

California Online Public Schools Northern California

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	California Online Public Schools 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	superintendent@californiaops.org
School Website	https://californiaops.org/
Grade Span	K-12
County-District-School (CDS) Code	39 686500125849

2024-25 District Contact Information

District Name	California Online Public Schools Northern California
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobesson@sjcoe.net
District Website	www.riponusd.net

2024-25 School Description and Mission Statement

California Online Public Schools Northern California, formerly California Connections Academy Northern California, was authorized on January 17, 2012, by Ripon Unified School District (RUSD). Effective July 1, 2024, the school name change was approved. California Online Public Schools (CalOPS) began serving students on August 27, 2012, and serves students in Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, and Stanislaus Counties.

The mission of California Online Public Schools is to foster compassionate global citizens using empathy, the highest educational standards, and cutting-edge resources to maximize student potential. This mission will be accomplished through a

2024-25 School Description and Mission Statement

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. California Online Public Schools 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 Online Public Schools 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 Online Public Schools 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 Online Public Schools Board approves the online school platform, curriculum, and other services necessary for student success. Parents pay no tuition for their students to attend California Online Public Schools. Students are considered to be enrolled in a full-time public school. California Online Public Schools Northern California provides access to ebooks and other instructional materials and equipment. Students are expected to take all state-mandated standardized tests.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	100
Grade 2	96
Grade 3	73
Grade 4	73
Grade 5	92
Grade 6	111
Grade 7	124
Grade 8	168
Grade 9	182
Grade 10	223
Grade 11	228
Grade 12	260
Total Enrollment	1,835

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	48.2
Non-Binary	0.9
American Indian or Alaska Native	0.4
Asian	5
Black or African American	8.2
Filipino	1.2
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	22.3
White	29.1
English Learners	8.1
Foster Youth	0.1
Homeless	2.8
Socioeconomically Disadvantaged	54.1
Students with Disabilities	16.5

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/Incomplete/NA	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

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)	46.70	89.82	184.40	87.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.38	5.40	2.59	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.04	4.70	2.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	6.09	6.70	3.22	11953.10	4.28
Unknown/Incomplete/NA	1.30	2.63	8.80	4.20	15831.90	5.67
Total Teaching Positions	52.00	100.00	210.20	100.00	279044.80	100.00

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.

2022-23 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)	44.70	89.84	180.70	88.07	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	2.23	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.40	6.50	3.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	6.89	8.80	4.30	11746.90	4.23
Unknown/Incomplete/NA	1.40	2.83	4.50	2.20	14303.80	5.15
Total Teaching Positions	49.80	100.00	205.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.50	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.50	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.70	0.2
Local Assignment Options	3.00	2.40	3.2
Total Out-of-Field Teachers	3.30	3.10	3.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1	0.4
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: 11/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Benchmark, Discovery Education, and Houghton Mifflin Harcourt, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, and Explore Learning are available to support students in their educational goals. LiveClass 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.’	Yes	0
Mathematics	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 and instructional material selections	Yes	0

	<p>annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Benchmark, Discovery Education, and Houghton Mifflin Harcourt, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, and Explore Learning are available to support students in their educational goals. LiveClass 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>		
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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Benchmark, Discovery Education, and Houghton Mifflin Harcourt, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, and Explore Learning are available to support students in their educational goals. LiveClass 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>	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 and instructional material selections annually. The adopted 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</p>	Yes	0

	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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Benchmark, Discovery Education, and Houghton Mifflin Harcourt, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, and Explore Learning are available to support students in their educational goals. LiveClass 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.’		
Foreign Language	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Benchmark, Discovery Education, and Houghton Mifflin Harcourt, which are already on the state’s approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, and Explore Learning are available to support students in their educational goals. LiveClass 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.’	Yes	0
Health	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Benchmark, Discovery Education, and Houghton	Yes	0

	Mifflin Harcourt, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, and Explore Learning are available to support students in their educational goals. LiveClass 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.'		
Visual and Performing Arts	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 and instructional material selections annually. The adopted 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 curriculum integrates e-books, textbooks, lesson plans, and other content from a variety of leading publishers, including Benchmark, Discovery Education, and Houghton Mifflin Harcourt, which are already on the state's approved list. In addition to high-quality virtual and print resources, supplemental programs such as IXL, iReady, and Explore Learning are available to support students in their educational goals. LiveClass 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.'	Yes	0

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

School Facility Conditions and Planned Improvements

The school facility is located in a business park in Ripon, CA. Recent upgrades were made to office and storage space that did not affect the school's day to day processes or procedures.

While teachers work from home, some administrators and the majority of the support staff split their time between the school office and the home office. Students do their school day entirely from home. It is expected that the office facility will meet the school's needs for several years. The school facility is in good condition.

Year and month of the most recent FIT report

1/2024

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:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	38	57	54	46	47
Mathematics (grades 3-8 and 11)	21	20	41	41	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	910	700	76.92	23.08	37.57
Female	479	374	78.08	21.92	41.44
Male	423	318	75.18	24.82	32.08
American Indian or Alaska Native	--	--	--	--	--
Asian	52	44	84.62	15.38	52.27
Black or African American	75	62	82.67	17.33	27.42
Filipino	12	9	75.00	25.00	--
Hispanic or Latino	294	218	74.15	25.85	31.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	199	155	77.89	22.11	41.29

White	270	208	77.04	22.96	40.38
English Learners	77	64	83.12	16.88	4.69
Foster Youth	0	0	0	0	0
Homeless	21	16	76.19	23.81	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	491	358	72.91	27.09	27.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	168	128	76.19	23.81	16.41

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	910	704	77.36	22.64	19.74
Female	479	376	78.50	21.50	16.22
Male	423	320	75.65	24.35	23.75
American Indian or Alaska Native	--	--	--	--	--
Asian	52	44	84.62	15.38	40.91
Black or African American	75	62	82.67	17.33	12.90
Filipino	12	9	75.00	25.00	--
Hispanic or Latino	294	221	75.17	24.83	13.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	199	156	78.39	21.61	22.44
White	270	208	77.04	22.96	20.19
English Learners	77	63	81.82	18.18	4.76
Foster Youth	0	0	0	0	0
Homeless	21	15	71.43	28.57	0.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	491	361	73.52	26.48	10.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	168	127	75.60	24.40	6.30

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.60	26.57	42.73	45.95	30.29	30.73

2023-24 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	740	533	72.03	27.97	26.45
Female	375	268	71.47	28.53	24.63
Male	358	259	72.35	27.65	27.41
American Indian or Alaska Native	--	--	--	--	--
Asian	39	30	76.92	23.08	43.33
Black or African American	55	40	72.73	27.27	15.00
Filipino	12	10	83.33	16.67	--
Hispanic or Latino	237	170	71.73	28.27	18.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	159	109	68.55	31.45	26.61
White	232	171	73.71	26.29	33.33
English Learners	56	42	75.00	25.00	0.00
Foster Youth	0	0	0	0	0
Homeless	16	11	68.75	31.25	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	391	265	67.77	32.23	18.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	90	70.31	29.69	13.33

2023-24 Career Technical Education Programs

California Online Public Schools Northern California 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 Online Public Schools are as follows:

- Advertising and Sales Promotion
- Careers in Criminal Justice A
- Careers in Criminal Justice B
- College and Career Preparation A
- College and Career Preparation B
- Computer Applications A
- Computer Applications B
- Computing for College and Careers
- Cosmetology A
- Cosmetology B
- Culinary Arts 1 A
- Culinary Arts 1 B

2023-24 Career Technical Education Programs

Culinary Arts 2 A
 Culinary Arts 2 B
 Early Childhood Education A
 Early Childhood Education B
 Entrepreneurship A
 Entrepreneurship B
 Game Design in Unity A
 Game Design in Unity B
 Health Science A
 Health Science B
 Introduction to Computer Science in JavaScript A
 Introduction to Computer Science in JavaScript B
 Medical Terminology
 Principles of Business, Marketing and Finance A
 Principles of Business, Marketing and Finance B
 Principles of Public Service: To Serve and Protect A
 Principles of Public Service: To Serve and Protect B
 Python Programming A
 Python Programming B
 Social Problems A
 Social Problems B
 Web Design A
 Web Design B
 AP Computer Science A A
 AP Computer Science A B

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.85
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	29.06

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.

2023-24 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. The administration of the PFT requires only participation results 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	59	69	69	64	71
Grade 7	68	72	74	70	75
Grade 9	50	51	52	50	52

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.

2024-25 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 "Caretaker", 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. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. Parents also have the opportunity to participate in the school's ELAC meetings which help guide our ELD program. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

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 throughout the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and

2024-25 Opportunities for Parental Involvement

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. 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	14.9	26.2	23.0	8	12.9	12.6	7.8	8.2	8.9
Graduation Rate	81.7	72.5	75.9	90.4	86.1	86.4	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	270	205	75.9
Female	132	106	80.3
Male	136	98	72.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	19	18	94.7
Black or African American	18	12	66.7
Filipino	--	--	--
Hispanic or Latino	88	59	67.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	57	48	84.2
White	83	63	75.9
English Learners	28	20	71.4
Foster Youth	0.0	0.0	0.0
Homeless	21	17	81.0
Socioeconomically Disadvantaged	176	127	72.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	59	38	64.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2191	2097	564	26.9
Female	1140	1090	310	28.4
Male	1031	987	248	25.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	109	107	25	23.4
Black or African American	177	171	49	28.7
Filipino	26	25	5	20.0
Hispanic or Latino	758	716	225	31.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	472	463	116	25.1
White	631	598	139	23.2
English Learners	178	174	68	39.1
Foster Youth	--	--	--	--
Homeless	68	65	34	52.3
Socioeconomically Disadvantaged	1235	1181	396	33.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	389	366	121	33.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.78	1.71	1.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.09	0	0.07	0.08	0.07

2023-24 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 administrators and support staff do work from an office location from time to time. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. California

2024-25 School Safety Plan

Online Public Schools 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 was board approved on February 6, 2024. 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.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	4	1	1
1	17	2	3	
2	13	4	1	
3	14	4	1	
4	21	2		1
5	11	8		1
6	20	24	12	9
Other	4	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	4	1	
1	14	4	3	
2	12	5	3	
3	12	6		
4	9	7	1	
5	9	8	1	1
6	24	16	8	8
Other	3	3		

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	27	14	14
Mathematics	20	30	8	8
Science	23	24	7	14
Social Science	26	20	6	14

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28	15	11
Mathematics	22	23	11	9
Science	20	30	15	7
Social Science	24	20	18	10

2023-24 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	417.05

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$12,532	\$2,947	\$9,585	\$64,437
District	N/A	N/A	N/A	\$79,000
Percent Difference - School Site and District	N/A	N/A		-20.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-11.7	-30.5

Fiscal Year 2023-24 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), and Career/Technical Education courses including a CTE Pathway.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$53,544	\$54,930
Mid-Range Teacher Salary	\$77,357	\$85,386
Highest Teacher Salary	\$104,252	\$111,172
Average Principal Salary (Elementary)	\$139,594	\$136,564
Average Principal Salary (Middle)	\$0	\$141,339
Average Principal Salary (High)	\$142,600	\$153,241
Superintendent Salary	\$225,000	\$224,537
Percent of Budget for Teacher Salaries	30.63	28.69
Percent of Budget for Administrative Salaries	4.8	5.55

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.2
-----------------------------------	-----

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	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

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 California Online Public Schools Northern California teachers and staff:

Professional Development

1. LMS Orientation Courses

LMS Orientation Course: All teachers complete a self-guided orientation course. This course is delivered through the LMS online tutorials, sample lessons, and navigation tools. This course covers “the basics” staff need to know to effectively do their job. This includes effectively grading and providing meaningful feedback, monitoring progress, monitoring attendance, and effectively gauging school engagement. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course with an overall score of 80% or higher.

2. California Online Public Schools Vector Trainings:

Staff are required to complete a series of training and assessments within the first 30 days of the school year or as deemed appropriate by Ed Code. These trainings include assessments that must meet a passing mark of 80% or better.

3. Curriculum Training and Professional Development:

Teachers receive training and professional development on their grade level appropriate adopted curriculum. These sessions are staggered throughout the school year and designed to help our teachers better serve their students and families in the online environment.

4. Mini Trainings:

Staff attend training that directly relates back to their current positions and job duties. These trains occur at a minimum monthly and are focussed on their specific job duties as it relates to our school goals and student and family service. These training sessions are recorded so staff can review them as necessary.

5. Additional Training and Professional Development:

Designated times throughout the school year, as deemed by the administration, staff are required to attend training that aligns with the school year cycle. These trainings include but are not limited to topics such as attendance tracking, communication, State Testing and Interim Assessments, etc.

6. University Online Instruction Courses:

CaliforniaOnline Public Schools 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).

7. Capturing Kids' Hearts:

Staff attend the initial training program designed for educators, primarily focusing on building positive relationships with students to create a more connected and supportive classroom environment, emphasizing social-emotional learning and relationship-driven classroom management techniques. Ongoing training and check-ins are completed on a regular basis with designated staff members.

8. Teacher Support During Implementation

California Online Public Schools 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20