

Executive Summary School Accountability Report Card, 2011–12

For California Connections Academy @ Ripon

Address:	580 North Wilma Ave., Ste. G, Ripon CA, 95366	Phone:	(209) 253-1208
Principal:	Mr. Don Ogden, Principal	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. Most data presented in this report are typically reported for the 2011–12 school year. However, the school first opened in 2012-13, so all school data available is reported is for 2012-13, and all other areas are marked as not applicable.” If state or district data is reported for an earlier year, this is noted. School finances, contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. 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

California Connections Academy @ Ripon (CalCAR) was authorized January, 2012 by Ripon Unified School District (RUSD) and began serving students in grades K-12 on August 27, 2012. The mission of CalCAR 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. The vision of CalCAR will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success – students who are not well served by other education options. This mission and vision 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 to promote academic and emotional success for every learner. Every CalCAR 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. CalCAR 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 CalCAR 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...CalCAR 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...CalCAR 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, Educational Technology/Literacy and 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, among others.

Student Enrollment (as of October, 2012)

Group	Enrollment
Number of students	203
Black or African American	17
American Indian or Alaska Native	0
Asian	17
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	1
White	87
Two or More Races	27
Socioeconomically Disadvantaged	77
English Learners	2
Students with Disabilities	4

Teachers (as of October, 2012)

Indicator	Teachers
Teachers with full credential	9.5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance (no data available yet)

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	NA
Mathematics	NA
Science	NA
History-Social Science	NA

* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress* (no data available yet)

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	NA
Statewide Rank (from 2011 Base API Report)	NA
Met All 2012 AYP Requirements	NA
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	NA
2012–13 Program Improvement Status (PI Year)	NA

* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The school facility is located in a commercial business park in Ripon, CA. The building is relatively new, and the school office space was built out and fully equipped during the summer of 2012. The majority of the teachers and all the administrators work from this office. Students and families occasionally come to the school facility to meet with teachers, attend school events or participate in testing. It is expected that the office facility will meet the school's needs for at least several years.

Repairs Needed

No repairs are needed.

Corrective Actions Taken or Planned

No corrective actions needed or planned.

Curriculum and Instructional Materials*

Core Curriculum Area	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

*All students receive all online and offline materials needed to complete their course of study.

School Finances (School information is based on budget for 2012-13)

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,545
District	Not available
State	\$5,455

School Completion (no data available yet)

Indicator	Result
Graduation Rate (if applicable)	NA

Postsecondary Preparation (no data available yet)

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

School Accountability Report Card

Reported Using Available Data from the 2012–13 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2012–13)

School		District	
School Name	California Connections Academy @ Ripon	District Name	Ripon Unified
Street	580 North Wilma Ave., Ste. G	Phone Number	(209) 599-2131
City, State, Zip	Ripon, CA, 95366	Web Site	www.riponusd.net
Phone Number	(209) 253-1208-	Superintendent	Louise Johnson
Principal	Mr. Don Ogden, Principal	E-mail Address	lbjohnson@sjcoe.net
E-mail Address	dmogden@connectionseducation.com	CDS Code	39-68650-0125849

School Description and Mission Statement (School Year 2012–13)

The mission of California Connections Academy @ Ripon 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. The vision of CalCAR will be to reach students for whom a cutting-edge virtual approach provides the very best pathway to school success – students who are not well served by any other education option. This mission and vision 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 to promote academic and emotional success for every learner. Every CalCAR 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. CalCAR is a charter school authorized by the Ripon Unified School District. CalCAR serves students in grades K-12 who reside in San Joaquin County and 7 adjacent counties (Sacramento, Contra Costa, Alameda, Santa Clara, Stanislaus, Calaveras and Amador). Parents pay no tuition for students to attend California Connections Academy@Ripon. Students are considered to be enrolled in a full time public school. CalCAR is going through the initial accreditation process with the Western Association of Schools and Colleges (WASC) and expects to have received its initial accreditation by the end of the 2012-13 school year.

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

Opportunities for Parental Involvement (School Year 2012–13)

Formal synchronous student/teacher communication is required a minimum of once every two weeks for all students. However, this interaction tends to occur more frequently, and teachers also regularly contact parents to discuss student progress. Teachers proactively identify and work with parents 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 CalCAR Board of Directors, the governing body for the charter school. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate

about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents' homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and 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, an online yearbook, and an extensive monthly school newsletter.

Student Enrollment by Grade Level (School Year 2012–13, as of October, 2012)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	12	Grade 8	27
Grade 1	5	Ungraded Elementary	0
Grade 2	6	Grade 9	21
Grade 3	15	Grade 10	34
Grade 4	10	Grade 11	15
Grade 5	11	Grade 12	8
Grade 6	13	Ungraded Secondary	0
Grade 7	26	Total Enrollment	203

Student Enrollment by Student Group (School Year 2012-13, as of October, 2012)

Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0
Asian	8.4
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	0.5
White	42.8
Two or More Races	13.3
Socioeconomically Disadvantaged	77
English Learners	2
Students with Disabilities	4

Average Class Size and Class Size Distribution* 2012-13

Grade Level	Avg. Class Size based on student to teacher ratio
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K -12	27.5:1
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* As a virtual school, state regulations guide the overall student to teacher ratio average. For the 2012-13 and 2013-14 school years, the school has a waiver from the California Department of Education to operate at an overall average ratio of 27.5 students (based on Average Daily Attendance) to teachers (based on Full Time Equivalents).

III. School Climate

School Safety Plan (School Year 2011–12)

Because CalCAR 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 training on Internet safety, students in distress, bullying and harassment, and other topics for school staff. Emergency plans and work place safety policies are also provided for school staff members who work in the school office. Additional information about school safety is available upon request.

Suspensions and Expulsions (no data is available yet)

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	NA	NA	NA	NA	NA	NA
Expulsions	NA	NA	NA	NA	NA	NA

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			None needed
Interior: Interior Surfaces		X			None needed
Cleanliness: Overall Cleanliness,		X			None needed

Pest/ Vermin Infestation				
Electrical: Electrical		X		None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		None needed
Safety: Fire Safety, Hazardous Materials		X		None needed
Structural: Structural Damage, Roofs		X		None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		None needed
Overall Rating	X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials (as of October, 2012)

Teachers	School 2012–13
With Full Credential	9.5
Without Full Credential	0
Teaching Outside Subject Area of Competence (with full credential)	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	NA	NA	0
Total Teacher Misassignments*	NA	NA	0
Vacant Teacher Positions	NA	NA	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in Sponsoring District	Not available	Not available
High-Poverty Schools in Sponsoring District	Not available	Not available
Low-Poverty Schools in Sponsoring District	Not available	Not available

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Advisor (Advisory Teachers)	1	180
Counselor (Social/Behavioral or Career Development)	2	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	Contracted as needed	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	Contracted as needed	
Resource Specialist (non-teaching)	1	
Special Education Director	0.1	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: April 2013

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Spring 2012	Yes	0
Mathematics	Spring 2012	Yes	0
Science	Spring 2012	Yes	0
History-Social Science	Spring 2012	Yes	0
Foreign Language	Spring 2012	Yes	0
Health	Spring 2012	Yes	0
Visual and Performing Arts	Spring 2012	Yes	0
Science Laboratory Equipment (grades 9-12)	Spring 2012	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (from Fiscal Year 2010–11 for state and District information, and from the school budget for 2012-13 for school information)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,984	\$439	\$6,545	\$49,750
Sponsoring District			Not available	\$60,346
Percent Difference – School Site and District			NA	18% less
State			\$5,455	\$62,892
Percent Difference – School Site and State			20% more	21% less

Note: Cells shaded in black do not require data.

Supplemental/ Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/ unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012–13)

Programs provided by the school include, but are not limited to, Gifted/Talented, Special Education, ELL support, CAHSEE intervention, and PACE (a program for students who have not achieved proficiency on state testing).

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	Sponsoring District Amount (RUSD)	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,069	\$38,725
Mid-Range Teacher Salary	\$53,939	\$59,717
Highest Teacher Salary	\$73,279	\$77,957
Average Principal Salary (Elementary)	\$100,896	\$95,363
Average Principal Salary (Middle)	Not Available	\$98,545
Average Principal Salary (High)	\$109,362	\$107,031
Superintendent Salary	\$146,185	\$149,398
Percent of Budget for Teacher Salaries	42.00%	37.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five

and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			Sponsoring District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	NA	NA	NA	63%	64%	64%	52%	54%	56%
Mathematics	NA	NA	NA	51%	56%	56%	48%	50%	51%
Science	NA	NA	NA	58%	63%	58%	54%	57%	60%
History-Social Science	NA	NA	NA	61%	65%	61%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the Sponsoring District (RUSD)	64%	56%	58%	61%
All Students at the School	NA	NA	NA	NA
Male	NA	NA	NA	NA

Female	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Filipino	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA

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.

California High School Exit Examination

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			Sponsoring District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	NA	NA	NA	66%	68%	58%	54%	59%	56%
Mathematics	NA	NA	NA	61%	59%	55%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the Sponsoring District (RUSD)	42%	29%	29%	45%	42%	12%
All Students at the School	NA	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA	NA

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.

California Physical Fitness Test Results (School Year 2011–12) (no data is available)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NA	NA	NA
7	NA	NA	NA
9	NA	NA	NA

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison (no data is available)

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	NA	NA	NA
Similar Schools	NA	NA	NA

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	NA	NA	NA
Black or African American	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino	NA	NA	NA

Native Hawaiian or Pacific Islander	NA	NA	NA
White	NA	NA	NA
Two or More Races	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA
English Learners	NA	NA	NA
Students with Disabilities	NA	NA	NA

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	Sponsoring District	Number of Students	State
All Students	NA	NA	2,330	826	4,664,264	788
Black or African American	NA	NA	31	765	313,201	710
American Indian or Alaska Native	NA	NA	20	781	31,606	742
Asian	NA	NA	56	875	404,670	905
Filipino	NA	NA	28	931	124,824	869
Hispanic or Latino	NA	NA	744	765	2,425,230	740
Native Hawaiian or Pacific Islander	NA	NA	13	824	26,563	775
White	NA	NA	1,412	855	1,221,860	853
Two or More Races	NA	NA	26	875	88,428	849
Socioeconomically Disadvantaged	NA	NA	903	762	2,779,680	737
English Learners	NA	NA	381	723	1,530,297	716
Students with Disabilities	NA	NA	185	624	530,935	607

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	Sponsoring District
Made AYP Overall	NA	No
Met Participation Rate - English-Language Arts	NA	Yes
Met Participation Rate - Mathematics	NA	Yes
Met Percent Proficient - English-Language Arts	NA	No
Met Percent Proficient - Mathematics	NA	No
Met API Criteria	NA	Yes
Met Graduation Rate	NA	Yes

Federal Intervention Program (School Year 2012–13)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	NA	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		50.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s 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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		NA	NA		11.1	6.4		16.6	14.4
Graduation Rate		NA	NA		NA	NA		NA	NA

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	NA	NA	N/D
Black or African American	NA	NA	N/D

American Indian or Alaska Native	NA	NA	N/D
Asian	NA	NA	N/D
Filipino	NA	NA	N/D
Hispanic or Latino	NA	NA	N/D
Native Hawaiian or Pacific Islander	NA	NA	N/D
White	NA	NA	N/D
Two or More Races	NA	NA	N/D
Socioeconomically Disadvantaged	NA	NA	N/D
English Learners	NA	NA	N/D
Students with Disabilities	NA	NA	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2012-13)

The school does not have a formal career technical education program, although students are referred to local Regional Occupational Programs to take courses in this area if desired. Additional elective courses in Career and Technical Education are being offered each year.

Career Technical Education Participation (School Year 2011–12)

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

Courses for University of California and/or California State University Admission (no data is available)

UC/ CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	NA
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

Advanced Placement Courses (no data is available)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	NA	

English	NA	
Fine and Performing Arts	NA	
Foreign Language	NA	
Mathematics	NA	
Science	NA	
Social Science	NA	
All courses	NA	

Note: Cells shaded in black do not require data. * Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

This section provides information on the board approved professional development plan for the school for the 2012-13 school year. Each year the board approves an updated plan. Teachers have approximately 20 days dedicated each school year for professional development and training. In addition, opportunities are available regularly during the school year and school day for many of these activities.

Below is some of the detail of the Professional Development plan approved by the Board of Directors in August of 2012:

Teacher Training and Professional Development 2012-13

Training / Professional Development Objectives

The Connections Academy teacher training and professional development programs 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 Connexus[®], our education management system (EMS)
- How to develop personalized learning plans and individualize instructional programs
- Forms of assessment and how to use test results and data to guide instruction
- Knowledge of school processes and policies
- How to foster a virtual school community

Training / Professional Development Elements

The following training programs are provided to Connections Academy teachers

- Teacher Orientation and Program Handbook Courses
 - Teacher Orientation Course (Developed by Connections Academy)
 - Returning Teacher Orientation Course (Developed by Connections Academy)
 - Adjunct Teacher Orientation Course (Developed by Connections Academy)
 - Program Handbook (Developed by Connections Academy)
 - Exploring Your Courses (Developed by Connections Academy)
- Connections Academy Professional Development Sessions

- University-level Online Instruction Course (Developed by a University Partner)
- Connections Academy Leadership Academy
- Professional Learning Community Resource (PLCr)

School-Specific Professional Development

School administrators establish a schedule of local professional development activities that relate to and fulfill the school, state, or district requirements. Such activities are coordinated and tracked on a local level.

2012-13 Teacher Training and Professional Development Topics

The following topics represent a sample of major professional development initiatives for the 2012-13 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.

- PLCs as Teacher-Central for Resources, Communication, and Collaboration
- Implementing Common Core State Standards Across the Curriculum
- STAIR Instructional Model: Essential Skills and Standards, Assessments, Interventions, and Response: Data-Driven Decision Making
- Focus on New 2012-13 K-12 Curriculum
- SSTAIR Instructional Model: Response to Intervention (RTI) model via Multi-Tiered Interventions
- Teaching Writing Online Symposium
 - Teaching Math Online Symposium
 - Differentiating Instruction
 - Promoting Positive and Collaborative Relationships between Teachers and Learning Coaches
 - Topics in Special Education
 - Internet Safety Training
 - Connexus and Technology Training
- Weekly Professional Learning Community meetings focused on using student data improve student outcomes.
- Common Core Curriculum training through County Offices of Education and various providers.
- Response to Intervention (RTI) training provided to teachers school wide.

**California Connections Academy @
Ripon**

Authorized by Ripon Unified School District

**School Accountability Report Card, 2011-
2012**

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