

California Connections Academy @ Ripon
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	California Connections Academy @ Ripon
Street	580 North Wilma Ave., Ste. G
City, State, Zip	Ripon, CA 95366-9514
Phone Number	209-253-1208
Principal	Dr. Richard Savage, Executive Director
Email Address	rsavage@calca.connectionsacademy.org
Website	https://www.connectionsacademy.com/california-online-school/about
County-District-School (CDS) Code	39 686500125849

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ripon Unified School District
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobeson@sjcoe.net
Website	www.riponusd.net

School Description and Mission Statement (School Year 2020-2021)

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

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

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

CalCA @ Ripon represents an outstanding educational choice for families in San Joaquin County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this “high-tech, high-interaction” instructional model is student achievement. The CalCA @ Ripon Board contracts with Connections Education, DBA Pearson Online and Blended Learning, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy @ Ripon. Students are considered to be enrolled in a full time public school. CalCA @ Ripon provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	43
Grade 1	53
Grade 2	42
Grade 3	36
Grade 4	39
Grade 5	65
Grade 6	72
Grade 7	89
Grade 8	129
Grade 9	112
Grade 10	176
Grade 11	183
Grade 12	241
Total Enrollment	1,280

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	3.3
Filipino	1
Hispanic or Latino	30.3
White	34.9
Two or More Races	23.6
Socioeconomically Disadvantaged	47.2
English Learners	4.7
Students with Disabilities	7.8
Foster Youth	0.2
Homeless	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	44	57	60	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 01/2020

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	&l=1		

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	&l=1		

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	&l=1		

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	&l=1		

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	&l=1		

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	&l=1		
Visual and Performing Arts		Yes	0

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 01/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	64	N/A	50	N/A
Mathematics (grades 3-8 and 11)	27	N/A	45	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	34	N/A	41	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

California Connections Academy offers several CTE courses. The courses are designed to be high interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered during the 2019-20 school year at California Connections Academy are as follows:

Accounting I
 Accounting II
 Administrative Duties and Office Management
 Anatomy and Physiology
 Business Communication
 Business Information Systems
 Business Law
 Business Math
 College Prep with ACT
 College Prep with SAT
 Criminal Investigation
 Developmental Writing
 Human Resource Management
 Internship & Work Study A
 Internship & Work Study B
 Introduction to Business
 Introduction to Communication
 Introduction to Criminal Justice
 Introduction to Early Childhood Education
 Introduction to Finance
 Introduction to Homeland Security
 Introduction to Law
 Introduction to Medical Assisting
 Introduction to Psychology
 Introduction to Sociology
 Introduction to the Paralegal Profession
 Introductory Astronomy
 Java Programming I
 Java Programming II
 Leadership and Supervision in Business
 Medical Law and Ethics
 Medical Terminology
 MS Career Exploration
 Principles of Management
 Principles of Marketing
 Public Speaking
 Research Methods

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.49
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	26.39

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	26.8	32.1	40	11.7	16.2	21.7	9.1	9.6	9
Graduation Rate	48.8	49.7	56.7	77.4	75.4	76.4	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	3.7	2.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that was board approved on 4-28-20. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee which meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18			2018-19			2019-20				
		# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24.5				22.2				23.6			
1	24.5				22.2				23.6			
2	24.5				22.2				23.6			
3	24.5				22.2				23.6			
4	24.5				22.2				23.6			
5	24.5				22.2				23.6			
6	24.5				22.2				23.6			

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	24.5				22.2				23.6			
Mathematics	24.5				22.2				23.6			
Science	24.5				22.2				23.6			
Social Science	24.5				22.2				23.6			

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	418

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	4.9
Other	1.8

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,224.43	\$1,726.25	\$9,285.70	\$51,750.00
District	N/A	N/A	\$10,313.00	\$72,732.00
Percent Difference - School Site and District	N/A	N/A	-10.5	-33.7
State	N/A	N/A	\$7,750	\$75,706.00
Percent Difference - School Site and State	N/A	N/A	18.0	-37.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,461	\$47,145
Mid-Range Teacher Salary	\$68,568	\$74,952
Highest Teacher Salary	\$92,520	\$96,092
Average Principal Salary (Elementary)	\$120,078	\$116,716
Average Principal Salary (Middle)		\$120,813
Average Principal Salary (High)	\$132,365	\$131,905
Superintendent Salary	\$176,617	\$192,565
Percent of Budget for Teacher Salaries	35.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	3	N/A
All courses	14	7.6

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

1. Teacher Orientation Courses

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

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

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and to

reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Connections Academy provides teachers with ongoing

professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effect.

Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses

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

4. Connections Academy Leadership Academy

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

5. Teacher Central

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

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

Training and Professional Learning Delivery Models

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

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded

trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

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

Teacher Support During Implementation

Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of the professional development activities. They will meet as often as twice a month to ensure implementation is on track.