2,365,524 4,847,332 7,489,127
Plus
Reserve for Contingency (5%) 124,501 256,473 396,250
Expenditures and Reserve 2,490,025 5,103,804 7,885,378
Surplus/ (deficit) 0-25,647-39,625
Cash Flow
Beg. Balance—125,000-275,647
Grant 125,000-125,000
Revenues 2,490,025 5,129,452 7,925,003
Expenditures (2,490,025) (5,103,804) (7,885,378)
Start Up Expenses 180,000
Ending Balance 125,000-275,647-315,272
(1) adjusted for 3% COLA
California Virtual Education Partners, April 2009~~

EXHIBIT VII

Articles of Incorporation for California Virtual Education Partners (3 pages including this title page)

EXHIBIT VIII

**CaVEP Filing for Federal Tax-Exempt Status
[forthcoming]**

CaVEP- NCC Tracy
Monthly Cash Flow Forecast

2011/2012 Actual/Projected Cash Flow

	Jul-11 Actual	Aug-11 Projected	Sep-11 Projected	Oct-11 Projected	Nov-11 Projected	Dec-11 Projected	Jan-12 Projected	Feb-12 Projected	Mar-12 Projected	Apr-12 Projected	May-12 Projected	Jun-12 Projected
Beginning Cash	\$342,942	\$318,596	\$294,251	\$470,373	\$363,255	\$325,828	\$288,401	\$665,571	\$562,325	\$455,207	\$386,472	\$290,969
Revenue												
8015 State Aid	0	0	83,656	0	64,351	64,351	180,898	3,575	0	32,890	10,725	0
8019 State Aid (Prior Years)	0	0	192,641	0	0	0	285,615	0	0	0	0	0
8096 Property Tax	0	0	0	0	0	0	0	0	0	0	0	0
8592 Charter Schools Categorical Block Grant	0	0	5,301	0	4,077	4,077	11,462	227	0	2,084	680	0
8018 Advance Apportionment	0	0	0	0	0	0	0	0	0	0	0	0
General Block Grant (subtotal of above)			281,598	0	68,428	68,428	477,975	3,802	0	34,975	11,405	0
Federal Income			0									
Other State Income	0	0	1,642	0	1,263	1,263	6,313	70	0	3,408	211	0
Local Revenues			0	0	0	0	0	0	0	0	0	0
Fundraising and grants			0	0	0	0	0	0	0	0	0	0
Total Revenue	0	0	283,240	0	69,691	69,691	484,288	3,872	0	38,383	11,615	0
Expenses												
Compensation & Benefits	4,301	4,301	32,323	32,323	32,323	32,323	32,323	32,323	32,323	32,323	32,323	32,323
Books & Supplies			2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250
Services & Other Operating Expenses	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045
Payment to Kaplan	0	0	52,500	52,500	52,500	52,500	52,500	52,500	52,500	52,500	52,500	52,500
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenses	24,346	24,346	107,118	107,118	107,118	107,118	107,118	107,118	107,118	107,118	107,118	107,118
Operating Cash Inflow (Outflow)	(\$24,346)	(\$24,346)	\$176,122	(\$107,118)	(\$37,427)	(\$37,427)	\$377,170	(\$103,246)	(\$107,118)	(\$68,735)	(\$95,503)	(\$107,118)
Prior Year Revenue												
Prior Year Expenses												
Change in Accounts Receivable (Current Year)												
Change in Accounts Payable (Current Year)												
Loan Proceeds												
Loan Payments												
Capital Expenditures												
Other Balance Sheet Changes												
Ending Cash	\$318,596	\$294,251	\$470,373	\$363,255	\$325,828	\$288,401	\$665,571	\$562,325	\$455,207	\$386,472	\$290,969	\$183,851
Restricted Resources- Special Ed (net)												
Ending Cash Including Restricted Resources	\$318,596	\$294,251	\$470,373	\$363,255	\$325,828	\$288,401	\$665,571	\$562,325	\$455,207	\$386,472	\$290,969	\$183,851

Revenue Sources

Student Grade		
	K-3	\$4,874
	Grades 4-6	\$4,947
	Grades 7-8	\$5,094
	Grades 9-12	\$5,902
Other Revenues		
Categorical Block Grant		\$410
Supplmental Block Grant		\$127
Lottery		\$100
Total Students		130
Total Students at 85% ADA		111

Student Breakdown

K-3	0
Grades 4-6	0
Grades 7-8	9
Grades 9-12	101

Revenue by Student Grade

K-3	\$0
Grades 4-6	\$0
Grades 7-8	\$47,626.66
Grades 9-12	\$596,995.39

Total Student Revenue \$644,622**Total Revenue** \$715,011**Revenue by Month**

July	0.0%	\$0
August	0.0%	\$0
September	11.7%	\$83,656
October	0.0%	\$0
November	9.0%	\$64,351
December	9.0%	\$64,351
January	25.3%	\$180,898
February	0.5%	\$3,575
March	0.0%	\$0
April	4.6%	\$32,890
May	1.5%	\$10,725
June	0.0%	\$0
July 12th	22.6%	\$161,592
August 12th	15.8%	\$112,972

Revene Per Month**Revenue from Grants**

Categorical Block Grant	\$45,305
Supplmental Block Grant	\$14,034
Lottery	\$11,050

Total Other Revenue \$70,389