

SCHOOL ACCOUNTABILITY REPORT CARD

Reported For School Year 2008-09

Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Capistrano Connections Academy Charter School

Address: 1211 Puerta del Sol, Ste. 220 , San Clemente CA 92673-6357
Principal: Jonathan Horowitz

Phone: 949-492-9131
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 school accountability. The data presented in this report are reported for the 2008-09 school year, except for some of the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district 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", a California-certified teacher, 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 bi-weekly 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), students can also take electives including Art, Music, Physical Education, 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	10.76 %
American Indian or Alaska Native	0.39 %
Asian	2.62 %
Filipino	1.31 %
Hispanic or Latino	10.50 %
Pacific Islander	0.26 %
White (not Hispanic)	46.85 %
Multiple or No Response	27.30 %
Socioeconomically Disadvantaged	33.00 %
English Learners	1.00 %
Students with Disabilities	8.00 %
Total Number of Students	762

Teachers

Indicator	Teachers
Teachers with full credential	30
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	See student performance information
Mathematics	
Science	
History-Social Science	

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	773
Statewide Rank (from 2008 Base API Report)	4
2009-10 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

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,515
District	\$5,038 (data from 2006-07 school year)
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	87.3 %

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

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, 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. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Capistrano Connections Academy Charter	District Name	Capistrano Unified
Street	1211 Puerta del Sol, Ste. 220	Phone Number	949-234-9200
City, State, Zip	San Clemente , CA 92673-6357	Web Site	www.capousd.org
Phone Number	949-492-9131	Superintendent	Roberta Mahler
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 2008-09)

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). Both Connections Academy, LLC, and CapoCA also hold 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 2008-09)

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. There is a parent representative to the CapoCA Board of Director, the governing body for the charter school. All parents and Learning Coaches are provided access, via the 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 2008-09)

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

Grade Level	Number of Students
Kindergarten	57
Grade 1	45
Grade 2	46
Grade 3	54
Grade 4	51
Grade 5	58
Grade 6	68
Grade 7	68
Grade 8	67
Ungraded Elementary	0
Grade 9	99
Grade 10	69
Grade 11	58
Grade 12	22
Ungraded Secondary	0
Total Enrollment	762

Student Enrollment by Group (School Year 2008-09)

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	10.76 %
American Indian or Alaska Native	0.39 %
Asian	2.62 %
Filipino	1.31 %
Hispanic or Latino	10.50 %
Pacific Islander	0.26 %
White (not Hispanic)	46.85 %
Multiple or No Response	27.30 %
Socioeconomically Disadvantaged	33.00 %

English Learners	1.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution (2008-09)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												
OVERALL school student to teacher ratio**	25				22.88				24.3			

**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 2008-09)

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		
	2006-07	2007-08*	2008-09*	2006-07	2007-08	2008-09
Suspensions	0	.001	.001	1.0	3.3	3.3
Expulsions	0	0	0	0.1	0.3	0.3

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

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.

No issues or needs.

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
	2006-07	2007-08	2008-09	2008-09
With Full Credential	17	29	30	2301
Without Full Credential	0	0	0	32
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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 2008-09)

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	1	250
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	0.9	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

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	N/A	N/A	\$5,038 (most recent data available is 2006-07)	\$75,390
Percent Difference – School Site and District	N/A	N/A	N/A Not calculated because the years are different	-46%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	18%	-40%

Types of Services Funded (Fiscal Year 2008-09)

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 funded include 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 2007-08)

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	\$42,065
Mid-Range Teacher Salary	\$73,476	\$67,109
Highest Teacher Salary	\$97,031	\$86,293
Average Principal Salary (Elementary)	\$127,690	\$107,115
Average Principal Salary (Middle)	\$130,074	\$112,279
Average Principal Salary (High)	\$135,764	\$122,532
Superintendent Salary	\$273,000	\$216,356
Percent of Budget for Teacher Salaries	45.40 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	53	53	59	63	64	70	43	46	50
Mathematics	29	34	36	56	59	63	40	43	46
Science	34	41	59	59	66	71	38	46	50
History-Social Science	29	36	43	58	61	67	33	36	41

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 2008-09)

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	41	22	42	33
American Indian or Alaska Native	*	*	*	*
Asian	77	50	*	*
Filipino	79	59	*	*
Hispanic or Latino	53	29	31	29
Pacific Islander	*	*	*	
White (not Hispanic)	62	38	69	50
Male	56	40	67	52
Female	63	31	54	37
Economically Disadvantaged	46	27	48	29
English Learners	*	*	*	*
Students with Disabilities	53	31	46	*
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 students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	N/A	59.6	68.4	N/A	76.8	72.4	N/A	52.9	52.0
Mathematics	N/A	37.8	63.4	N/A	70.3	72.1	N/A	51.3	53.3

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 students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	31.6	28.9	39.5	36.6	43.9	19.5
Male	40.0	25.0	35.0	38.1	42.9	19.0
Female	22.2	33.3	44.4	35.0	45.0	20.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	31.0	31.0	37.9	37.5	43.8	18.8
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
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. 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	2006	2007	2008
Statewide	4	3	4
Similar Schools	8	5	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
	2006-07	2007-08	2008-09	2009
All Students at the School	3	30	23	773
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	18	-3	40	794
Socioeconomically Disadvantaged		9	37	712
English Learners				
Students with Disabilities				

"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.

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 2008-09)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 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	3
Percent of Schools Currently in Program Improvement	N/A	4.9

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 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 (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 [Undergraduate Admission & Requirements](#) Web page (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 [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	N/A	10.9	9.5	0.5	0.5	0.9	3.5	4.4	3.9
Graduation Rate	100.0	78.3	87.3	98.8	98.1	96.0	83.4	80.6	80.2

Completion of High School Graduation Requirements

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	Not available	N/A
African American	*	Not available	N/A
American Indian or Alaska Native	*	Not available	N/A
Asian	*	Not available	N/A
Filipino	*	Not available	N/A
Hispanic or Latino	*	Not available	N/A
Pacific Islander	*	Not available	N/A
White (not Hispanic)	14	Not available	N/A
Socioeconomically Disadvantaged	*	Not available	N/A
English Learners	*	Not available	N/A
Students with Disabilities	*	Not available	N/A

Career Technical Education Programs (School Year 2008-09)

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.

No official CTE program. CapoCA refers students to local ROP programs, including the Capistrano Laguna Beach Regional Occupation Program for our students in the C.U.S.D. and Laguna Beach areas, to take career education classes. See <http://www.capolagrop.k12.ca.us>.

Career Technical Education Participation (School Year 2008-09)

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 2007-08)

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. CapoCA was approved as a provider of a-g courses during the 2008-09 school year. During the 2009-10 school year, the individual courses will be submitted for approval by the UC/CSU system. Once the courses are approved, student information regarding completion of UC/CSU requirements will be available.

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

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.

Each year the teaching staff works for a total of 200 days, while the student calendar is 180 days. Many of the extra teacher days are devoted to professional development and training. In addition, by nature of the virtual environment, teachers work every day with their colleagues and participate in staff development on a regular basis every week. A detailed description of the school's professional development program that was in place during 2008-09 is below.

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 utilize 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 utilize test results 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 all Connections Academy teachers:

1. The Connections Academy Interactive Program Manual

The Connections Academy Program Manual is a resource for teachers and school-based personnel to use all year. It contains policies, procedures and “how to” components that aid the teachers on a day to day basis. These “how to” components also have accompanying online tutorial segments that visually demonstrate each process.

2. Teacher Training Courses

• Initial Teacher Orientation Course (Developed by Connections Academy)

All teachers (and principals) will complete a self-guided, Connections Academy developed teacher training 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, and it covers “the basics” including: curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential LMS tools. Upon successful completion of this course and assessments, teachers are ready to begin instruction. Teachers are expected to earn a grade of 90% or better.

• Supplemental Teacher Training Course Segments (Developed by Connections Academy)

Once school is up and running, Connections Academy presents more segments of the training course 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. There is also a differentiated course designed specifically for returning staff members that targets new concepts, advanced applications, and serves as a refresher on basic skills.

• 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 will 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.

3. 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 are required to virtually attend 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, educational trends, etc.

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 is organized into four major categories, each containing several sub-categories:

1. Professional Development: Professional Organizations, Current Professional Development Activities, Conferences, Webinars, and Workshops.
2. Networking: Message Boards, Teacher-Teacher Collaboration, Shared Decision-Making Activities
3. Best Practices: Bank of Shared Content, Teacher-Teacher Sharing Events, LiveLesson Observation/Sharing
4. Training and Updates: Research and Educational Updates, Teacher Updates
5. 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.

2008-2009 Professional Development Topics

The following represent a sample of major professional development initiatives for the 2008-09 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.

- Integration of a Professional Learning Community
- Response to Intervention (RTI) via Multi-Tiered Interventions
- Assessments and Data-Driven Decision Making
- Curriculum Trainings: Core & Supplemental Instructional Programs

- Effective Instructional Strategies and Tools in a Virtual World
- 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 Grade Book Features
 - Creating Custom Assignments
 - Accessing, Interpreting, and Utilizing Data View Exports to Make Program Decisions
 - Communication & Documentation: Student Logs and WebMails
 - Electives, Clubs, & Activity Sign-Up and Management
 - Custom Modifications
 - Attendance and Student Escalation Status
 - Accessing & Analyzing User Information
- Message boards

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP

and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92