

# California Connections Academy North Bay

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	California Connections Academy North Bay
<b>Street</b>	20932 Big Canyon Rd.
<b>City, State, Zip</b>	Middletown, CA 95461
<b>Phone Number</b>	209-253-1208
<b>Principal</b>	Dr. Richard Savage, Executive Director
<b>Email Address</b>	rsavage@calca.connectionsacademy.org
<b>School Website</b>	<a href="https://www.connectionsacademy.com/california-online-school">https://www.connectionsacademy.com/california-online-school</a>
<b>County-District-School (CDS) Code</b>	17 640550129601

## 2021-22 District Contact Information

<b>District Name</b>	California Connections Academy North Bay
<b>Phone Number</b>	(707) 987-4100
<b>Superintendent</b>	Tim Gill
<b>Email Address</b>	tim.gill@middletownusd.org
<b>District Website Address</b>	www.middletownusd.org

## 2021-22 School Overview

California Connections Academy North Bay (CalCA North Bay) was authorized on January 15, 2014 by Middletown Unified School District (MUSD) and began serving students in grades K-12 on September 2, 2014. CalCA North Bay serves students in Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties.

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

CalCA North Bay 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 North Bay represents an outstanding educational choice for families in Lake 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 North Bay Board contracts with Pearson Virtual Schools to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy North Bay. Students are considered to be enrolled in a full time public school. CalCA North Bay 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	5
Grade 2	7
Grade 3	8
Grade 4	10
Grade 5	8
Grade 6	15
Grade 7	10
Grade 8	10
Grade 9	17
Grade 10	33
Grade 11	29
Grade 12	26
<b>Total Enrollment</b>	<b>186</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.7
American Indian or Alaska Native	1.6
Asian	0.5
Black or African American	1.1
Filipino	0.5
Hispanic or Latino	26.9
Two or More Races	14
White	55.4
English Learners	3.8
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	52.2
Students with Disabilities	11.3

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.74
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	7.74

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<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.’ For the most recent complete curriculum Program Guide, please visit the following URL : <a href="http://bluetoad.com/publication/?m=1702&amp;l=1">http://bluetoad.com/publication/?m=1702&amp;l=1</a></p>	Yes	0
<b>Mathematics</b>	<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</p>	Yes	0

	<p>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.’ For the most recent complete curriculum Program Guide, please visit the following URL : <a href="http://bluetoad.com/publication/?m=1702&amp;l=1">http://bluetoad.com/publication/?m=1702&amp;l=1</a></p>		
<p><b>Science</b></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.’ For the most recent complete curriculum</p>		

	<p>Program Guide, please visit the following URL :  <a href="http://bluetoad.com/publication/?m=1702&amp;l=1">http://bluetoad.com/publication/?m=1702&amp;l=1</a></p>		
<p><b>History-Social Science</b></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.’ For the most recent complete curriculum Program Guide, please visit the following URL :  <a href="http://bluetoad.com/publication/?m=1702&amp;l=1">http://bluetoad.com/publication/?m=1702&amp;l=1</a></p>		
<p><b>Foreign Language</b></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</p>		

	<p>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.’ For the most recent complete curriculum Program Guide, please visit the following URL : <a href="http://bluetoad.com/publication/?m=1702&amp;l=1">http://bluetoad.com/publication/?m=1702&amp;l=1</a></p>		
<b>Health</b>	<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.’ For the most recent complete curriculum Program Guide, please visit the following URL : <a href="http://bluetoad.com/publication/?m=1702&amp;l=1">http://bluetoad.com/publication/?m=1702&amp;l=1</a></p>		
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

California Connections Academy North Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

**Year and month of the most recent FIT report**

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady - Grades 3-8 Student Groups	iReady - Grades 3-8 Total Enrollment	iReady - Grades 3-8 Number Tested	iReady - Grades 3-8 Percent Tested	iReady - Grades 3-8 Percent Not Tested	iReady - Grades 3-8 Percent At or Above Grade Level
All Students	49	49	100	0	75.0
Female	23	23	100	0	73.9
Male	26	26	100	0	76.0
American Indian or Alaska Native	1	1	100	0	100

Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100	0	72.7
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	4	4	100	0	100
White	32	32	100	0	71.9
English Learners	2	2	100	0	50.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100	0	73.1
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	5	5	100	0	25.0
<b>Measures of Academic Progress (MAP) - Grade 11 Student Groups Student Groups</b>	<b>Measures of Academic Progress (MAP) - Grade 11 Student Groups Total Enrollment</b>	<b>Measures of Academic Progress (MAP) - Grade 11 Student Groups Number Tested</b>	<b>Measures of Academic Progress (MAP) - Grade 11 Student Groups Percent Tested</b>	<b>Measures of Academic Progress (MAP) - Grade 11 Student Groups Percent Not Tested</b>	<b>Measures of Academic Progress (MAP) - Grade 11 Student Groups Percent At or Above Grade Level</b>
All Students	24	24	100	0	83.3
Female	19	19	100	0	84.2
Male	5	5	100	0	80.0
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100	0	90.9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	100
White	11	11	100	0	81.8
English Learners	1	1	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100	0	91.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2	2	100	0	100

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady - Grades 3-8 Student Groups	iReady - Grades 3-8 Total Enrollment	iReady - Grades 3-8 Number Tested	iReady - Grades 3-8 Percent Tested	iReady - Grades 3-8 Percent Not Tested	iReady - Grades 3-8 Percent At or Above Grade Level
All Students	49	49	100	0	62.5
Female	23	23	100	0	60.9
Male	26	26	100	0	64.0
American Indian or Alaska Native	1	1	100	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100	0	54.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	4	4	100	0	25.0
White	32	32	100	0	71.9
English Learners	2	2	100	0	100
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100	0	50.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	5	5	100	0	25.0
Measures of Academic Progress (MAP) - Grade 11 Student Groups Student Groups	Measures of Academic Progress (MAP) - Grade 11 Student Groups Total Enrollment	Measures of Academic Progress (MAP) - Grade 11 Student Groups Number Tested	Measures of Academic Progress (MAP) - Grade 11 Student Groups Percent Tested	Measures of Academic Progress (MAP) - Grade 11 Student Groups Percent Not Tested	Measures of Academic Progress (MAP) - Grade 11 Student Groups Percent At or Above Grade Level
All Students	24	24	100	0	37.5
Female	19	19	100	0	26.3
Male	5	5	100	0	80.0
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0

<b>Hispanic or Latino</b>	11	11	100	0	36.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	1	1	100	0	100
<b>White</b>	11	11	100	0	36.4
<b>English Learners</b>	1	1	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	12	12	100	0	33.3
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	2	2	100	0	0

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	NT



## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## 2020-21 Career Technical Education Programs

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 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
- Career Planning and Skill Development
- College Prep with ACT
- College Prep with SAT
- Computer Science II: Programming A
- Computer Science II: Programming B
- Cosmetology I A
- Cosmetology I B
- Cosmetology II A
- Cosmetology II B
- Criminal Investigation
- Culinary Arts and Hospitality II: Culinary Arts A
- Culinary Arts and Hospitality II: Culinary Arts B
- Culinary Arts and Hospitality Management A
- Culinary Arts and Hospitality Management B
- Developmental Writing
- Entrepreneurship: Starting Your Own Business A
- Entrepreneurship: Starting Your Own Business B
- Health, Safety, and Nutrition
- Human Resource Management
- International Business
- 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
- Leadership and Supervision in Business
- Medical Law and Ethics
- Medical Terminology
- Principles of Management
- Principles of Marketing
- Public Speaking
- Research Methods

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.14
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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 area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

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 Connections" 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 Learning Coach Mentors 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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	35.1	36.8	26.5	9.0	8.1	9.6	9.0	8.9	9.4
<b>Graduation Rate</b>	62.2	60.5	58.8	88.6	89.5	85.3	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	34	20	58.8
<b>Female</b>	21	13	61.9
<b>Male</b>	13	7	53.8
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00

<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	19	11	57.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	18	5	27.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	197	192	40	20.8
<b>Female</b>	109	105	24	22.9
<b>Male</b>	88	87	16	18.4
<b>American Indian or Alaska Native</b>	3	3	0	0.0
<b>Asian</b>	1	1	0	0.0
<b>Black or African American</b>	2	2	0	0.0
<b>Filipino</b>	1	1	0	0.0
<b>Hispanic or Latino</b>	52	50	13	26.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	27	27	4	14.8
<b>White</b>	111	108	23	21.3
<b>English Learners</b>	7	7	2	28.6
<b>Foster Youth</b>	1	1	1	100.0
<b>Homeless</b>	1	1	1	100.0
<b>Socioeconomically Disadvantaged</b>	102	101	31	30.7
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	23	22	9	40.9

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	1.57	0.23	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.47	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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 2-23-21. 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

#### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22			
1	22			
2	22			
3	22			
4	22			
5	22			
6	22			
Other	22			

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24			
1	24			
2	24			
3	24			
4	24			
5	24			
6	24			
Other	24			



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23			
1	23			
2	23			
3	23			
4	23			
5	23			
6	23			
Other	23			

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22			
Mathematics	22			
Science	22			
Social Science	22			

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24			
Mathematics	24			
Science	24			
Social Science	24			

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23			
Mathematics	23			
Science	23			
Social Science	23			

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	210

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.1
Social Worker	0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0.8
Other	0.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,384.22	\$1,599.08	\$9,785.14	\$59,681
District	N/A	N/A	\$11,240.00	\$60,090
Percent Difference - School Site and District	N/A	N/A	-13.84	
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	14.7	-25.4

## 2020-21 Types of Services Funded

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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,005	\$45,813
Mid-Range Teacher Salary	\$62,400	\$70,720
Highest Teacher Salary	\$74,011	\$93,973
Average Principal Salary (Elementary)	\$88,531	\$111,613
Average Principal Salary (Middle)	\$94,580	\$119,477
Average Principal Salary (High)	\$104,061	\$120,270
Superintendent Salary	\$167,655	\$150,704
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	7%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	4.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	1
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	1
<b>Science</b>	0
<b>Social Science</b>	3
<b>Total AP Courses Offered</b>	7

## Professional Development

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 Academy 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.

## Professional Development

### 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.

### 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	20