

Executive Summary School Accountability Report Card, 2010–11

For Central California Connections Academy

Address: 4020 South Demaree St., Ste. B, Visalia, CA, 93277 **Phone:** (559) 713-1324

Principal: Mr. Bill Crocket, 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 reported for the 2010–11 school year. School finances are shown for the 2010-11 school year, and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

Central California Connections Academy (CenCA) was granted a charter by the Alpaugh Unified School District (AUSD) Board of Trustees on May 11, 2006. CenCA's first day of school was August 23, 2006. The mission of Central California 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 CenCA 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. CenCA 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 CenCA 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...CenCA 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...CenCA 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 required 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

Group	Enrollment
Number of students	176
Black or African American	2.8%
American Indian or Alaska Native	1.7%
Asian	2.3%
Filipino	1.7%
Hispanic or Latino	30.1%
Native Hawaiian or Pacific Islander	0.0%
White	47.2%
Two or More Races	14.2%
Socioeconomically Disadvantaged	49.4%
English Learners	8.0%
Students with Disabilities	9.1%

Teachers

Indicator	Teachers
Teachers with full credential	7
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

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	61%
Mathematics	29%
Science	56%
History-Social Science	43%

*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*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	776
Statewide Rank (from 2010 Base API Report)	2
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 5
2011–12 Program Improvement Status (PI Year)	Not in Program Improvement

*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

No issues or concerns
<i>Repairs Needed</i>
No issues or concerns
<i>Corrective Actions Taken or Planned</i>
No issues or concerns

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,078
District	Not available
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (2009-10)	62.5%

Postsecondary Preparation

Measure	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	25%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 district 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 2011–12)

School		District	
School Name	Central California Connections Academy	District Name	Alpaugh Unified
Street	4020 South Demaree St., Ste. B	Phone Number	(559) 949-8413
City, State, Zip	Visalia, CA, 93277	Web Site	www.tcoe.org/districts/alpaugh.shtm
Phone Number	(559) 713-1324	Superintendent	Robert Hudson
Principal	Mr. Bill Crockett, Principal	E-mail Address	robh@alpaugh.k12.ca.us
E-mail Address	bcrockett@connectionseducation.com	CDS Code	54718030112458

School Description and Mission Statement (School Year 2010–11)

The mission of Central California 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 CenCA 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.

Central California Connections Academy (CenCA) is a charter school authorized by the Alpaugh Unified School District. CenCA serves students in grades K–12 who reside in Tulare, Fresno, Kings, Kern, and Inyo counties. CenCA is accredited for grades K through 12 from the Western Association of Schools and Colleges (WASC). Connections Academy, LLC (CA) is contracted to manage the school under the terms of a professional services contract. Connections Academy, LLC, holds accreditation from AdvancED. Parents pay no tuition for students to attend Central California Connections Academy. Students are considered to be enrolled in a full time public school. CenCA 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 2010–11)

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. Teacher/student interaction is more frequent. Parents proactively identify and work with teachers to address student challenges. Parents also participate through opportunities to plan and attend field trips throughout the year. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. There is a position for a parent representative to the CenCA 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 concerns, 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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	8	Grade 8	20
Grade 1	15	Ungraded Elementary	0
Grade 2	5	Grade 9	27
Grade 3	9	Grade 10	15
Grade 4	13	Grade 11	15
Grade 5	12	Grade 12	5
Grade 6	19	Ungraded Secondary	0
Grade 7	13	Total Enrollment	176

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.8%
American Indian or Alaska Native	1.7%
Asian	2.3%

Filipino	1.7%
Hispanic or Latino	30.1%
Native Hawaiian or Pacific Islander	0.0%
White	47.2%
Two or More Races	14.2%
Socioeconomically Disadvantaged	49.4%
English Learners	8.0%
Students with Disabilities	9.1%

Average Class Size

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

Grade Level	Avg. Class Size 2008-09	Avg. Class Size 2009-10	Avg. Class Size 2010-11
K-12	24.31	25	27.1

III. School Climate

School Safety Plan (School Year 2010–11)

Because CenCA 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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0	0	0.01	N/A
Expulsions	0	0	0	0	0	N/A

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

*The school has not had any suspensions or expulsions in any year.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

There is no physical school site as this is a virtual charter school. The school office was moved to a new office facility in Visalia during the summer of 2009. There are no issues or needs in the current facility, which is expected to meet the school's needs for at least several years.

School Facility Good Repair Status (School Year 2011–12)

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, Pest/ Vermin Infestation		X			None Needed
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			

V. Teachers

Teacher Credentials*

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	6	7	7	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

*The school shares teachers with its affiliated charter school, Capistrano Connections Academy. Figures shown are for FTEs.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2010–11)

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor—Manager of Counseling Services	0.13	62
Counselor-PPS credential (Social/Behavioral or Career Development)	0.25	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	Contract As Needed	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	Contract As Needed	
Resource Specialist (non-teaching)	Provided by Director of Special Education	
Director of Special Education	.13	

* 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 2011–12)**

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 instruction 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: January, 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Spring, 2011	Yes	0
Mathematics	Spring, 2011	Yes	0
Science	Spring, 2011	Yes	0
History-Social Science	Spring, 2011	Yes	0
Foreign Language	Spring, 2011	Yes	0
Health	Spring, 2011	Yes	0
Visual and Performing Arts	Spring, 2011	Yes	0
Science Laboratory Equipment (grades 9-12) (no physical labs but science equipment provided directly to student)	Spring, 2011	Yes	0

*The Board of Directors approved the curriculum and instructional materials annually for the following school year. The Program Guide provides a current list of materials being used. All students are provided with the most recent materials.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,874	\$796	\$7,078	\$44,500
District	\$12,272	N/A	N/A	\$46,452
Percent Difference – School Site and District	School spends 64% of what district spends	N/A	N/A	School spends 96% of what district spends
State	\$8,955	\$3,500	\$5,455	\$57,163
Percent Difference – School Site and State	School spends 88% of what state spends	School spends 22% of what state spends	School spends 130% of what state spends	School spends 78% of what state spends

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 2010–11)

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

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,521	\$37,978
Mid-Range Teacher Salary	\$52,394	\$55,252
Highest Teacher Salary	\$67,821	\$71,674
Average Principal Salary (Elementary)	\$83,000	\$87,651
Average Principal Salary (Middle)	N/A	\$92,196
Average Principal Salary (High)	N/A	\$93,352
Superintendent Salary	\$121,000	\$116,851
Percent of Budget for Teacher Salaries	38.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	7.00%

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

NOTE: Figures are for sponsoring district, and do not necessarily reflect the charter school as the school enrolls students from outside the district.

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			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	47%	57%	61%	28%	35%	41%	49%	52%	54%
Mathematics	30%	32%	29%	31%	32%	34%	46%	48%	50%
Science	69%	44%	56%	31%	32%	39%	50%	54%	57%
History-Social Science	46%	38%	43%	23%	22%	36%	41%	44%	48%

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 LEA	41%	34%	39%	36%
All Students at the School	61%	29%	56%	43%
Male	61%	33%	65%	47%
Female	61%	25%	48%	38%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	63%	29%	56%	39%
Native Hawaiian or Pacific Islander	*	*	*	*
White	59%	29%	68%	50%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	57%	21%	55%	39%
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	73%	64%	33%	47%	45%	52%	54%	59%
Mathematics	N/A	50%	50%	33%	50%	60%	53%	54%	56%

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 at the School	36%	14%	50%	50%	36%	14%
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

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 2010–11)

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	14.30%	14.30%	14.30%
7	42.90%	14.30%	28.60%
9	37.50%	N/A	37.50%

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

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	2008	2009	2010
Statewide	6	7	2
Similar Schools	N/A	N/A	N/A

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	49	-47	58
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian or Pacific Islander	*	*	*
White	*	*	*
Two or More Races	N/D	*	*
Socioeconomically Disadvantaged	*	*	*
English Learners	*	*	*
Students with Disabilities	*	*	*

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. * means subgroup was too small to calculate API.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	102	776	227	726	4,683,676	778
Black or African American	5		1		317,856	696
American Indian or Alaska Native	7		0		33,774	733
Asian	7		3		398,869	898
Filipino	4		1		123,245	859
Hispanic or Latino	30	758	197	729	2,406,749	729
Native Hawaiian or Pacific Islander	2		1		26,953	764
White	47	789	22	739	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	45	745	222	721	2,731,843	726
English Learners	8		175	713	1,521,844	707
Students with Disabilities	8		8		521,815	595

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 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		25.0%

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	8.0	11.9	17.3	6.9	9.3	12.5	4.9	5.7	4.6
Graduation Rate	N/A	33.3*	62.5	76.5	82.6	56.7	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

*The school had only one graduate in 2008-09 and that was also the first year that there was a 12th grade class, so graduation rate is not statistically meaningful.

Note that the school's official drop out rate is artificially high and graduation rate artificially low, due to high student mobility in the virtual school setting. The drop out numbers are reported throughout the year, while the enrollment numbers are only for October. In addition, students who are not found in another public school by the count date may be counted as drop outs even if they are not actually drop outs. Also, in 2009-10 the method of calculating graduation rate changed.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	School	District	State
All Students	5	N/A	N/D
Black or African American	0	N/A	N/D
American Indian or Alaska Native	0	N/A	N/D
Asian	0	N/A	N/D
Filipino	0	N/A	N/D
Hispanic or Latino	0	N/A	N/D
Native Hawaiian or Pacific Islander	0	N/A	N/D
White	4	N/A	N/D
Two or More Races	1	N/A	N/D
Socioeconomically Disadvantaged	3	N/A	N/D
English Learners	0	N/A	N/D
Students with Disabilities	0	N/A	N/D

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

Career Technical Education Programs (School Year 2010–11)

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.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of 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

CenCA has been making progress over several years towards having its courses approved by UC in order to allow students meet the UC/CSU requirements. During 2009-10 these courses were not yet approved, so statistics were not available for that year. Multiple courses were approved during the 2010-11 school year, and additional courses were approved during 2011-12. Data for students who graduated in 2010-11 and who met UC/CSU requirements were collected from school records as official data is not yet available.

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	Not available
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	25%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered	Students In AP Courses
Computer Science	1	0
English	2	2
Fine and Performing Arts	1	0
Foreign Language	2	0
Mathematics	3	0
Science	3	0
Social Science	6	2
All courses	18	2 out of 62 students took AP courses, or 3 % of the students

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 board approved professional development program that was in place during 2010-11 is below. Each year the board approves an updated plan.

Training / Professional Development Objectives

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

- A working knowledge of the Connections Academy curriculum and how to implement it in a virtual environment
- Strategies and best practices for virtual learning and instruction
- How to use and navigate the tools of the Learning Management System (LMS)
- How to develop personalized learning plans and individualize instructional programs
- Forms of assessment and how to use test results 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:

1. Teacher Orientation and Program Handbook Courses

Teacher Orientation Course (Developed by Connections Academy)

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

Returning Teacher Orientation Course (Developed by Connections Academy)

This course is designed for teachers who are returning to Connections Academy. As with the

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

Adjunct Teacher Orientation Course (Developed by Connections Academy)

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

Program Handbook (Developed by Connections Academy)

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

2. Connections Academy Professional Development Sessions

Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Teachers virtually attend monthly sessions throughout the year including such topics as: formative assessment and data driven decisions making, using data to guide instruction, 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, and educational trends.

As noted above, teachers complete online assessments to evaluate their understanding of the concepts included in their Teacher Orientation courses. Professional development sessions also use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and site-visits are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity. Upon successful completion of the professional development session, including participating in an "after training collaborative discussion" and completing a survey about the session, teachers earn professional development hours, tracked via UltiPro.

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

After teachers successfully complete the Connections Academy-developed training course centered around the LMS and Connections Academy processes, they have the opportunity to enroll in an online graduate-level course specially designed for Connections Academy teachers that focuses on online instructional practices. The teachers are able to earn graduate credit upon successful completion of this course. In addition, Connections Academy has a new partnership with American Public University whereby teachers can take courses to enhance their skills, totaling up to \$4,000 per year, and Connections Academy will pay those fees for teachers. Should a grade of B not be earned or should the teacher terminate employment with Connections Academy, those monies are to be repaid.

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings

that focus on administrative, policy, and operational issues. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual and alternative instruction.

5. Professional Learning Community (PLC)

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

- Professional Development: Professional Organizations, Current Professional Development Opportunities, offered through Connections Academy as well as elsewhere, Continuing Education, Conferences, Webinars, and Workshops, Online Professional Development Courses, and Education Resources and Research.
- Networking: Message Boards for teachers, special educators, and school counselors, Teacher-Teacher Collaboration, Shared Content of teacher-created resources, Shared Decision-Making Activities
- Instructional Support: 2010-2011 Course Links, Clubs and Activities information, Instructional Software, Instructional Tools, Instructional Support Review Committee, Teacher to Teacher Sharing, links to SSTAIR model and Supplemental Tier 1, 2, and 3 Programs, Assessment Information, Academic Integrity & Writing Resources.
- School Support: Help Desk information, weekly announcements and Updates from School Support, updates on processes and the LMS, information about our monthly Brown Bag Discussions, and links to School Support Training.

Training and Professional Development Delivery Models

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

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

Connections Academy uses LiveLesson® sessions to hold online meetings. School Support and Curriculum and Instruction representatives use this technology to hold sessions to demonstrate new LMS functionality, to present and model best practices in online teaching, and to showcase available resources and tools for online teaching and learning. The technology also allows school-based representatives to record sessions so that teachers can play them back at any time, providing teachers continuous access to pertinent information.

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.

2010-11 Teacher Training and Professional Development Topics

The following topics represent a sample of major professional development initiatives for the 2010-11 school year. Other program/technology specific trainings occur on an as-needed basis throughout the year. School-specific training requests supplement the overall development goals.

- Professional Learning Community as Teacher-Central for Resources, Communication, and Collaboration
- The STAIR Instructional Model: Essential Skills and Standards, Assessments, Interventions, and Response: Data-Driven Decision Making
 - Using data from identified, essential instructional objectives and corresponding assessment data to monitor student progress
 - Using formative assessment data to inform instruction
 - Using LEAP data for formative assessment
 - Using Curriculum Based Assessments (CBAs) for formative assessment
 - Using formative assessment data to assign appropriate interventions
 - Using intervention data to inform instruction
- SSTAIR Instructional Model: Response to Intervention (RTI) model via Multi-Tiered Interventions
 - Tier One
 - Curriculum Trainings
 - Core Curriculum and Instructional Program
 - Best Practices of Online Teaching
 - Resources and Tools to Enhance Online Teaching and Learning
 - LiveLesson synchronous instruction
 - EBSCO
 - Skills for Success (Study Island)
 - SkillsTutor®
 - Tier Two - Supplemental Instructional Programs
 - LiveLesson synchronous instruction
 - Raz-Kids™
 - Headsprout®
 - SkillsTutor®
 - Tier Three – Alternative Instructional Programs
 - PACE
 - Fast ForWord
- Focus on New 2010-11 K-12 Curriculum
 - Elementary
 - Art 2 and Art 5
 - PE 2 and PE 5
 - State Histories
 - High School
 - Consumer Math
 - English 9
 - Geography and Society
 - German III
 - Statistics
 - Electives
 - Web Design/Game Design
 - New Clubs & Activities
 - Elem/Middle
 - Home Life
 - Quiz Bowl
 - Arts and Crafts
 - DimensionM
 - Middle/High

- Art Club
 - Broadcast Club
 - Innovators Club
 - Quiz Bowl
 - DimensionM
 - New Instructional Tools
 - Workpad
 - Rock and Mineral Kit
 - FlashCards
- Promoting Positive and Collaborative Relationships between Teachers and Learning Coaches
- Topics in Special Education
- Internet Safety Training
- LMS Specific Training:
 - Sectioning & Course Placement
 - Scheduling
 - Using the Section Gradebook Features
 - Creating Custom Assessments
 - Accessing, Interpreting, and Using Data View Exports to Make Program Decisions
 - Communication & Documentation: Student Logs and WebMails
 - Electives, Clubs, & Activity Sign-Up and Management
 - Modifying Lessons to Meet Student Needs
 - Attendance and Student Escalation Status
 - Accessing & Analyzing User Information
 - Message Board Creation and Monitoring

Central California Connections Academy School Accountability Report Card, 2010-2011

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