

SCHOOL ACCOUNTABILITY REPORT CARD

Reported For School Year 2009-10

Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

Capistrano Connections Academy Charter School

Address: 26800 Aliso Viejo Parkway, Ste. 120, Aliso Viejo, CA 92656
Principal: Dr. Jonathan Horowitz

Phone: 949-461-1667
Grade Span: K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except that where data for the 2009-10 school year is not yet available, data from the 2008–09 school year is reported and is indicated as such. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the school office.

About This School

Capistrano Connections Academy (CapoCA) was granted a charter by the Capistrano Unified School District (CUSD) Board of Trustees on June 14, 2004. CapoCA's first day of school was September 7, 2004. The mission of Capistrano Connections Academy is to leverage 21st century educational 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 very real connections among students, family, teachers, and the community. Every CapoCA student has a Personalized Learning Plan and an entire team of experts (including a parent or other "Learning Coach", one or more California-certified teachers, and multiple curriculum specialists) committed to the student's successful fulfillment of that plan. CapoCA is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning. The CapoCA Board has engaged Connections Academy, LLC (CA) to manage the school under the terms of a professional services contract.

OUR MODEL FOR LEARNING:

Personalized Learning...CapoCA is committed to providing individualized instruction for each student. All students go through a placement process to determine the appropriate curriculum based on their academic level. At the beginning of the year, teachers and Learning Coaches develop a Personalized Learning Plan (PLP) for each student. This includes opportunities for high school honors and advanced placement classes, gifted program for students in grades 3-8, and special education.

High Quality Teachers...Our professional, full-time, highly qualified, specially trained and certified teachers work individually with students and parents. Teachers review student assignments, assess student performance, customize curriculum, and have regularly scheduled parent-teacher conferences.

High-Tech High-Touch...CapoCA is committed to an appropriate mix of technology facilitated learning and off-line activities that include textbooks, novels, and manipulatives.

Electives...In addition to courses in core subject areas (Reading, Writing, Math, Science, Social Studies, Geography and Educational Technology/Literacy, Physical Education), students can also take electives including Art, Music, Careers, Fitness and Nutrition, French, Spanish, German, Latin, Japanese, Mandarin Chinese, American Sign Language, Home Life, Journalism, Psychology and Health

Student Enrollment

Group	Percent
African American	10%
American Indian or Alaska Native	1%
Asian	4%
Filipino	2%
Hispanic or Latino	25%
Pacific Islander	0
White (not Hispanic)	45%
Multiple or No Response	12%
Socioeconomically Disadvantaged	37%
English Learners	2%
Students with Disabilities	7%
Total Number of Students	1,020

Teachers

Indicator	Teachers
Teachers with full credential	38
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Mis-assignments of Teachers of English Learners	0
Total Teacher Mis-assignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	64.1
Mathematics	39.3
Science	59.5
History-Social Science	51.4

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	793
Statewide Rank (from 2009 Base API Report)	5
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 17
2010-11 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances (2008-09)

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,515
District	\$6,219
State	Not available

School Completion (2008-09)

Indicator	Result
Graduation Rate	79.2 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	School is in the process of getting a-g approval of courses through the UC system

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the school office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II. About This School

Contact Information (School Year 2010–11).

School		District	
School Name	Capistrano Connections Academy Charter	District Name	Capistrano Unified
Street	26800 Aliso Viejo Parkway , Suite 120	Phone Number	949-234-9200
City, State, Zip	Aliso Viejo , CA 92656	Web Site	www.capousd.org
Phone Number	949-461-1667	Superintendent	Dr. Joseph M. Farley
Principal	Jonathan Horowitz	E-mail Address	superintendent@capousd.org
E-mail Address	jhorowitz@connectionsacademy.com	CDS Code	30- 66464- 0106765

School Description and Mission Statement (School Year 2009-10)

The mission of Capistrano Connections Academy is to leverage 21st century educational 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 very real connections among students, family, teachers, and the community. Every CapoCA student has a Personalized Learning Plan and an entire team of experts (including a parent or other "Learning Coach", a California-certified teacher, and multiple curriculum specialists) committed to the student's successful fulfillment of that plan. Capistrano Connections Academy (CapoCA) is a charter school authorized by the Capistrano Unified School District. CapoCA serves students in grades K–12 who reside in San Diego, Orange, Riverside, Los Angeles, and San Bernardino counties. CapoCA is accredited for grades K through 12 from the Western Association of Schools and Colleges (WASC). Connections Academy, LLC, the school's management partner, holds accreditation from the Commission on International and Trans-regional Accreditation (CITA), now known as AdvancED. Parents pay no tuition for students to attend Capistrano Connections Academy. Students are considered to be enrolled in a full time public school.

CapoCA provides textbooks and other curriculum materials. All materials must be returned if the student is no longer enrolled. Students are required to take all state-mandated, standardized tests in person at locations designated by the school.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips throughout the year. There is a parent representative to the CapoCA Board of Directors, the governing body for the charter school. All parents and Learning Coaches are provided access, via the Learning Management System (LMS), to an online orientation and are encouraged to complete it prior to enrollment. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link on the LMS for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents' homepage on the LMS called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concern, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips and an extensive monthly school newsletter

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	43
Grade 1	87
Grade 2	48
Grade 3	57
Grade 4	65
Grade 5	74
Grade 6	89
Grade 7	102
Grade 8	118
Ungraded Elementary	0
Grade 9	129
Grade 10	94
Grade 11	57
Grade 12	57
Ungraded Secondary	n/a
Total Enrollment	1,020

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	10%
American Indian or Alaska Native	1%
Asian	4%
Filipino	2%
Hispanic or Latino	25%
Pacific Islander	0
White (not Hispanic)	45%
Multiple or No Response	12%

Average Class Size (2009-10)

As a non-classroom based virtual charter school, the school does not calculate class size based on how many students are in a classroom, but rather on the student to teacher ratio. The ratio is calculated for the entire school and for all subjects, grades K-12. The table displays a comparison of the student to teacher ratio for the past three years.

Grade Level	Avg. Class Size 2007-08	Avg. Class Size 2008-09	Avg. Class Size 2009-10
K-12	22.8	24.31	25

****As a non-classroom based charter school, Capoca does not have physical classrooms. The class size is determined by the overall student to teacher ratio. This is calculated annually, and uses the total number of FTEs of teachers and the total annual ADA for students. Each individual teacher may have a class size/load that is higher or lower than this number.**

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Because CapoCA is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but the teachers and support staff do work from a central office. School safety issues typically include, but are not limited to, Internet safety and policies on bullying and harassment for students, and emergency plans and work place safety for school staff who work in the school office. Additional information about school safety is available upon request.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08*	2008-09*	2009-10*	2007-08	2008-09	2009-10
Suspensions	.001	.001	0	3.3	3.3	.04
Expulsions	0	0	0	0.3	0.3	.002

***The school had one suspension each year during 2007-08 and 2008-09, so the rate is very low. There were no expulsions. The school had no suspensions or expulsions during 2009-10.**

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school office where the majority of the staff work was relocated in August of 2010 to Aliso Viejo, CA. No issues or needs are present at the new school location.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			None taken or needed
Interior: Interior Surfaces		x			None taken or needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			None taken or needed
Electrical: Electrical		x			None taken or needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x			None taken or needed
Safety: Fire Safety, Hazardous Materials		x			None taken or needed
Structural: Structural Damage, Roofs		x			None taken or needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			None taken or needed

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2008-09
With Full Credential	29	30	38	2301
Without Full Credential	0	0	0	32
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>. Note that data from the district is not available for 2009-10. The school had 100% NCLB Compliant Teachers in 2009-10.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.5	2.5
All Schools in District	99.7	0.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.87	350
Library Media Teacher (Librarian)	0	N/A
Psychologist	Contracted as needed	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	Contracted as needed	N/A
Resource Specialist (non-teaching)	Provided by Director of SpEd	N/A
Director of Special Education	.87	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Excellent	0
Mathematics	Excellent	0
Science	Excellent	0
History-Social Science	Excellent	0
Foreign Language	Excellent	0
Health	Excellent	0
Visual and Performing Arts	Excellent	0
Science Laboratory Equipment (grades 9-12)	Excellent	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page. Fiscal data is available for the school from 2009-10 but not from the district, so 2008-09 data is used for all entities in order to provide a comparison.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,006	\$1,491	\$6,515	\$40,500
District	\$8,187	\$1,968	\$6,219	\$46,452
Percent Difference – School Site and District	98%	76%	105%	87%
State	\$9,578	Not available	Not available	\$66,642
Percent Difference – School Site and State	84%	Not available	Not available	61%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Programs offered include, but are not limited to, Gifted/Talented, Special Education, ELL support, CAHSEE and test preparation, and PACE (a program for students who do not achieve proficiency on state testing).

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$40,322
Mid-Range Teacher Salary	\$73,476	\$62,602
Highest Teacher Salary	\$97,031	\$80,902
Average Principal Salary (Elementary)	Not available	Not available
Average Principal Salary (Middle)	Not available	Not available
Average Principal Salary (High)	Not available	Not available
Superintendent Salary	Not available	Not available
Percent of Budget for Teacher Salaries	57%	50%
Percent of Budget for Administrative Salaries	Not available	Not available

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified-achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for

All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	53	59	64.1	64	70	71.8	46	50	52.3
Mathematics	34	36	39.3	59	63	64.9	43	46	48.1
Science	41	59	59.5	66	71	74	46	50	53.6
History-Social Science	36	43	51.4	61	67	68.1	36	41	44.4

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	9.2	6.5	10.9	11.1
American Indian or Alaska Native	*	*	*	*
Asian	8.0	9.7	6.3	6.6
Filipino	*	*	*	*
Hispanic or Latino	22.9	21.5	24.1	25.1
Pacific Islander	*	*	*	*
White (not Hispanic)	68.1	68.3	68.1	67.4
Male	45.7	53.4	52.1	51.7
Female	54.3	46.6	47.9	48.3
Economically Disadvantaged	25.7	25.4	33.9	34.5
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of all 10th grade students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	59.6	68.4	74	76.8	72.4	71	52.9	52.0	54
Mathematics	37.8	63.4	49	70.3	72.1	69	51.3	53.3	54

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of 10th grade students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English/Language Arts		Mathematics	
	Not Proficient	Proficient or Advanced	Not Proficient	Proficient or Advanced
All Students	6	94	15	85
Male	14	86	17	83
Female	0	100	14	86
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	4	96	7	83
Pacific Islander	*	*	*	*
White (not Hispanic)	8	92	12	88
English Learners	*	*	*	*
Socioeconomically Disadvantaged	8	92	36	64
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period for which data is available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.5	16.1	9.7
7	15.9	20.5	27.3
9	21.1	38.6	10.5

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	4	5
Similar Schools	5	10	10

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"* *" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	30	23	21	793
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	35	769
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	-3	40	13	807
Socioeconomically Disadvantaged	9	37	30	740
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and

Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the change in the 2010 Growth API scores at the school, the sponsoring district, and state level.

Group	2010 Growth API		
	School	District	State
All Students at the School	21	6	13
Black or African American	N/A	-2	15
American Indian or Alaska Native	N/A	-18	13
Asian	N/A	13	12
Filipino	N/A	8	14
Hispanic or Latino	35	20	17
Native Hawaiian/Pacific Islander	N/A	N/A	12
White	13	7	11
Two or More Races	N/A	-10	14
Socioeconomically Disadvantaged	30	15	17
English Learners	N/A	10	15
Students with Disabilities	N/A	9	16

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
 - API as an additional indicator
 - Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	YES	YES
Participation Rate - English-Language Arts	YES	YES
Participation Rate - Mathematics	YES	YES
Percent Proficient - English-Language Arts	YES	YES
Percent Proficient - Mathematics	YES	YES
API	YES	YES
Graduation Rate	Not yet available	YES

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE <http://dq.cde.ca.gov/dataquest/>. Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	10.9	9.5	9.3	0.5	0.9	0.6	4.4	3.9	5.7
Graduation Rate	78.3	87.3	79.2	98.1	96.0	97.3	80.6	80.2	78.6

Completion of High School Graduation Requirements (2008-09)

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the total number of students who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	19	3,651	382,950
African American	*	51	25,996
American Indian or Alaska Native	*	17	2,885
Asian	*	233	40,142
Filipino	*	62	12,618
Hispanic or Latino	*	569	156,842
Pacific Islander	*	13	2,569
White (not Hispanic)	12	2,625	136,096
Two or More Races	*	72	2,520
Socioeconomically Disadvantaged	*	Not available	Not available
English Learners	*	Not available	Not available
Students with Disabilities	*	Not available	Not available

Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

The school does not offer an official CTE program. CapoCA refers students to their local ROP programs, to take career education classes.

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

*Courses for University of California and/or California State University Admission
(School Year 2009–10)*

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

CapoCA has been making progress towards having its courses approved by UC in order to allow students meet the UC/CSU requirements. During 2009-10 these courses were not yet approved, so statistics were not available for this section.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A--See above
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A--See above

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the number of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Number of Students Enrolled in each AP Course
Computer Science	1	2
English	2	16
Fine and Performing Arts	1	0
Foreign Language	2	1
Mathematics	3	5
Science	3	6
Social Science	6	17
All courses	18	47

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the board approved professional development plan for the school for the 2009-10 school year.

Professional Development / Training Objectives

The Connections Academy teacher training and professional development programs aim to equip teachers with the following:

- A working knowledge of the Connections Academy curriculum and how to implement it in a virtual environment
- Strategies and best practices for virtual learning and instruction
- How to use and navigate the tools of the Learning Management System (LMS)
- How to develop personalized learning plans and individualize instructional programs
- Forms of assessment and how to use test results to guide instruction
- Knowledge of school processes and policies
- How to foster a virtual school community
- How to use supplemental Tier 1, 2 and 3 programs to reinforce and enhance student achievement.

Training / Professional Development Elements

The following training programs are provided to all Connections Academy teachers:

1. **Teacher Orientation and Program Handbook Courses**

Teacher Orientation Course (Developed by Connections Academy)

All new teachers (and principals) complete a self-guided, Connections Academy-developed teacher orientation course. This course is delivered through the Learning Management System (LMS) and contains actual lessons, assessments, and links to online tutorials. The focus of this course is to prepare teachers for the first few weeks of school. It covers “the basics” including: curriculum, assessments, personalizing instruction, school year events, grading, communication, and essential LMS tools. Upon successful completion of this course and its assessments, teachers are ready to begin instruction. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Teacher Orientation Course (Developed by Connections Academy)

This course is designed for teachers who are returning to Connections Academy. As with the Teacher Orientation Course, this course is delivered through the LMS and contains lessons, assessments, and links to online tutorials. The first unit of the course includes information and tips about procedures, LMS features, and instructional programs that are new or updated for the current school year. The remaining units are identical to those found in the Teacher Orientation course for new teachers and are there for the returning teachers’ reference. Returning teachers must complete the course’s assessment with an overall score of 80% or higher during the first 30 days of the school year.

Adjunct Teacher Orientation Course (Developed by Connections Academy)

The Adjunct Teacher Orientation Course is a mandatory, graded component of the Teacher Training Program designed specifically for Connections Academy’s part-time teachers. The course lessons guide our adjunct teachers through a general overview of Connections Academy and its curriculum, their roles and responsibilities as an adjunct teacher, and those parts of the Learning Management System that are central to their teaching assignments. Adjunct teachers complete brief assessments throughout the course and must complete the entire course with an overall score of 80% or better within their first 30 days of employment.

Program Handbook (Developed by Connections Academy)

Once school is up and running, Connections Academy presents more segments of the training courses to teachers on an ongoing basis. These segments contain information about more complex features and functions of the LMS, instructional processes, and processes that teachers need to implement once school is successfully under way. These segments are clustered together in the Program Handbook section of each of the orientation courses. Together, the Teacher Orientation and Program Handbook courses create a one-stop shop for the essential LMS and Connections Academy processes and procedures our teachers need.

2. **Connections Academy Professional Development Sessions**

Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Teachers virtually attend monthly sessions throughout the year including such topics as: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state standards to guide instruction, educational technology, using data to guide instruction, and educational trends. As noted above, teachers complete online assessments to evaluate their understanding of the concepts included in their Teacher Orientation courses. Professional development sessions also use evaluation surveys to elicit teacher and administrator feedback. Audits, evaluations, and site-visits are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

3. **University-level Online Instruction Course (Developed by a University Partner)**

After teachers successfully complete the Connections Academy-developed training course centered around the LMS and Connections Academy processes, they have the opportunity to enroll in an online graduate-level course specially designed for Connections Academy teachers that focuses on online instructional practices. The teachers are able to earn graduate credit upon successful completion of this course.

4. **Connections Academy Principal's Academy**

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual and alternative instruction.

5. **Professional Learning Community (PLC)**

The Connections Academy Professional Learning Community is a community of educators dedicated to shared values and vision, working and learning collaboratively, shared decision-making, collective creativity, and supportive and shared leadership. The PLC focuses on four major areas, each containing several sub-areas:

- Professional Development: Professional Organizations, Current Professional Development Activities, Conferences, Webinars, and Workshops.
- Networking: Message Boards, Teacher-Teacher Collaboration, Shared Decision-Making Activities
- Instructional Support: Shared Content via SharePoint, a searchable database of instructional materials and resources, Teacher-Teacher Sharing Events, LiveLesson Observation/Sharing
- School Support: Weekly announcements, updates on processes and the LMS, information about our monthly Brown Bag Discussions.

Training and Professional Development Delivery Models

Connections Academy uses several models for delivering training and professional development to school-based personnel:

1. **Live Training:** Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the effect of training for adult learners. Annual face-to-face training by Connections Academy's School Support and Curriculum and Instruction teams helps establish this rapport and promotes collegial learning communities that are continued throughout the year via remote interactions.
2. **"Train-the-Trainer":** Each school selects several teachers to serve as points-of-contact regarding important, school-based issues including such areas as best practices, curriculum, electives, strategies, and technology. These representatives communicate regularly, learn the newly-presented information and ensure that their fellow staff members are fully trained.
3. **Distance Learning:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional development. Real-time trainings and professional development sessions conducted via the computer and teleconferences along with recorded trainings are offered throughout the year on a variety of school-specific and systemwide initiatives. Self-guided tutorials, FAQ documents, and open forum question and answer sessions provide a wide array of training and professional development opportunities to meet the diverse needs and schedule of all stakeholders.

Connections Academy uses LiveLesson® sessions to hold online meetings. School Support and Curriculum and Instruction representatives use this technology to hold sessions and to demonstrate new LMS functionality to school-based staff. The technology also allows school-based representatives to record sessions so that teachers can play them back at any time, providing teachers continuous access to information related to recent technology releases, best practices, and important curriculum and instructional topics, strategies, and techniques.

2010-2011 Professional Development Topics

The following topics represent a sample of major professional development initiatives for the 2009-10 school year. Other program/technology specific trainings occur on an as-needed basis throughout the year. School-specific training requests supplement the overall development goals.

- Professional Learning Community as Teacher-Central for Resources, Communication and Collaboration
- Response to Intervention (RTI) via Multi-Tiered Interventions
 - Tier One
 - EBSCO
 - Skills for Success (Study Island)
 - Skills Tutor
 - Tier Two
 - Raz Kids
 - Headsprout
 - Skills Tutor
 - Tier Three
 - PACE
- Assessments and Data-Driven Decision Making
- Using formative assessments to inform instruction
 - Using LEAP data for formative assessment
 - Using CBAs for formative assessment
 - Using Study Island results for formative assessment
- Focus on New 2009-2010 K-12 Curriculum
- New 1st & 2nd Grade Curriculum
- Grades 1-5 enVision Math
- New High School Basic Courses: English 10, Algebra 1 & 2, American Government, Biology, Physical Science
- Instructional Strategies and Tools in the Virtual World
- Questioning strategies to promote higher-order thinking skills
- Differentiating instruction
- Rigorous online instruction
- Promoting Positive and Collaborative Relationships between Teachers and Learning Coaches
- Topics in Special Education
- Internet Safety Training
- LMS Specific Training:
 - Sectioning & Course Placement
 - Scheduling
 - Using the Section Gradebook Features
 - Creating Custom Assessments
 - Accessing, Interpreting, and Using Data View Exports to Make Program Decisions
 - Communication & Documentation: Student Logs and WebMails
 - Electives, Clubs, & Activity Sign-Up and Management
 - Modifying Lessons to Meet Student Needs
 - Attendance and Student Escalation Status
 - Accessing & Analyzing User Information
 - Message Board Creation and Monitoring