

California Connections Academy Northern California

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

| | |
|---------------------------------|--|
| District Name | California Connections Academy Northern California |
| Phone Number | (209) 599-2131 |
| Superintendent | Ziggy Robeson |
| Email Address | zrobeson@sjcoe.net |
| District Website Address | www.riponusd.net |

2022-23 School Overview

California Connections Academy Northern California 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. California Connections Academy Northern California serves students in Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, and Stanislaus counties.

The mission of California Connections Academy Northern California 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. California Connections Academy Northern California is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Northern California 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.

California Connections Academy Northern California 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 California Connections Academy Northern California 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 Northern California. Students are considered to be enrolled in a full time public school. California Connections Academy Northern California 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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 85 |
| Grade 1 | 79 |
| Grade 2 | 76 |
| Grade 3 | 82 |
| Grade 4 | 75 |
| Grade 5 | 77 |
| Grade 6 | 100 |
| Grade 7 | 143 |
| Grade 8 | 159 |
| Grade 9 | 166 |
| Grade 10 | 186 |
| Grade 11 | 178 |
| Grade 12 | 220 |
| Total Enrollment | 1,626 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 54.0 |
| Male | 45.5 |
| American Indian or Alaska Native | 0.4 |
| Asian | 6.8 |
| Black or African American | 9.8 |
| Filipino | 2.5 |
| Hispanic or Latino | 29.2 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 18.5 |
| White | 32.2 |
| English Learners | 5.7 |
| Foster Youth | 0.2 |
| Homeless | 1.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 41.6 |
| Students with Disabilities | 14.8 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 35.90 | 88.12 | 175.80 | 88.83 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 2.50 | 1.29 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.30 | 8.08 | 7.30 | 3.71 | 12115.80 | 4.41 |
| Unknown | 1.50 | 3.80 | 12.20 | 6.17 | 18854.30 | 6.86 |
| Total Teaching Positions | 40.80 | 100.00 | 197.90 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.20 | |
| Local Assignment Options | 3.00 | |
| Total Out-of-Field Teachers | 3.30 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | 01/2023 | |
|---|--|-----------------------------|--|
| 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 Pearson Virtual Schools 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. Pearson Virtual School’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, allows 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 :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p> | <p>Yes</p> | <p>0</p> |
| <p>Mathematics</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 Pearson Virtual Schools 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. Pearson Virtual School’s</p> | <p>Yes</p> | <p>0</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, allows 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 :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p> | | |
| 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 Pearson Virtual Schools 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. Pearson Virtual School’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, allows 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 :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p> | Yes | 0 |
| 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 Pearson Virtual Schools 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</p> | Yes | 0 |

| | | | |
|-------------------------|---|-----|---|
| | <p>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. Pearson Virtual School’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, allows 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 :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p> | | |
| 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 Pearson Virtual Schools 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. Pearson Virtual School’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, allows 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</p> | Yes | 0 |

| | | | |
|-----------------------------------|---|-----|---|
| | :https://www.connectionsacademy.com/california-online-school/academics/curriculum/ | | |
| 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 Pearson Virtual Schools 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. Pearson Virtual School’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, allows 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 :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p> | Yes | 0 |
| Visual and Performing Arts | <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 Pearson Virtual Schools 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</p> | Yes | 0 |

| | | | |
|--|--|--|--|
| | <p>such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School'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, allows 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 :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p> | | |
| Science Laboratory Equipment (grades 9-12) | | | |

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 teachers work from home, some administrators and the majority of the 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. The school facility is in good condition.

Year and month of the most recent FIT report 01/2023

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 54 | N/A | 60 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 25 | N/A | 42 | N/A | 33 |

2021-22 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 825 | 621 | 75.27 | 24.73 | 53.71 |
| Female | 436 | 337 | 77.29 | 22.71 | 59.82 |
| Male | 387 | 282 | 72.87 | 27.13 | 46.10 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 58 | 52 | 89.66 | 10.34 | 75.00 |
| Black or African American | 97 | 69 | 71.13 | 28.87 | 30.43 |
| Filipino | 20 | 20 | 100.00 | 0.00 | 75.00 |
| Hispanic or Latino | 236 | 171 | 72.46 | 27.54 | 45.61 |
| Native Hawaiian or Pacific Islander | 11 | 7 | 63.64 | 36.36 | -- |
| Two or More Races | 150 | 121 | 80.67 | 19.33 | 56.20 |
| White | 250 | 179 | 71.60 | 28.40 | 59.55 |
| English Learners | 40 | 32 | 80.00 | 20.00 | 28.13 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 353 | 245 | 69.41 | 30.59 | 39.34 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 126 | 91 | 72.22 | 27.78 | 24.18 |

2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 825 | 570 | 69.09 | 30.91 | 25.48 |
| Female | 436 | 308 | 70.64 | 29.36 | 21.82 |
| Male | 387 | 260 | 67.18 | 32.82 | 29.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 58 | 49 | 84.48 | 15.52 | 53.06 |
| Black or African American | 97 | 58 | 59.79 | 40.21 | 12.07 |
| Filipino | 20 | 14 | 70.00 | 30.00 | 35.71 |
| Hispanic or Latino | 236 | 160 | 67.80 | 32.20 | 15.63 |
| Native Hawaiian or Pacific Islander | 11 | 7 | 63.64 | 36.36 | -- |
| Two or More Races | 150 | 113 | 75.33 | 24.67 | 29.20 |
| White | 250 | 167 | 66.80 | 33.20 | 28.31 |
| English Learners | 40 | 30 | 75.00 | 25.00 | 10.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 353 | 221 | 62.61 | 37.39 | 12.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 126 | 89 | 70.63 | 29.37 | 6.74 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 35.36 | 12.5 | 38.94 | 28.5 | 29.47 |

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 586 | 380 | 64.85 | 35.15 | 35.36 |
| Female | 332 | 219 | 65.96 | 34.04 | 32.11 |
| Male | 252 | 159 | 63.1 | 36.9 | 39.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 34 | 23 | 67.65 | 32.35 | 39.13 |
| Black or African American | 53 | 34 | 64.15 | 35.85 | 20.59 |
| Filipino | 11 | 9 | 81.82 | 18.18 | -- |
| Hispanic or Latino | 179 | 114 | 63.69 | 36.31 | 24.56 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 113 | 77 | 68.14 | 31.86 | 49.35 |
| White | 191 | 120 | 62.83 | 37.17 | 40.34 |
| English Learners | 27 | 18 | 66.67 | 33.33 | 5.56 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 233 | 136 | 58.37 | 41.63 | 20 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 83 | 55 | 66.27 | 33.73 | 7.27 |

2021-22 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:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
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

2021-22 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 |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.47 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 20.11 |

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 22% | 21% | 21% | 21% | 22% |
| Grade 7 | 28% | 27% | 28% | 27% | 28% |
| Grade 9 | 21% | 20% | 20% | 19% | 21% |

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.

2022-23 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics. A parent group called "Club Connections" invites parents to join to help raise awareness about the school.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 37.7 | 14.9 | | 59.3 | 8 | | 8.9 | 7.8 |
| Graduation Rate | | 58.6 | 81.7 | | 38.8 | 90.4 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 241 | 197 | 81.7 |
| Female | 152 | 131 | 86.2 |
| Male | 88 | 65 | 73.9 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | -- | -- | -- |
| Black or African American | 17 | 17 | 100.0 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 65 | 52 | 80.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 57 | 46 | 80.7 |
| White | 93 | 73 | 78.5 |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 142 | 109 | 76.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 31 | 20 | 64.5 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1839 | 1778 | 278 | 15.6 |
| Female | 977 | 946 | 157 | 16.6 |
| Male | 853 | 823 | 118 | 14.3 |
| American Indian or Alaska Native | 6 | 6 | 1 | 16.7 |
| Asian | 128 | 122 | 13 | 10.7 |
| Black or African American | 195 | 187 | 36 | 19.3 |
| Filipino | 46 | 42 | 3 | 7.1 |
| Hispanic or Latino | 546 | 535 | 96 | 17.9 |
| Native Hawaiian or Pacific Islander | 16 | 15 | 0 | 0.0 |
| Two or More Races | 319 | 309 | 46 | 14.9 |
| White | 583 | 562 | 83 | 14.8 |
| English Learners | 105 | 102 | 21 | 20.6 |
| Foster Youth | 5 | 5 | 0 | 0.0 |
| Homeless | 24 | 24 | 13 | 54.2 |
| Socioeconomically Disadvantaged | 815 | 788 | 170 | 21.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 295 | 285 | 63 | 22.1 |

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 1.27 | 2.45 |
| Expulsions | 0.00 | 0.06 | 0.05 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 1.01 | 1.78 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.04 | 0.06 | 0.00 | 0.07 |

2021-22 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 |

2022-23 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. Pearson Online Classroom, 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 workplace 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 includes the COVID-19 Safety Plan that was board approved on 9-28-21. 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 that 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.

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 | 11 | 4 | | |
| 1 | 13 | 3 | 1 | |
| 2 | 14 | 2 | 1 | |
| 3 | 7 | 5 | | |
| 4 | 8 | 5 | | |
| 5 | 11 | 4 | 2 | |
| 6 | 19 | 23 | 1 | 7 |
| Other | 4 | 1 | | |

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 | 11 | 3 | | |
| 1 | 10 | 4 | | 1 |
| 2 | 9 | 8 | | |
| 3 | 15 | 4 | 1 | |
| 4 | 17 | 2 | 2 | |
| 5 | 12 | 5 | | |
| 6 | 26 | 14 | 9 | 8 |
| Other | 5 | 10 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 14 | 3 | 3 | |
| 1 | 11 | 6 | 1 | |
| 2 | 10 | 6 | 1 | |
| 3 | 8 | 4 | 1 | |
| 4 | 9 | 6 | 2 | |
| 5 | 11 | 5 | 2 | |
| 6 | 20 | 23 | 9 | 7 |
| Other | 13 | 3 | | 1 |

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 | 27 | 18 | 12 | 8 |
| Mathematics | 20 | 27 | 6 | 6 |
| Science | 28 | 23 | 8 | 5 |
| Social Science | 36 | 13 | 5 | 7 |

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 | 18 | 41 | 10 | 7 |
| Mathematics | 17 | 33 | 8 | 6 |
| Science | 23 | 25 | 7 | 7 |
| Social Science | 24 | 24 | 3 | 10 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 21 | 26 | 11 | 16 |
| Mathematics | 16 | 35 | 11 | 8 |
| Science | 21 | 30 | 5 | 11 |
| Social Science | 27 | 18 | 6 | 13 |

2021-22 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 | 416.92 |

2021-22 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) | 3.9 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 16.4 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | \$9,841.74 | \$1,996.35 | \$9,841.74 | \$61,705.00 |
| District | N/A | N/A | | \$72,627 |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$6,594 | \$79,175 |
| Percent Difference - School Site and State | N/A | N/A | 39.5 | |

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$48,173 | \$48,503 |
| Mid-Range Teacher Salary | \$69,596 | \$74,912 |
| Highest Teacher Salary | \$93,892 | \$100,321 |
| Average Principal Salary (Elementary) | \$121,095 | \$122,160 |
| Average Principal Salary (Middle) | | \$127,632 |
| Average Principal Salary (High) | \$120,317 | \$137,578 |
| Superintendent Salary | \$206,000 | \$198,665 |
| Percent of Budget for Teacher Salaries | 34% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|--|-----|
| Percent of Students in AP Courses | 6.3 |
|--|-----|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 1 |
| Foreign Language | 1 |
| Mathematics | 3 |
| Science | 3 |
| Social Science | 3 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 14 |

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 California Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Pearson Virtual School-developed teacher orientation course. This course is delivered through Pearson Online Classroom 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 Pearson Virtual Schools and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Pearson Online Classroom 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 reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools 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.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with 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

Pearson Virtual School offers up to \$5,250 per year 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. Pearson Virtual School Leadership Academy

Pearson Virtual School 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

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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:

- Pearson Online Classroom 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

Pearson Virtual Classroom 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. Pearson Virtual School'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, Pearson Online Classroom 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, Pearson Online Classroom 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

California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of 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 | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20 | 20 | 20 |